



# **STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN**

**FOR**

**King Edward Primary School**

**LAST UPDATED: September 2017**

**Aberdeenshire Council Education and Children's Services**

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

## **Introduction: local and national context**

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

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

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

**National Improvement Framework Priorities:**

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

**National Improvement Framework Drivers:**

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

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

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016\\_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)

# **1. Context of the School**

## **School Vision and Values**

At King Edward School we have a School Vision with a clear set of School Values based on the shared values and aims of the whole school community. We strive to have pupils, staff and parents who feel happy and safe within a stimulating learning community that supports the development of the whole child/person and where everyone aspires to be the best that they can. The values that underpin our whole school approach are respect, responsibility, friendship and hard work.

Our School Values are at the heart of everything that we do –

### **Respect**

- Respect Ourselves
- Respect Others
- Respect our School
- Respect our Community and Environment

### **Responsibility**

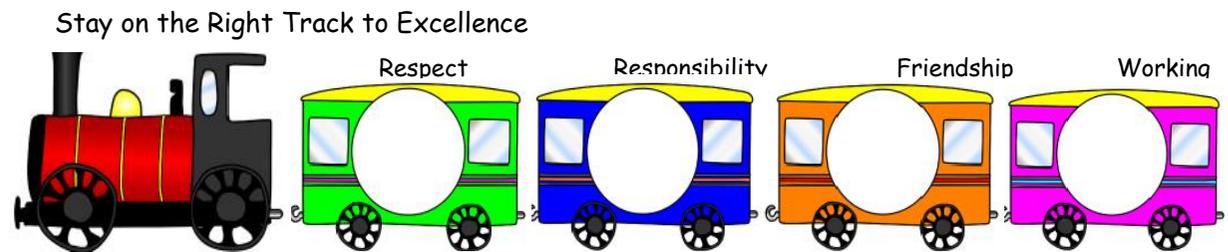
- Behave Well
- Have Good Manners
- Be honest and trustworthy

### **Friendship**

- Be Fair
- Work Together
- Be Understanding
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### **Working Hard**

- Do Your Best
- Challenge Yourself
- Aim High



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

We believe that this Vision and set of Values can be delivered through a carefully thought out Curriculum which develops the four capacities of a Curriculum for Excellence, ensuring that all children develop the attributes, knowledge and skills they will need to achieve their best in life, learning and work and takes the children's interests into consideration -

Children will be able to demonstrate the four capacities to become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Children will learn through and activities will be based on the four contexts for Learning

- Life and Ethos of the School as a Community
- Curriculum Areas and Subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

The Curriculum will link clearly with and reflect the Principles of Curriculum Design

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Challenge and Enjoyment
- Coherence
- Relevance

The Curriculum will provide opportunities for children to develop Skills for Learning, Life and Work – transferable skills, skills for life and skills for work. Skills to be developed and assessed are identified within Cross Curricular Contexts, IDL opportunities and are embedded into progressions within all curricular areas.

We work closely, in partnership with our staff, pupils, parents, professional partners and local community to promote our school and its positive ethos. Everyone's opinions and ideas are listened to and valued, through seeking regular feedback and acting on it – 'You said...We did'. Through our school committees (Pupil Council, Eco School Committee and Making a Difference Committee) our children are encouraged to be involved in developing the work of the school within our local community and beyond, developing skills for life and work at the same time (planning events, organising and running Community Cafes, 'Rotakids', Eco School Award Scheme (fifth green flag), running King Edward Savings Scheme (NESCO), presenting Assemblies etc.

Analysis of the SIMD data shows that no child at King Edward Primary School lives in an area of deprivation (deciles 1 and 2). The majority of children are in decile 7. Although King Edward Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

As all our pupils are in SIMD decile 5 or above and so we have looked at other data in order to identify pupils/groups.

- Recently our Cluster has been discussing attendance linked to possible mental health issues (below 90%)
- Monitoring absence data (2.5.17) 28% of all pupils have attendance levels that fall between 85% and 95%
- Out of these 28% of pupils, 57% are either identified as having a mental health medical condition, a sibling of such pupil, or are in the process of an investigation towards possible identification
- Common behaviours displayed by the identified pupils include low self-esteem, lack of confidence, difficulties with cooperation and teamwork, trust issues, separation issues, anxiety and anger management issues
- Addressing/supporting/developing coping strategies and training staff to support these behaviours and improve the pupil's wellbeing should result in pupils attendance going up and therefor have an impact on attainment
- 72% of the identified pupils are on track in reading with 28% exceeding expectations (InCas standardised scores)
- 85% of the identified pupils are on track in general maths work with 15% exceeding expectations (InCas standardised scores)
- 100% of the identified pupils are on track in mental maths (InCas standardised scores)
- As no pupil are exceeding expectations in mental maths attainment we would want to keep raising attainment in numeracy in our Improvement Planning and allocate some PEF money to resources/staff training

We propose to allocate the funding in the following way

- Cluster – ‘Happy to be Me’ staff training to establish and deliver nurture group intervention courses to targeted groups in school (raise self-esteem and promote positive mental health)
- School - Purchase ‘Happy to be Me’ resources to deliver nurture group intervention courses
- School – in partnership with Outdoor Woodland Learning School organise and run outdoor workshops that concentrate on building self-esteem, confidence and that encourage team work and cooperation.
- School – purchase 2 new iPads and upload relevant aps that develop mental maths/numeracy. This will bring our total iPads in school up to 10 (approx. one between 3).
- School - tailor the iPads to the age and stage of the pupils
- School – involve the digital learning team to support staff, pupils and parents with relevant training/recommended aps that will raise attainment in numeracy
- School - individualised, progressive numeracy programme subscription (e.g. Sum dog) that pupils can access anywhere, work/progress at their own pace, share with their parents to help us raise attainment in numeracy/mental maths

Strengths of the school include:

- **High quality, relevant and engaging learning experiences**

At King Edward School our pupils are well behaved, work hard and engage in learning experiences with enthusiasm. They respond well to the wide range of activities on offer. We strive to ensure children's learning is enhanced by an excellent range of visits and visitors and cross class/whole school learning contexts. Our learners are involved in a committee group within school where they have opportunities to lead and demonstrate enterprise and life skills.

- **Good levels of performance**

Children are making good progress in their learning across all curricular areas and some are exceeding expectations in reading.

- **Our ethos**

Our children enjoy school and we have strong relationships with all of our stakeholders, an open door policy. We have a very positive profile within the local community, which is based on shared values. Our school has a very inclusive culture where it is everyone's right to feel safe, valued and included.

- **The quality of support provided**

Staff know children very well and work closely with parents to ensure that their needs are identified early. We identify learners who need support, engaging with the appropriate services to meet learner's needs and putting interventions in place to try and overcome any barriers our learners may face. Staff constantly assess whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of our small team to ensure the needs of all children are being met.

- **Commitment to school improvement**

All stakeholders are committed to continually improving our school to benefit our learners. Staff engage in CLPL to enhance their own practice to impact on our learners. We reflect on all feedback we receive, make change where necessary and share the feedback with the relevant stakeholders.

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

Relevant NIF priority: All

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

### **Overview:**

- The school engages in self-evaluation, involving all stakeholders. Staff will engage with a more rigorous self-evaluation process using HGIOS4 and the National Improvement Framework
- Staff are committed to improvement and to the school values
- Staff are offered the opportunity to take on lead roles in school improvement such as Digital Leaders, Dyslexic Champion, Numeracy Leaders etc
- The HT is a Numeracy Ambassador and has delivered Authority training on Developing Number Sense
- The HT is part of a mini Cluster steering group developing the Cluster Improvement Action Plan on self-evaluation
- The HT conducts focussed monitoring of planning, pupil tracking, classroom practice, learner's work and learner's profiles and gives both written and verbal feedback through professional discussions, designed to have an impact on the quality of learning and teaching
- Regular engagement with all stakeholders through a range of methods e.g. questionnaires, Survey Monkey, Open Afternoons, compliments book, parent appointments, Newsletter, Parent Council meetings
- Staff engage with professional learning and CLPL opportunities through ALDO, Collegiate working meetings, In Service Days and Twilight training
- Annual PRD and EAR meetings are held with staff
- Staff update CLPL through MyGTCS
- Children review their own learning through their E-profile, Learning Journey books, homework and by regularly sharing class work with their parents/carers (four times a year)
- Learners are all actively involved in the work of the school through the three committees – Eco Schools, Pupil Council and Make a Difference. It is hoped to use committee time to include the pupils more in the self-evaluation process
- All parents agree that the school ask for their views and 96% of them feel that the school takes these views into account

**Key strengths:**

- As a small staff we are constantly involved in professional dialogue and reflection.
- We reflect on all feedback we receive, make changes where necessary and share the feedback with the relevant stakeholders.
- The HT has adapted and implemented a rigorous Quality Improvement Calendar for herself and for teaching staff.
- The HT involves all staff in EAR and PDR. Teaching staff are now using myGTCS to input professional development, linking it to the new Standard for Career Long Professional Learning as is the HT using the Standard for Leadership and Management. All staff are involved in EAR and PRD meetings.
- The HT regularly refers to the School Improvement plans, updating and monitoring progress. She organises relevant CWTs and In Service Day training for all staff linked to the SIPs and individual needs
- We work closely with our Cluster colleagues to develop, write and drive forward the SIP Action Plans

**Identified priorities for improvement:**

- Extend confidence and effectiveness in use of HGIOS4 and National Improvement Frame Work (NIF)
- Learners, Parents and Other Stakeholders consistently engaged in Self- Evaluation – EG Big Conversation, use of Identified Education Scotland and Aberdeenshire Resources
- Improved use of attainment data to raise attainment – SNSA, InCas, Emerging Literacy, SEAL
- Implement Scottish National Standardised Assessments (SNSA) in line with Cluster Timeline and Staff use SNSA to inform planning, learning experiences, and next steps.
- Improved knowledge and use of Benchmarking to inform planning, assessment and moderation
- Development of a standardised Tracking and Monitoring tool.
- Staff to attend Cluster moderation groups, TLCs, Emerging Literacy buddy group.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Extend confidence and effectiveness in use of HGIOS4 and National Improvement Frame Work (NIF)</p>	<p>Staff confidence in self-evaluation enhanced by using appropriate documentation</p> <p>Learners, Parents and Other Stakeholders consistently engaged in Self- Evaluation – EG Big Conversation, use of Identified Education Scotland and Aberdeenshire Resources</p> <p>Impact of improvements for learners to be better collated to show how they benefit. EG ‘ You said, We did Wall’</p> <p>Shared Examples of good practice across the cluster.</p>	<p>Survey to all cluster teaching staff to identify levels of confidence in using documentation to improve outcomes for learners (September 2017) Survey again in June 2018</p> <p>All learners, staff and parents will be engaged in aspects of school improvement planning. – June 2018</p> <p>Visible displays and updates of how improvements have impacted on learners</p> <p>Standing Agenda Item on Cluster Minutes</p>
<p>2. Improved use of attainment data to raise attainment</p>	<p>Implement Scottish National Standardised Assessments (SNSA) in line with Cluster Timeline.</p> <p>Staff use SNSA to inform planning, learning experiences, and next steps.</p> <p>Improved knowledge and use of Benchmarking to inform planning, assessment and moderation</p>	<p>All pupils have sat assessments at P1, P4, P7 and S3 ( June 2018)</p> <p>SNSA pupil profiles are available and used regularly. Teacher, pupil and parent dialogue takes place to discuss next steps. <b>HT to monitor staff planning (use of Benchmarks to inform planning, assessment)</b></p>

	<p>Analysis of attainment data forming a coherent part of planning for improved learning (SNSA, InCas, <b>Emerging Literacy, SEAL</b>)</p> <p>Development of a standardised Tracking and Monitoring tool.</p>	<p>Whole cluster moderation activities to take place Improved attainment for all across the cluster Data – SNSA, InCas, <b>Emerging Literacy, SEAL</b></p> <p>A consistent approach to tracking and monitoring (June 2019)</p>
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**Evidence of progress/comments/identified next steps:**

**Date:**

**Date:**

**Date:**

### **Evaluation of QI 1.3 - Leadership Of Change:**

#### **Sources of evidence/evaluation activities undertaken:**

- Self-Evaluation at school and Cluster level using the Quality Indicators
- Planned professional discussions with staff
- PRD and EAR discussions
- Lesson observations and feedback given to staff
- School Improvement Plan
- PRD profiles and targets
- Parental feedback
- Pupil Council discussions
- 'You Said, We Did' notice board
- CWT minutes
- In Service day agendas and minutes
- HT Area Day agendas

#### **Overall evaluation of level of quality:**

- School improvement is increasingly taking place in the context of the school's vision and values
- Staff are involved in regular evaluation of the improvement priorities through open discussion, PRD and Cluster peer work (where appropriate) and their views and ideas are considered/included in the development of our SIP
- Collegiate meetings now will start with review/evaluation of SIP progress, using challenge questions and features of highly-effective practice statements from HGIOS4 to ensure continual identification of strengths and areas of development
- Staff are regularly offered leadership roles within the school – Dyslexic Champion, Digital Champion, Restorative Practice Champion, Numeracy Ambassador
- Parent views and ideas are sought when developing our SIP
- Pupil views and ideas are gathered via our Pupil Council and given full consideration
- All staff are committed to regular CLPL and continually reflect on their practice using MyGTCS, the PRD process, TLCs and planned professional discussions

**Level of quality for this QI: 3**

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

Relevant NIF priority: All

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

#### **Overview:**

- In consultation with the whole school community a Curriculum Rationale was developed and launched
- Staff are familiar with the key principles that underpin effective learning and teaching, the four capacities and the principles of curriculum design. Staff refer and consider all these factors when they are planning learning experiences
- Aberdeenshire Council Frameworks/Education Scotland – learning progressions and benchmarks are used over all curricular areas to inform planning, track progress and achievement and to identify next steps in learning, ensuring progression for our learners.
- There are strong transition procedures in place – P6/7 residential trip, P7 TXA/BXA three day visits, Extended Transition opportunities where appropriate, SLF transition meetings (with TXA/BXA SFL staff and Educational Psychologist), P1 – class teacher visits children in nursery, P1 new parents meetings, New P1s visits to school but curricular transition is an area that the Cluster want to concentrate on
- Children have the regular opportunities for Outdoor Learning Experiences within IDL contexts, supported by our Aberdeenshire Ranger and other providers (OWLS) but it is hoped to make the opportunities weekly and for them to include more numeracy, literacy and HWB
- Children review their own learning and share it through their E-profile, Learning Journey books, homework and by regularly sharing class work with their parents/carers (four times a year), encouraging parents to engage and take an interest in their child's learning
- 94% of parents agree that their child enjoys learning at school
- 81% of parents agree that their child is progressing well and that their children are stretched and encouraged to work to the best of their ability
- Very good wall displays throughout the school capture learner's experiences
- Children are grouped appropriately within the multi composite classes to ensure that they are working at the matched level. This sometimes means that children work with older year groups or on their own, depending on their ability.
- Digital Literacy is being used more frequently across the curriculum to support teaching and learning. It is hoped to purchase more iPads to increase accessibility and to focus on the development of digital literacy skills (particularly in coding, GLOW and EProfiling)
- Staff consider skills for learning, life and work when planning contexts and learning experiences. Staff will be introduced to the DYW website and other useful resources to ensure learners link and develop skills being learned in school to the world of work
- Staff ensure children's learning is enhanced by a very good range of visits and visitors and cross class/whole school learning contexts
- Our children are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies
- Chronologies are in place for all of our pupils

- We work very closely with key partners (Parents, ASL team, Educational Psychologist, Mental Health Team, Social Work, IP teacher, Diabetic Nurse, School Nurse, School Chaplain, through the GIRFEC process, involving them whenever necessary to ensure that our children's needs are being met, a particular strength of ours. We pride ourselves on early identification of a range of needs and target our resources appropriately
- Presently we have one type one diabetic child in school and the staff cope extremely well with his medical needs, supporting and helping each other through various situations. Staff's efforts and good practice was recognised and we were presented with a 'Good Care in Diabetes Award' from Diabetes Scotland.

**Key strengths:**

- The very positive profile the school has within the local community, which is based on a shared values
- Our children enjoy school and we have strong, positive relationships with all stakeholders, open door policy
- Our close relationship with key partners to identify a child's needs and meet them by targeting our resources appropriately

**Identified priorities for improvement:**

- To improve Learning, Teaching and Assessment throughout Cluster Schools by staff attending Authority QIOs Learning and Teaching workshops
- Moderation supported by QAMSOs to support schools to develop their practice linking to effective moderation with the focus on developing holistic assessment to support teacher judgement
- In consultation with our stakeholders Staff to develop IDL bundles that link closely to the local area/locality/interests of our learners
- All stakeholders develop and improve both ICT skills and digital awareness/digital literacy skills through increasing learning opportunities in order that they can participate in this increasingly digital world
- Learners understand how to be responsible online and know how to keep themselves safe
- Learners will be able to understand the instructions of a visual programming language and be able to predict the outcome of a program written using the language (coding using programmes such as Hour of Code, Barefoot, Kodu, Scratch) and will solve problems by building programmes to carry out tasks and design challenges

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To improve Learning, Teaching and Assessment throughout Cluster Schools:</p> <ul style="list-style-type: none"> <li>• Staff to attend 4 x Authority L&amp;T Twilights</li> <li>• Moderation supported by QAMSOs to support schools to develop their practice linking to effective moderation with the focus on developing holistic assessment to support teacher judgement</li> <li>• Moderation activities across the Cluster</li> </ul>	<p>For pupils to have an improved learning experience and raised attainment.</p> <p>All Staff to be familiar with eg Shirley Clarke’s Outstanding Formative Assessment</p> <p>Teachers will use QAMSO assessments effectively</p> <p>Increased confidence in staff to sustain a consistent approach to assessment</p>	<p>Learning Walks Pupil dialogue Focus Groups Monitoring of pupil work, attainment and progress INCAS Analysis of SNSA Whole school tracking Evidence from tracking meeting/discussions with staff</p> <p>Evidence of consistency in approach Staged moderation</p>
<p>2. Improving outcomes in the Early Years:</p> <ul style="list-style-type: none"> <li>• Early Years Cognitive Training with EPS twilights, videos and gap tasks for Early Years Settings – P3 staff</li> </ul>	<p>Children will develop cognitive skills which underpin skills for life</p> <p>Familiarisation with Bumps to Bairns – Highland Council website <a href="https://bumps2bairns.com/preschool-children/">https://bumps2bairns.com/preschool-children/</a></p>	<p>Cognitive skills checklists (Developmental Overviews <a href="https://bumps2bairns.com/developmental-overviews/">https://bumps2bairns.com/developmental-overviews/</a> )</p> <p>Progressions/ Benchmarks</p>

<p>3. To further improve the Curriculum we offer</p> <ul style="list-style-type: none"> <li>• Revisit the Experiences and Outcomes ‘bundles’</li> <li>• In consultation with our stakeholders Staff to develop IDL bundles that link closely to the local area/locality/interests of our learners</li> </ul>	<p>IDL contexts are more relevant to our locality and interests of our learners</p>	<p>IDL bundles – three year cycle produced Feedback from learners, staff and stakeholders</p>
<p>4. To build on and develop digital technology and computational thinking skills</p> <ul style="list-style-type: none"> <li>• Use digital products and services in a variety of contexts to achieve a purposeful outcome</li> <li>• Search, process and manage information responsibly, building cyber resilience and keeping safe on the internet</li> <li>• Understanding and analysing computing technology</li> <li>• Designing, building and testing computing solutions</li> </ul>	<p>All stakeholders develop and improve both ICT skills and digital awareness/digital literacy skills through increasing learning opportunities in order that they can participate in this increasingly digital world</p> <p>Learners understand how to be responsible online and know how to keep themselves safe</p> <p>Learners will be able to understand the instructions of a visual programming language and be able to predict the outcome of a program written using the language (coding using programmes such as Hour of Code, Barefoot, Kodu, Scratch)</p>	<p>Learning Walks Pupil dialogue Engaged Learners More confident Staff/pupils Monitoring of pupil work, attainment and progress Visible displays and updates of how improvements have impacted on learners INCAS Analysis of SNSA Whole school tracking Evidence from tracking meeting/discussions with staff</p>

<ul style="list-style-type: none"><li>• <b>Further staff training on coding, GLOW, iPads</b></li><li>• <b>Digital Leaders</b></li><li>• <b>Parental workshops</b></li></ul>	<p><b>Learners will solve problems by building programmes to carry out given tasks/design challenges (coding using programmes such as Hour of Code, Barefoot, Kodu, Scratch)</b></p>	
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Improvement Priority title:

Raising Attainment in Literacy, Language and Communication: Taking a developmental approach to Emerging Literacy

*Linked to QI/Theme:*

- Q.I 1.3 – Leadership of change
- Q.I 2.3 – Learning, teaching and assessment
- Q.I 2.5 – Family learning
- Q.I 2.7 – Partnerships
- Q.I 3.2 – Raising attainment and achievement

*Linked to National Improvement Framework Priority (check any that apply):*

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

**Linked to National Improvement Driver (check any that apply)**

- **School Leadership**     **Teacher Professionalism**     **Parental Engagement**     **Assessment of Children's Progress**

*What difference will it make for learners? (what impact do we expect to see?):*

**Pupils as learners will:**

- experience a developmentally appropriate curriculum using the developmental continua to support current programmes
- have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment
- be tracked using the developmental continua to ensure that individual needs are met.

**Staff as learners will:**

- understand the developmental approach to Emerging Literacy at the Early Level
- be able to articulate the progress of each learner, based on robust evidence.

*Success criteria (how will we know if the change has been an improvement?):*

Pupils as learners will:

- have secure foundation skills in early reading and writing
- make appropriate progress in Literacy within the Early Level.

Staff as learners will:

- demonstrate research based practice
- be able to articulate the progress of each learner.

<i>What exactly are we going to do? (detail of specific actions)</i>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
1. <i>Attend whole day training for Emerging Literacy</i>	June 2017
2. <i>Deliver introductory family learning workshop on Emerging Literacy</i>	Term 4 2016/2017 or Term 1 2017/2018 – P1 Teacher/ SMT
3. <i>Complete initial Emerging Literacy assessments with P1 children</i>	August 2017 – P1 Teacher (with relevant SMT support)
4. <i>Attend 4 Local Networks during the 2017/2018 session</i>	August 2017 – May 2018 – P1 Teacher/ SMT
5. <i>Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress</i>	Ongoing: 2017/2018 – P1 Teacher/ SMT
6. <i>Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home</i>	Ongoing 2017/2018 session – P1 Teacher/ SMT
7. <i>Information to be passed from the Primary 1 teacher (2017/2018) to Primary 2 teacher (2018/2019) on the progress that learners have made within the four key skill areas of Emerging Literacy.</i>	Term 4 of 2017/2018 session – P1 Teacher/ P2 Teacher

<p><i>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</i></p>	<p><b>Who will lead this? (detail of responsibilities and timescales)</b></p>
<p><i>Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress</i></p>	<p>P1 Teacher and in discussion with SMT</p>
<p><i>End of Level Teacher Judgements for Primary 1 – Achievement of Early Level, including P1 National Standardised Assessment data</i></p>	<p>P1 Teacher and in discussion with SMT</p>
<p><i>Evidence of attendance and feedback from family engagement workshops</i></p>	<p>SMT</p>
<p><i>Evidence of on-going interactions between schools and families to provide universal and targeted support</i></p>	<p>P1 Teacher/ SMT</p>
<p><i>Monitoring of learning experiences which take a developmental approach across the Early Level</i></p>	<p>SMT</p>
<p><i>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</i></p> <p>Taking a developmental approach to Emerging Literacy ensures that the developmental gaps in foundational reading and writing skills for all children are addressed to ensure that literacy learning is built upon a solid foundation. Emerging Literacy plans for the gaps of all children taking a targeted approach.</p>	
<p><i>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</i></p> <p>The Emerging Literacy Networks are a mechanism which support staff through a collaborative approach to learning. The time implications reflected in the 'Expected resource needs' is reflected in the Working Time Agreement for the school. The support tools which have been created centrally and shared on <a href="http://www.highlandliteracy.com/emerging-literacy">www.highlandliteracy.com/emerging-literacy</a> aim to tackle bureaucracy through housing everything in once place. The school is developing a whole-school approach to Emerging Literacy through the collegiate support materials provided through the Emerging Literacy networks.</p>	

*Expected resource needs (including costings if applicable). Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:*

- **Highland Council - Emerging Literacy – Support Resources**
- Network Twilights – 10 hours (if outwith the school day)
- Initial resource set-up and organisation of resources – 10-15 hours
- Whole-day training – 5 hours
- Ongoing dialogue – P1 Teacher/ SMT

**Evidence of progress/comments/identified next steps:**

**Date:**

**Date:**

**Date:**

## **Evaluation of QI 2.3 - Learning, Teaching and Assessment:**

### **Sources of evidence/evaluation activities undertaken:**

- Class Teachers individually monitor children's progress and share with the Head Teacher through professional discussion
- Head Teacher monitors Learning Journeys, E-profiles and assessment trackers
- Learning Visits by Head Teacher
- Jotter sampling by Head Teacher
- Parent feedback/target setting
- Cluster moderation

### **Overall evaluation of level of quality:**

- We have a School Vision with a clear set of School Values based on the shared values and aims of the whole school community
- We strive to have pupils, staff and parents who feel happy and safe within a stimulating learning community that supports the development of the whole child/person and where everyone aspires to be the best that they can.
- The values that underpin our whole school approach are respect, responsibility, friendship and hard work.
- Learner's achievements in and out of school are recognised regularly at Assembly, through the Achievements notice board, Learning Journeys and learner's E-Profiles
- Learner's achievements in and out of school are promoted throughout the whole community and beyond through Social Media, weekly newsletter, school website and church magazine
- Learners play an active role in the school and community, particularly through committee work, where they take on leadership roles
- Learners are encouraged to take more responsibility for their learning through E-profiling and target setting
- We provide some contexts for the application of skills across the curriculum – Savings Scheme, Breakfast Club, committee work, Community Café, fundraising and we hope to continue this further through After School Clubs such as cooking, STEM, craft, sports
- Learning intentions, success criteria and targets are shared with and evaluated by staff, learners and parents through Learning Journey books and E-profiles
- We provide many opportunities to report learner's progress and achievements to parents and the community through Learning Journey books, E-profiles, Open Days, performances, newsletter, Social Media, face to face appointments and report cards
- Teachers track children's progress and achievement in literacy and numeracy using Education Scotland Benchmarks in P1, P4 and P7.
- Teacher's track children progress and achievement in literacy and numeracy using the Benchmarks contained in the Aberdeenshire Council Frameworks in P2, P3, P5 and P6
- Pupils are involved in Standardised Assessment in P1, P4 and P7 (SNSA) and P3 and P5 (InCas) and the data is used support professional judgement and to target support, provide appropriate challenge and confirm next steps in learning
- Forward planning continues to be updated to reflect the learning progressions and benchmarks identified in Aberdeenshire Council's Frameworks

**Level of quality for this QI: 3**

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

Relevant NIF priority: All

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

##### **Overview:**

- Children at King Edward School are happy, included and achieving their full potential
- Children at King Edward School are enthusiastic and engaged learners
- Active learning opportunities are used alongside other methods to motivate and challenge pupils
- Where possible we include the use of digital technology in learning activities but this is an area we want to develop further – coding, computing science, E-profiling, One Drive, GLOW and Digital Leaders
- Learning experiences are planned to meet the needs of all individuals
- We have very strong links with key partners to ensure that our children's needs are being met – Education Psychologist, Mental Health, Diabetic Nurse, School Nurse, Clinical Psychiatrist, SALT, Intervention and Prevention teacher and Social Work
- We work closely with our LMG and ASL teacher
- Class Teachers work closely with the ASL teacher to ensure identified learners needs are met, relevant assessments are carried out and planned interventions are put in place with targeted support from the PSAs where necessary
- Class Teachers regularly audit pupil's level of need, levels are monitored by the HT and then moderated by the ASL teacher
- All staff are up to date in and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children
- Standardised Assessment is used to track progress and identify areas requiring targeted support
- The analyses of Standardised Assessment data shows that most learners are on track to achieve the expected Curriculum for Excellence level in numeracy, literacy and health and wellbeing, with some learners exceeding expectations in reading
- The school is adopting a dyslexia and autism friendly approach, toolkits are being developed for classrooms to support this

##### **Key strengths:**

- The identification of learners who need support, engaging with the appropriate services to meet learner's needs and putting interventions in place to try and overcome any barriers our learners may face
- Staff relationships with children – knows every child as an individual
- Pupils at P4, P5 and P6 are exceeding expectations in reading

##### **Identified priorities for improvement:**

- Develop Emotional Literacy across the stages in all cluster schools; develop pupils' resilience in all aspects of learning through use of programmes such as Mindfulness, Bounceback and Happy Secret company resources (Happy to be Me) and Outdoor Woodland School to ensure consistent approaches within and across school and cluster

- All staff clearly understand their role and responsibility in supporting pupils' wellbeing. They understand the referral processes to access support within ECS and other agencies eg CAMHS
- Use Professor Ferre Laevers 5 point scale to measure pupil wellbeing and involvement and try and improve attendance levels. Assess the level of learning that is taking place.
- Pupils, staff and parents share a common language – adhere to the Total Communication policy.
- Further develop inclusive strategies to meet the needs of all learners to achieve success – dyslexia friendly schools
- Implementing the use of RA as part of positive relationships the school community, particularly between staff, pupils and parents so that it becomes part of a whole school ethos, with a view to expanding and extending existing initiative in Academy.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Cluster HTs will communicate shared vision for improved mental health for all to pupils, parents and stakeholders</p> <p>Cluster HTs to agree cluster resource that will develop age-appropriate tools and language for emotionally literate pupils</p>	<p>Staff use procedures for accessing services and training within E&amp;CS and from other agencies</p> <p>Development of cluster policies, continue to develop and update ASN Turriff Toolkit throughout the session</p> <p>Develop Emotional Literacy across the stages in all cluster schools; develop pupils' resilience in all aspects of learning through use of programmes such as Mindfulness, Bounceback and Happy Secret company resources (Happy to be Me) to ensure consistent approaches within and across school and cluster</p> <p><b>Raise attendance levels</b></p> <p><b>In partnership with Outdoor Woodland Learning School organise and run outdoor workshops that concentrate on building self-esteem, confidence and that encourage team work and cooperation.</b></p> <p><b>Use Professor Ferre Laevers 5 point scale to measure pupil wellbeing and involvement.</b></p>	<p>All staff clearly understand their role and responsibility in supporting pupils' wellbeing. They understand the referral processes to access support within ECS and other agencies eg CAMHS</p> <p>Staff have a clear understanding of GIRFEC and Shanarri principles and the legislative frameworks relating to wellbeing, inclusion and equality.</p> <p>Evidence of calmer, more effective learning environments that enable improved individual attainment</p> <p><b>90% of pupils have attendance levels over 90% for the whole school year</b></p> <p><b>Analyse data from the Professor Ferre Laevers 5 point scale to measure a child's well-being and involvement.</b></p>

	<p><b>Assess the level of learning that is taking place (during Outdoor Woodland Learning School sessions.) A consistent low level of well-being and involvement will raise the chance of a child's development being threatened. As the level of well-being and involvement is raised the learning increases. When a consistent high level of well-being and involvement is recorded the practitioner knows that a deep level of learning is taking place.</b></p> <p>Pupils, staff and parents share a common language – adhere to the Total Communication policy.</p> <p>Ethos is more inclusive, pupils and staff accept and celebrate diversity, pupils are listened to, feel safe and supported by staff modelling positive behaviours and using restorative approaches</p>	<p><b>Record incidents related to the identified pupil's mental health/wellbeing to identify a decrease throughout the year</b></p> <p>Pupils can understand and communicate their feelings and emotions in a clearer, age-appropriate way. Clear evidence of positive impact on relationships and social life skills through positive behaviour choices Pupils begin to empathise with others and staff start to use restorative conversations to resolve conflicts Pupils begin to employ self-calming strategies, at times with staff support. Pupil and staff views and attitudes sought.</p>
<p>2. Further develop inclusive strategies to meet the needs of all learners to achieve success – dyslexia friendly schools</p>	<p>Inclusion and equality across the school All children involved in the life of the school Effective strategies in place which improve attainment and achievement for young people with ASN.</p>	<p>Attainment raised Achievements celebrated Parent questionnaire responses Engaged learners Use of resources by staff and pupils Policy drafted and discussed</p>

	<p>Use of best practice resources, CALL Scotland, Mintlaw Cluster resources, develop cluster policy, Neil Mackay strategies, reflective toolkit, Working with parents to raise awareness of inclusive support offered in school and how parents can further support their child.</p>	
<p>3. Further develop the Restorative Approaches in cluster schools.</p> <p>In session 2017-18, Primaries to hold whole school assemblies for children and share approaches with parents through information evening/leaflet</p>	<p>Implementing the use of RA as part of positive relationships the school community, particularly between staff, pupils and <b>parents</b> so that it becomes part of a whole school ethos, with a view to expanding and extending existing initiative in Academy.</p> <p>RP group to meet teaching and non-teaching staff over the year to access resources to cascade training All school staff will become more confident using restorative conversations in everyday conflicts in class, playground, out with the classroom</p>	<p>Staff feel more confident in having a restorative conversations with pupils, can share good practice and there is an improved climate of mutual respect</p> <p>All Primary Schools are using restorative approaches by June 2017 in at least 50% of incident involving unwanted behaviours. Approx 33% of Academy staff (not just teachers) are beginning to use restorative conversations in day to day contexts</p>
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p>		

### **Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:**

#### **Sources of evidence/evaluation activities undertaken:**

- King Edward Kid's Code (positive behaviour system) welcomed by all staff, pupils and parents – positive feedback from questionnaire
- Individual King Edward Kid's Code record kept – staff and HT regularly monitor
- Positive views from all stakeholders showcased in 'Compliments Book' and shared on Social Media
- PEF funding is being targeted at improving the mental health and resilience of all learners – Outdoor Woodland Education and 'Happy to be Me' nurture initiative
- Whole Cluster use 'Bounce Back' to promote and develop good mental health in all learners
- Attendance levels monitored monthly by HT
- Analyses of Standardised Assessments through professional discussion between teaching staff and the HT
- Minutes from LAC Reviews, Educational Psychologist Reviews and MAAPms
- ASN Support Level Audit sheets
- Moderation – in school, mini Cluster, whole Cluster activities
- Feedback from all stakeholders – Survey Monkeys, Questionnaires, Exit Passes, emails etc.
- CWT/In Service minutes

#### **Overall evaluation of level of quality:**

- All staff are trained in Child Protection and GIRFEC policy and procedures.
- All pupils know about child protection and wellbeing issues through awareness raising session in Assemblies and curricular work.
- Our children's confidence and self-esteem are very important to us. We have a Reward System in school where every child is rewarded for effort (smiley badges). This is celebrated at Assembly.
- We have an effective positive behaviour system (King Edward Kid's Code) that is supported by all pupils, staff and parents and feedback gathered to date has been very positive from the whole school community.
- Restorative Practice conversations are used when solving situations both in and out of the classroom by all staff. We hope to roll out parent information on Restorative Approaches to the whole Cluster this session.
- Teaching staff are involved in meetings (MAAPMs, IEPs, ASL, SALT etc.) so have current information on how best to support learners.
- Head Teacher analyses attendance data on a monthly basis and follows Aberdeenshire Council policy should any concerns arise.
- We see our learners as individuals and try to meet their individual needs, where necessary involving parents, outside agencies and partners.
- Auxiliary staff have a 'Good Diabetes Care' School Award for their expertise in the care of a type one diabetic pupil

**Level of quality for this QI: 4**

### **Evaluation of QI 3.2 - Raising Attainment and Achievement:**

#### **Sources of evidence/evaluation activities undertaken:**

- Professional discussions to analysis Standardised Assessment data
- Professional discussions with Class Teachers and ASL Teacher to ascertain progress in literacy and numeracy

#### **Overall evaluation of level of quality:**

- Our pupils are motivated, confident, enthusiastic and engaged in their learning.
- Most pupils are working at their expected CfE level and are making good progress in the majority of the curricular areas.
- We involve all of our pupils in Standardised Assessment – P1, P3, P4, P5 and P7.
- In conjunction with the HT staff analyse, interpret and act on results, identifying where support/challenge is needed and implement appropriate intervention/resources.
- In Reading, pupils who show very high levels of achievement are challenged further by both the Class Teacher and the ASL teacher.
- In General Maths all pupils are working well within their expected results.
- The introduction of the 'Big Writing' approach has raised attainment in Writing for most pupils. Part of this approach is to give pupils regular, relevant feedback, set targets and assess work.
- Staff moderate pupils work and hope to do so with colleagues from Cluster schools both primary and secondary this session.
- Development of a standardised Tracking and Monitoring tool throughout the whole Cluster (primary and secondary) this session.
- A consistent Cluster approach to tracking to be established by using the standardised tracking and monitoring tool.
- Wider achievements are recognised and regularly celebrated through Assemblies, Achievements Notice Board, School Newsletter, Website, Social Media and E-profiling.
- Using Aberdeenshire Council GIRFEC structures staff work towards breaking down barriers to learning for some of our young people
- All of our young people have the appropriate plans in place, where necessary (MAAP, IEP, MAP, Care Plan)
- Our pupils are encouraged to take responsibility through their committee work (Rotakids, Eco Schools, Pupil Council, King Edward Savings Scheme, senior pupils run Breakfast Club, Community Cafe)
- We introduced 'Number Talks' to all pupils and 'Numicon' to P1 and P2 pupils to help them verbalise their learning and improve their mental calculation skills. We hope the impact is evident in our Standardised Assessment data this session.
- More frequent opportunities are being created for children to work within a 'Developing Number Sense' approach, particularly applying their knowledge and solving real life problems
- Staff to acquire an improved knowledge and use Benchmarking to inform planning, assessment and moderation, using Aberdeenshire Council Frameworks

**Level of quality for this QI: 4**

## **5. What is our capacity for improvement?**

The overall capacity for improvement at King Edward school is very good. This is based on the following aspects within the school:

- Enthusiastic and motivated learners with a commitment for learning
- Fully committed staff and Head Teacher
- Quality professional learning opportunities that supports staff and leads to improvement for all learners
- A positive school ethos underpinned by a shared vision and set of values
- Strong, productive partnerships with parents, other schools and services
- Positive feedback from all stakeholders gives us confidence in what we do

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

- Budgetary constraints – especially surrounding the purchase of ICT equipment
- Unreliable ICT hardware and connectivity
- Serious lack of supply staff to release staff for CLPL
- Time

## **6. Record of updating**

Date	Amendment made	By who	Comment