

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

School: Gilcomstoun School

Head Teacher: Suzanne Carson

**Gilcomstoun School
Bun-sgoil Gilcomstoun**

**Learn, Achieve, Together
Ionnsaich Coilean Còmhla**



Gilcomstoun School is a happy, safe, inclusive community where we celebrate cultural diversity and work together to learn, achieve and succeed.



@gilcomstounnews

#learnachievetogether #ionnsaichcoileancomhla

Website: www.gilcomstoun.aberdeen.sch.uk



CONTENTS

PART ONE: Standards and Quality Report 2018-19

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

PART TWO: School Improvement Plan 2019-20

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



Context of the school:

Gilcomstoun School is a co-educational, non-denominational school which is situated in the city centre of Aberdeen. It was built in the 1860s and is part of Aberdeen Grammar ASG. The catchment area is a mixture of private housing, housing association and local authority housing. More than 50% of the school population comes from different cultural backgrounds.

The school has a roll of 310 pupils which includes an 80 place nursery. The school has a management team of a Headteacher and two Depute Head Teachers, one of which is a new permanent post created in November 2018. There are eleven classes (two are Gaelic Medium) and four nursery classes (Sgoil Araich).

Gilcomstoun School is the only school in Aberdeen City to provide Gaelic Medium Education. We work closely with Comunn Nam Parent and local Gaelic Community Groups.

During session 2017/18 (May), the school was inspected. The report highlighted key strengths and clear areas for improvement. The recommendations then became the school improvement plan for 2018/19. The report is available at: www.education.gov.scot

Parental engagement is a focus of the school and parents are encouraged to play an active role in the life and work of the school and their child's learning. Our parents are supportive of the school and we have an active Parent Council who are involved both in school and with events happening in the wider community. Opportunities have been created for parents to become involved and engaged in school improvement through surveys, audits, parent consultations (senior pupils attend), sharing the learning visits to classrooms, open days, focus groups all of which provide opportunities for parent voice to be gathered.

Pupil participation and engagement is a key priority in our school and pupils have many opportunities to be involved in the work and life of the school. Pupils play an active role in driving school initiatives forward. They are proud to be part of Gilcomstoun and their involvement can be seen through House Groups, Pupil Council and other pupil participation groups. We are working with Education Scotland on the Young Leaders of Learning (young inspectors) project. This project pairs us up with another Aberdeen school and uses HGIOURS as a focus for development. Pupils are consulted and views sought. This helps to ensure that the learning experiences are relevant and exciting.

Parent/pupil engagement has resulted in the creation of a new Vision, Values and Aims in 17/18 which we have been embedding during session 18/19. Working together to give all stakeholders ownership of the shared vision, we continue to use this approach to guide and inform the improvements detailed on the school improvement plan. Through various communication channels, we keep our parents informed of on-going school improvements within the school.

The school has close links with the school community and businesses within the community. These are used to support learning and teaching and the effective delivery of our curriculum. Our pupils are involved with Active Schools, Aberdeen Play Forum, through our IDL topics with visitors from the World of Work or local community. We also work with a broad range of partners and other statutory agencies.

There is a breakfast and afterschool club run by CLICC at Gilcomstoun School.



The ethos of the school is very good. The school is welcoming, friendly and has a positive atmosphere. This was highlighted during a recent focus Quality Assurance visit from ACC. The staff are committed to working together and regularly engage in professional dialogue around practice to provide high quality learning and teaching for our pupils. The school is part of Aberdeen Grammar School Group and we have close links with all of the schools in the ASG. We regularly engage in working together to drive improvements forwards. We work well together to ensure our pupils have consistent learning experiences and provide opportunities for partnership events which aid transition. This session, the ASG has been working closely on homework, literacy PAL approaches and Number Talks.

Free School Meal Entitlement:

For session 2018-19, 15% of pupils (20 out of 130) in Primary 4-7 registered to receive free school meals.

SIMD (School Index of Multiple Deprivation):

There is a spread of deprivation in the area and more than half of the pupils live within SIMD 1-5.



School vision statement:

Motto

Learn Achieve Together

Vision Statement

Gilcomstoun School is a happy, safe, inclusive community where we celebrate cultural diversity and work together to motivate, learn achieve and succeed.

School values and aims:

Values:

- Safe
- Happy
- Healthy
- Respectful
- Resilient
- Equity

Through our shared vision we aim:

- To provide a **happy, safe**, nurturing environment which encourages and supports all children to achieve success and equips them with skills for life-long learning.
- To deliver a creative, stimulating and pupil centred flexible curriculum that creates opportunities for learners to **achieve** their full potential.
- To raise attainment and achievement for all by working in partnership with parents, pupils and staff.
- To promote and develop Gaelic Medium Education and celebrate Gaelic language and culture throughout the school and wider community.
- To encourage an ethos of **respect** and **equity** and to value diversity across the whole school.
- To involve learners in decision making, encouraging them to be **resilient**, take **responsibility** and regularly celebrating their achievements and success.
- To encourage **healthy**, active lifestyle choices, promoting enjoyment, happiness and wellbeing.

The school aims were reviewed during session: 2017/18

The school aims will be reviewed during session: 2021/22

Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Increased engagement with Emerging Literacy by Early Years Staff. This has resulted in a 13% increase in Primary one reading attainment. • Professional dialogue linked to Emerging Literacy indicates that Nursery and Early Years staff have an increased understanding of Emerging Literacy. Appropriate activities are evident, through monitoring, in Primary 1 classes. Ongoing staff engagement is evident through attendance at Emerging Literacy Meetings. • Professional dialogue confirms increased understanding and engagement of Emerging Literacy by Early Years Practitioners. Classroom observations of EYPs show that staff are supporting children to develop early literacy skills through play and age appropriate interactions. Developmental approaches to assessment for use in Nursery piloted. Trialling new format for progress meetings. This information will be shared with Primary 1 staff as part of the transition process. • Progress of Primary 1 children from results in May show that all children have made progress with interventions being put in place next session for those children making slower than expected progress. Professional dialogue with staff (tracking meetings) confirms assessment information informs groupings and that staff are providing appropriate differentiation that is developmentally appropriate for each child. • Professional dialogue during tracking meetings between SLT and P1 teachers has highlighted increased pupil engagement with Literacy Tasks, evidenced through Leuven Scale for targeted children. • Literacy and Numeracy progressions developed by ACC are in use by all staff and benchmarks used to inform Learning, teaching and assessment. Nursery staff are also using progressions linked to PITM. • Almost all staff are confident in using the benchmarks to make teacher judgements which is impacting positively on teacher's ability to plan for learning, teaching and assessment. This is evident through teachers planning and classroom monitoring where most pupils are engaged in appropriate and challenging learning activities. • Almost all staff have an increased knowledge and understanding of curriculum progression in literacy. In tracking meetings, almost all class teachers can articulate their learning, teaching and assessment plans linked to the literacy curriculum pathways. 	



- Moderation in writing with staff working together across Levels in order to have quality professional dialogue to achieve a level. Almost all staff have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels.
- Data from Readingwise shows that children on average are showing an improvement of over one year and one month on their reading age since September.
- Data from STEP Literacy (Year 1) shows all 6 children progressing through the levels. Staff have reported improved pupil behaviour, ability to focus and complete tasks.
- CfE data across the year shows an increase in P1 literacy.
- Due to staffing capacity of GME staff, one teacher has been engaging in professional dialogue with other establishments across Scotland, to build links in preparation for moderation activities and increase teacher confidence in using the benchmarks.
- Numeracy audit completed which identifies that there needs to be consistency of approach across whole school. In tracking meetings, most staff can articulate their learning, teaching and assessment plans linked to the curriculum pathways.
- All staff are engaging in number talks. This is evident through learning walks, learning ambassador feedback and professional collegiate dialogue. Further embedding of process to be shared across ASG in next session.
- Almost all staff have engaged in quality learning and teaching approaches including the use of Learning Intentions, creating success criteria and plenaries. This was delivered as CLPL by QIO and at Inset Day training. This needs further embedding in school to ensure learners are involved in quality learning experiences.

Next Steps

- Continue (Year 3) to develop collaboration across the Early Years Stages and school to support new staff with implementing an Emerging Literacy Approach.
- Moderation of learning and teaching standards with a focus on comprehension and grammar and transference into writing.
- Ongoing assessment and moderation of writing, including GME, to ensure consistency across all stages in the school.
- Continue to develop writing through contexts for learning by increasing real life experiences and opportunities for the children.
- Maths and numeracy guidance to be developed across whole school, building on audit results.
- Embed the use of number talks and problem-solving strategies to ensure consistency across school.





Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Pupil Equity Fund 2018-2019 Budget £33,480	
<p>Impact and Evidence</p> <p>Classroom learning walks and introduction of Learning Ambassadors show evidence of almost all children having increased confidence in talking about their learning. There is scope for improvement in children using feedback and knowledge of learning to discuss their next steps in learning.</p> <ul style="list-style-type: none"> • Data gathered over three terms linked to the wellbeing indicators has been analysed and staff identify children who require additional support. Most children are able to describe the purpose of the wellbeing indicators linked to our school values and can talk about the importance of the indicators in relation to themselves. • Professional dialogue linked to quality learning and teaching approaches along with a Quality Assurance visit from ACC demonstrates that there is a shared understanding of where the school is currently and what the next steps are. • Nurturing approaches can be seen across the school. This can be evidenced through learning walks and SLT monitoring evidence which shows nurturing approaches are having a positive impact on engagement of almost all children. 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Wellbeing indicator data collected, analysed and interventions allocated across school. • Continue with nurturing approaches across whole school and collate evidence for targeted Nurture children to show impact. • Link established with another Aberdeen School (Brimmond) to participate in Visible Learning Project (Year 1). This will provide evidence to support school's own self-evaluation and improve the quality of learning and teaching. • Continue to plan for educational excursions and visits based on our unique contexts and the needs of our children. • Emotion Coaching approaches rolled out across school – input to parents. (wellbeing) 	

Improvement Priority 3: Improvement in children and young people's health and wellbeing	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Through effective partnership working with Multi Agency Response Group (MARG) ASG Partnership Forum, we have improved our learning provision and secured positive impacts for children, young people and families in the community. A parent leaflet has been developed for sharing with parents across the ASG which informs parents about process. Parental feedback has been gathered for targeted children and shows increased parental knowledge of learning provision and aims. Boxalls show improvement in emotional and social wellbeing of targeted pupils. • Targeted children's attendance figures are monitored and show increased attendance. Attendance is monitored weekly by office and SLT staff. Through partnership working with both parents and the HSLO, attendance figures show an improvement. • Bounce Back materials are used consistently across school on Bounce Back Fridays. The impact of this is that children are engaged in improved learning experiences, are building resilience and are using the language of growth mindset to talk about dealing with challenges. • Nurture children – Boxall questionnaires are used to identify key areas for support. This is measured pre and post Nurture and shows improvement in targeted areas. Parental feedback is also gathered and shows positive support with parents engaging in the process. • Loose Parts Play – Staff training at February In-service day. Almost all staff evaluated the training positively, highlighting outdoor learning as a key part of curriculum rationale development. Development of outdoor learning will support effective learning, teaching and assessment. 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue working with Aberdeen Play Forum to introduced Play Champions into school and develop this approach into outdoor learning in the curriculum. • Involvement of parents in outdoor learning and offering additional experiences to parents and pupils. • Introduce whole school health and wellbeing programme SCARF incorporating Bounce Back materials as the Health and Wellbeing pathway. 	



Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Improved planning and assessment for learning, ensuring relevance is evident in all classes through classroom monitoring. • Improved staff engagement with all progression pathways is evident as these are being implemented across curriculum areas in all classes. This has resulted in quality dialogue with teaching staff who can clearly articulate their learning, teaching and assessment plans linked to the curriculum pathways. • Professional dialogue linked to interdisciplinary 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 rationale and design. • Monitoring of classroom practice confirms learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil learning. • Professional dialogue and monitoring confirms there is an increased understanding of benchmarks amongst all staff which has supported improvement in planning across literacy, numeracy and health and wellbeing. • Planning and classroom monitoring confirms whole school IDL contexts based on curriculum progressions with Es and Os being used for planning and benchmarks for assessments are being implemented in all classes. • Embedding vision, values and aims to support the development of our curriculum rationale defined by the uniqueness of Gilcomstoun School is being implemented by most staff and is evident across the work of the school. This ensures that, as per Education Scotland report, this is at the forefront of driving improvement in the school. 	



- Finalise curriculum rationale with all stakeholders. Visual has been designed, written rationale has been finalised. Will be shared with stakeholders at start of new session.
- DYW/World of Work – focus on this through IDL where expectation is a visitor will be invited into school relevant to each IDL topic.

Next Steps:

- Roll out finalised Year 2 of Curriculum Development
- Continue to review Curriculum Rationale to ensure relevance and uniqueness is reflected and further embed vision, values and aims into the classroom.
- Continue to increase opportunities for developing the young workforce and the world of work through IDL
- Continue curriculum development with skills based model for personalisation and choice to be rolled out, including JASS approach for senior pupils
- Learning and teaching to be enhanced through greater use of digital technologies across all areas of the curriculum.
- All staff to be trained to use Google Classroom.
- Build business/community links from IDL visitors as a school resource.

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

School

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

ELCC

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



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

Capacity for continuous improvement statement

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

- * We are confident in our capacity for continuous improvement
- * We have a few concerns about our capacity for continuous improvement

Comment:

Gilcomstoun School improvement plan has been developed through rigorous self-evaluation and in consultation with staff, parents and pupils, who are encouraged to participate in reflection on the impact of school developments and this informs our next steps. We are committed to improving teaching and learning through a curriculum that is tailored to the unique context of the school.

Leadership of Change

Staff are committed to improving outcomes for children and undertake a wide range of professional learning opportunities at personal, staff and ASG level. Evaluations from improvement planning 2018/19 and a focus on core QIs based on the Education Scotland inspection indicate staff confidence and interventions are impacting positively on learners. Evidence of improvement in QI 1.3 Leadership of Change includes whole school work on developing a curriculum that is relevant and unique to our school and meets the needs of the pupils.

Through the development of House Groups, pupil participation groups, our pupils have greater opportunities for leading learning and affecting change in the school. This includes our Young Leaders of Learning which will be further developed to be the Junior Leadership Team. Pupils are confident in taking on leadership roles and are encouraged and supported by staff to develop skills for learning, life and work.

Improving attainment will continue to be a key driver for us. Data shows that there have been improvements in reading across both P1 and P4. Robust tracking of pupil’s progress is in place and further work will be developed to track identified pupils. There is a clear focus on tracking attainment over time.

There is a well-considered rationale for the use of Pupil Equity Funding (PEF). This has been done in consultation with staff and parents. There are a number of specific interventions and programmes to support children’s wellbeing and raise attainment in literacy and numeracy. Investing in Professional Learning has also been a priority through PEF funding. Monitoring of the impact of all resources and interventions is in place.



Staff take responsibility for school improvement through whole school collegiate approaches with some staff leading learning linked to the School Improvement Plan. The Senior Leadership Team (HT and two DHTs) are supportive and provide strategic direction and guidance to staff. The Senior Early Years Practitioner (SEYP) has day to day responsibility for leading the nursery. The nursery and school work together effectively, together with colleagues from other establishments and partner agencies to meet the needs of all learners during 2019-2020.

IMPROVEMENT PLAN 2019-2020

Gilcomstoun School Bun-sgoil Gilcomstoun



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

National Priorities	Local Authority Priorities
Cross cutting themes	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Establish Aberdeen as a UNICEF Child Friendly City. • Implement the recommendations of the child protection inspection • Improvement Methodology <p>95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p>
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. • Senior phase /Learner Pathways • Increase data literacy at all levels of the system
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 • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> • Improve mental health services and understanding of the effects of trauma • Reduce youth crime • Increase pupil participation • 85% of children and young people will report that they feel mentally well by 2026. •
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 • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.



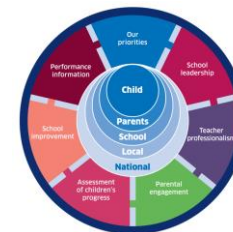
Overview

NIF Priority

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

NIF Driver

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



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

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

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

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

HGIOS?4 Qis

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

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

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

Curriculum for Excellence – Entitlements for all children and young people

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

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

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy
Improvement Priority 1a: Improvement in Literacy
HMIE Recommendation: Raise attainment in literacy and numeracy, to enable children to make the best progress in learning.

Lead Responsible: Teresa Milne/Suzanne Carson

Partnership Forum (where appropriate):

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

- In writing, all pupils will make progress in levels of attainment; by an increase of at least 5% by June 2020.
- In reading, the targeted group of pupils will make progress towards achieving Benchmarks at first and second level by June 2020.
- By June 2020, a consistent approach in learning and teaching for literacy will be embedded across classes
- By June 2020, a relevant and progressive curriculum across all areas will be in place for all learners in the nursery and school
- All children will increase their digital skills to support learning across the school by June 2020.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> • Classroom observations using evaluative language – SLT and Peer with an identified focus • Professional dialogue linked to learning and teaching policy • Pupil focus groups – language of learning • Teacher planning, assessment and moderation including nursery and GME • Pupil participation in evaluation of learning linked to literacy and 	2.3 1.3 3.2	<ul style="list-style-type: none"> • Use HGIOS? QI 2.3 themes to develop and implement a shared understanding of what effective learning and teaching looks like in our school • Visible Learning Project Year 1 (see detailed plan). • Develop a Learning, Teaching and Assessment Policy (QI2.3) 	Aug Inset Nov Inset Feb Inset 4 x collegiate meetings	10.400 PEF	All Staff SLT	June 2020 Oct 2019	

<p>numeracy supporting increased engagement in learning (pupil dialogue/Leuven Scale)</p>		<ul style="list-style-type: none"> HGIOURS – Staff and pupil engagement in Theme 2 ‘Our learning and teaching’ (link with learning and teaching policy QI 2.2 and QI 2.3) 	<p>CLPL Professional dialogue</p>		<p>SLT/Class teachers</p>	<p>June 2020</p>	
<ul style="list-style-type: none"> Professional dialogue linked to moderation of pupil’s learning linked to benchmarks (Recorded at key points across a range of genres) Tracking and progress of all pupils CfE levels in writing including GME and across Early Level Moderation of pupils’ presentation skills across a range of genre Pupil learning conversations with SLT Classroom monitoring visits and learning walks show improvement in practice Self-Evaluation using HGIOURS 	<p>2.2 2.3 3.2</p>	<p>Writing</p> <ul style="list-style-type: none"> Focus on relevant and interesting contexts for all (Link to IDL) Ensure a range of writing styles across the year for all Focus on technical including comprehension and grammar and presentation skills across the school Use of progression frameworks and benchmarks for moderation Targeted pupils – digital technologies being used effectively to support children who find writing challenging Continued development of digital technologies: application of skills Training for all in Google Classroom Use of genre specific moderation to inform assessment Children to share key pieces of writing via focus 	<p>CLPL All Staff</p>	<p>PEF Literacy Resources</p>	<p>HT/DHT Literacy Co-ordinator</p> <p>Digital Tech. Co-ord/all Staff</p>	<p>June 2020</p>	

		<p>groups for pupil reflection/discussion of “What a good one looks like” and up level</p> <ul style="list-style-type: none"> Teachers using and reflecting on Big Writing ensuring progression and challenge at each level 					
<p>Reading</p> <ul style="list-style-type: none"> Benchmarking of all pupils for reading age/levels Readingwise – data analysed for targeted group – Reading ages recorded at beginning and end of intervention Tracking and progress of all pupils in CfE levels in reading 	<p>2.3 2.4 3.2</p>	<p>Reading</p> <ul style="list-style-type: none"> Continued use of Readingwise resources for targeted children at P3-P7 (decoding) Professional dialogue to ensure all staff understand and use reflective reading strategies including comprehension activities using a range of materials Reading for enjoyment/moderation of reading at class, school level 	<p>GL Assessment SWRT PM</p>	<p>1800 PEF</p> <p>PEF Compre- Hension Resources</p> <p>£15000 Library/Reading Books PEF</p>	<p>All Staff</p> <p>SfL teacher to oversee PSAs</p> <p>Literacy Co-ord</p>	<p>June 2020</p> <p>June 2020</p>	
<ul style="list-style-type: none"> Tracking of all targeted pupils in CfE Listening and Talking Early Talkboost and Talkboost pre and post intervention data 	<p>2.3 2.4 3.2</p>	<p>Listening and Talking</p> <ul style="list-style-type: none"> Continue to engage in Early Talkboost and Talkboost at the Early Level stages 	<p>CLPL</p>		<p>Literacy Co-ord and one member of staff</p>	<p>Sep 19- June 20</p>	
<ul style="list-style-type: none"> Implementation of Year 3 of Emerging Literacy strategies evidenced in teacher planning and opportunities for professional dialogue 	<p>2.3 2.2 3.2</p>	<p>Emerging Literacy</p> <ul style="list-style-type: none"> Phonological awareness strategies to be used in Primary 2 and Primary 3 Primary 1 staff make use of key information shared 	<p>CLPL</p>		<p>Early years staff</p>	<p>Sep 19 – June 2020</p>	



<ul style="list-style-type: none"> • Pre/post assessment to be undertaken to measure progress 		<p>through the completion of developmental overviews in Nursery</p> <ul style="list-style-type: none"> • Use of SEYP to support this approach and the development of play based learning • Staff involvement in CLPL sharing strategies across school 			Class teachers		
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							

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

Improvement Priority 1b: Improvement in Numeracy and mathematics

HMIE Recommendation: Raise attainment in literacy and numeracy, to enable children to make the best progress in learning.

Lead Responsible: Diane Davidson/ Suzanne Carson

Partnership Forum (where appropriate):

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

- In numeracy, pupils in P4 and P7 will make progress of at least 3% in levels of attainment by June 2020.
- In numeracy and mathematics, the targeted group of pupils will make progress towards achieving their targets linked to expected benchmarks for Early, First, Second Level by June 2020.
- By June 2020, through professional development work, all staff will have an increased confidence in the use of teaching strategies linked to Number Talks.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £			
<ul style="list-style-type: none"> • Teacher's planning • Self Evaluation: HGIOS 4, HGIOELCC • Nursery/classroom monitoring • Professional dialogue linked to moderation of pupil's learning linked to benchmarks 	2.2 2.3 3.2	<ul style="list-style-type: none"> • Numeracy planning formats revised following numeracy/maths audits • Nursery staff to audit all areas of the nursery both indoors and outdoors to ensure there are opportunities to develop numeracy • Professional dialogue of data linked to attendance and 	CLPL	PEF	DHT/HT All staff SFL	June 2020	On Track
			Class teachers				
			Business Ambassador	PEF			Not Actioned
			PEF				



<ul style="list-style-type: none"> Tracking data of progress of all pupils on CfE levels in numeracy and mathematics. Professional dialogue linked to data informing the tracking of progress of targeted group in set targets for CfE levels in numeracy and mathematics Tracking of progress of all targeted pupils' CfE levels in numeracy and mathematics Number Talks strategies evidenced in teachers planning and opportunities for professional dialogue SLT discussion with pupil groups Monitoring of pupil's work to be undertaken 		<p>engagement of targeted pupils</p> <ul style="list-style-type: none"> Focus on relevant and interesting real-life contexts where numeracy and mathematics links can be made Use of progression frameworks and benchmarks for moderation Review of maths policy and guidelines and resources Staff CLPL focused on Number Talks which are planned and undertaken in all classes Maths co-ordinator to attend development meetings and cascade information to staff Targeted pupil's – digital technologies being used effectively to support pupils develop their numeracy skills Children to share examples of their numeracy work with time regularly for pupil reflection/discussion 	<p>ASG Inset CLPL</p>	<p>PEF Activities</p> <p>PEF Update from audit</p>			
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							



Pupil Equity Fund Budget Allocation April 2019 - £34,800

Pupil Equity Fund Rationale 2019-2020

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

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

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

Analysis of data indicates that interventions to support raising attainment have had some effect impact on attainment but there are still pupils who are behind where they should be in terms of academic achievement. There are groups of pupils who clearly continue to require a range of targeted support to meet their varying needs. It is our intention to have individual plans for each child within Gilcomstoun School so that we can plan specific interventions.

Gilcomstoun School roll is currently 236 pupils in P1 to P7 plus 80 nursery children.

SIMD – Percentage of Pupils across the school

SIMD 1	1	0.43%	SIMD 2	14	6%	SIMD 3	45	19.56%	SIMD 4	35	15.2%	SIMD 5	52	22.6%
SIMD 6	10	4.3%	SIMD 7	20	8.06%	SIMD 8	11	4.73%	SIMD 9	18	7.82%	SIMD 10	22	9.57%

There are a few pupils who have significant attendance issues and a considerable number who arrive late to school on a regular basis.

CfE Data 2018-19 All Pupils (including variance from session 2017-18)

Year Group	Talking and Listening – Achieving and Exceeding Total Percentage	Reading – Achieving and Exceeding Total Percentage	Writing – Achieving and Exceeding Total Percentage	Numeracy – Achieving and Exceeding Total Percentage
Primary 1	84% (+16.3%)	68% (%)	84% (%)	92% (+11.4%)
Primary 4	80% (+13.3%)	65% (+11.7%)	60% (+0.3%)	65% (+12.2%)
Primary 7	81.4% (- 14.8%)	66.6% (-24.7%)	66.6% (-24.7%)	70.37% (-18.5%)

Whole school data analysis indicates:

Attainment

The main pattern emerging is that pupils within the lower deciles continue to require support with literacy and numeracy. A few have challenges engaging with learning and with developing positive relationships.

Attendance and Punctuality

Almost all of the children have good attendance. Lateness is an issue for a few of the children. Ongoing monitoring will continue and there will be engagement with parents as required.

Exclusion

Last session there was temporary exclusions for 3 pupils.

Wellbeing

Using the Boxall Questionnaire, we profiled a few pupils who require different levels of intervention to meet individual social and emotional needs. Some children have received the support of the Nurture Group or targeted intervention.

Engagement

It is recognised that in each class the majority of pupils engage well in their learning. However, within each class a minority of pupils (FSM and Vulnerable) find it challenging to engage and are off task despite the additional support of PSAs.

Participation

We will undertake a whole school participation survey to ascertain which FSM children do not have the opportunity to participate in extra curricular activities and have indicated that, given the chance, they would like to participate in sporting activities. By undertaking this, we will find out which FSM pupils have never had the opportunity to experience visits to local places of interest and beyond. Therefore additional funding will be used to cover the additional costs of transport for class trips, allowing pupils to experience increased cultural and learning experiences.

Please refer to Improvement Plan Priority 2 – Closing the Attainment Gap for identified areas.

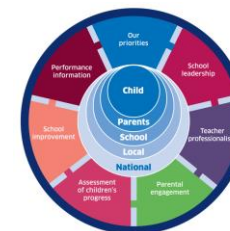
Overview

NIF Priority

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

NIF Driver

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



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

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

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

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

HGIOS?4 QIs

- 1.6 Self-evaluation for self-improvement
- 1.7 Leadership of learning
- 1.8 Leadership of change
- 1.9 Leadership of management and staff
- 1.10 Management of resources to promote equity

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

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



Curriculum for Excellence – Entitlements for all children and young people

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

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

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

HMIE Recommendation: Give prompt attention to ensuring that the learning needs of children are identified through reliable assessment and are met through appropriate and timely support.

HMIE Recommendation: Build on the most effective practice to ensure high-quality learning, teaching and assessment across the school.

Lead Responsible: Suzanne Carson
(See PEF Spending Plan for continuation items)

Partnership Forum (where appropriate):

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

- By June 2020, a targeted group of children will have completed a physical literacy programme with improved attainment evident for all.
- By June 2020, all staff will have an increased confidence in using data to identify and address gaps in children’s learning and interventions put in place.
- By June 2020, all staff will have increased knowledge and skills and be able to apply ‘Visible Learning’ strategies.
- By June 2020, all children will have access to appropriate digital technology and be able to make effective use of this to support their learning in literacy and numeracy.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	PEF £			On Track
<ul style="list-style-type: none"> • Opportunities for Professional dialogue to evidence a deeper understanding of the learning process 	1.3	Visible Learning – Year 1 of 3 Year Plan <ul style="list-style-type: none"> • Engagement in professional learning for all staff through a bespoke programme based on data and self-evaluation from our school 	CLPL Inset x 3	10,400 PEF	All Staff	June 2020	Behind Schedule
							Not Actioned

<ul style="list-style-type: none"> Staff self-evaluation via teacher feedback survey Completion of Visible Learning Implementation Plan 		<ul style="list-style-type: none"> Focusing on what a visible learner is and the reflect on the impact of teaching Ensure CTs are meeting the needs of all learners Ensure clear language of learning Pupils will know their next steps in learning and will become visible learners Raised expectations 					
<ul style="list-style-type: none"> Pupil engagement measured Attendance statistics Impact on pupil attainment will be measured by STEP 	1.1	<ul style="list-style-type: none"> A group of targeted P4 and P5 children will participate in an individualised STEP Physical literacy programme with a view to impacting upon their attainment (P5 children, second year of STEP). 			HT/SfL Teacher/PSAs	June 2020	
		<ul style="list-style-type: none"> Readingwise Targeted group of children who are behind their expected attainment levels – P4-7 pupils 		PEF 1500			
		<ul style="list-style-type: none"> Texthelp Introduced across all P4-7 classes 		PEF 225			
		<ul style="list-style-type: none"> Library and Reading Resources Purchase of library books to allow targeted children experiences of new books and reading for enjoyment 		PEF 15000			
		<ul style="list-style-type: none"> Comprehension Resources Resources used for targeted children along with new books and pm benchmarking to impact on attainment in reading 		PEF 1000			
		<ul style="list-style-type: none"> Grammar Resources Resources used for targeted children linked to writing to improve attainment in writing 		PEF 1000			

		<ul style="list-style-type: none"> Dyslexia – 5 minute boxes Boxes used for targeted pupils working with SfL teacher one to one to impact on attainment 		PEF 235			
		<ul style="list-style-type: none"> Dyslexia Screener (GL) For targeted pupil to identify key areas for targeted approaches 		PEF 23			
		<ul style="list-style-type: none"> Numeracy Resources Working with targeted pupils P1-7 to ensure a clear, consistent approach taken to raise attainment in numeracy 		PEF 2000			
<ul style="list-style-type: none"> Pupil engagement in completion of literacy tasks improves Impact on pupil attainment will be measured 	2.2 2.3	<ul style="list-style-type: none"> Use of digital technologies – all pupils to have access to the Texthelp toolbar A targeted group of children will follow a Readingwise programme of activities with pre-post assessment 	CLPL	PEF £225	All pupils Targeted Pupils		
<ul style="list-style-type: none"> Parents will have increased confidence in supporting learners evidenced through parental audit and views 		<ul style="list-style-type: none"> Open talk and tea sessions prior to open events sharing work of school, curriculum workshops, parental request, homework 			HT/DHT	June 2020	
<ul style="list-style-type: none"> Club attendance data 		<ul style="list-style-type: none"> Increased opportunity for pupils in targeted group ensuring all pupils have the opportunity to engage in clubs during the school day 			DHT/Health Group	Dec 2019	



Monitoring Progress and Evaluating Impact

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

Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
Literacy		
Reading	Readingwise	1500
	Texthelp	225
	Library and Reading Resources	15000
Writing	Comprehension Resources	1000
	Grammar Resources	1000
	Dyslexia – 5 minute boxes	235
	Dyslexia Screener (GL)	23
Listening and Talking		
Numeracy		
Numeracy	Maths Resources	2000
HWB		
HWB	Aberdeen Play Forum	2100
	SCARF Programme	534
	Resources	234



	Playworker	1200
	Outdoor Learning Resources	2000
Staffing	Business Ambassador DYW	3000
Additional	Experiences	3000
	JASS Materials	500
	STEP Resources	36
	Visible Learning Resources	225
	Total	33812

Impact Measures How will we know?		QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
				Time Resource	School Budget Resource £	Who?	By When?	On Track
								Behind Schedule
								Not Actioned
<ul style="list-style-type: none"> Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of HWB curriculum and engagement of pupils. (planning/Leuven Scale) Dialogue with pupils indicates improved learning across HWB (pre and post intervention) 		1.3 2.2 2.3 3.1	<ul style="list-style-type: none"> Staff engagement in new HWB programme SCARF incorporating Bounceback Professional dialogue around introducing programme and linking with planned IDL/curriculum development Introduction of SCARF HWB programme, using Es and Os and Benchmarks (Curriculum Progression) Development of assessment linked to planning Evaluation of HWB programme 	CLPL	534 PEF	All Staff/Health Group	June 2020	

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

HMIE Recommendation: As a high priority, develop the curriculum to meet national expectations. This should enable children to build on their knowledge, skills and understanding, as they move through the school.

Lead Responsible: Suzanne Carson
Partnership Forum (where appropriate): MARG (AGS Group)

- Expected Outcome(s) for whom, by when, by how much?**
- By June 2020, all pupils will experience a planned, progressive Health and Wellbeing programme.
 - Increased attendance of a targeted group of pupils from 80% to 85% by June 2020.
 - Increase time targeted children engage in learning from 1,2,3 on the Leuven Scale to a 4 or 5, leading to increased attainment in literacy and numeracy.

<ul style="list-style-type: none"> Tracking of Wellbeing Indicators questionnaires and data analysis 							
<ul style="list-style-type: none"> All pupils to engage in Outdoor Learning weekly lessons based on Play Champions approach Increased parental engagement 	2.2 2.3	<p>Aberdeen Play Forum</p> <ul style="list-style-type: none"> Parental involvement through stay and play Play Champions session Weekly focussed lesson outdoors to build resilience, pupil confidence and self-esteem of all learners 		2100 PEF	P1-7 pupils All Staff	June 2020	
<ul style="list-style-type: none"> Data – increased number of targeted pupils using healthier modes of travel to get to school 	1.1	<ul style="list-style-type: none"> Engage in WOW project (walking, cycling, scooting) 	CLPL		P1- 7 Health Committee	June 2020	
<ul style="list-style-type: none"> Targeted pupils have increased engagement through Nurture Group/use of Emotion Works/Playworker 	1.3 2.2 3.1	<ul style="list-style-type: none"> Targeted group of pupils attend Nurture group – twice daily- with a focus on building resilience and improving engagement in learning and attainment Emotion Works – emotion learning and literacy programme to support pupils in health emotional development Targeted pupils supported by Playworker to build confidence and resilience. Playworker to track progress of intervention. 	CLPL	1200 PEF	Nurture teacher	June 2020 Dec 2019 June 2020	

Monitoring Progress and Evaluating Impact

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



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

HMIE Recommendation: As a high priority, develop the curriculum to meet national expectations. This should enable the children to build on their knowledge, skills and understanding, as they move through the school.

Lead Responsible: Diane Davidson/Suzanne Carson

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

- All staff will have an increased confidence in planning and delivering the curriculum for pupils linked to the World of Work by June 2020.
- By June 2020, all pupils increase their engagement in the curriculum linking with skills and attitudes across the four contexts for learning and four capacities.

Partnership Forum (where appropriate):

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> • IDL/Curriculum development– using Challenge Questions QI2.2 • Self-Evaluation – Professional Dialogue – Challenge Questions – HGIOS4, HGIOELCC, HGIOURS 	1.3 2.2 2.3 3.3	<ul style="list-style-type: none"> • Evaluate curriculum progress to date – Nursery and School including GME • Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and the World of Work (Business Ambassador Links/Creativity approaches) 	CLPL	PEF Ambassador TBC	All Staff SLT	June 2020	Behind Schedule
							Not Actioned



<ul style="list-style-type: none"> Professional dialogue – Term planning (IDL/Overarching Curriculum Themes)/Links with World of Work/Progression Frameworks and Benchmarks Monitoring – SLT/ Peer 		<ul style="list-style-type: none"> Collaborative Curriculum planning of learning and assessment across overarching themes developed 2018-19 with a focus on World of Work Links made with skills development – Pupil Participation Groups – skills school – JASS programme Skills for learning, life and work developed from Early to Third Level Planned moderation linked to teaching and learning using curriculum progressions and benchmarks 	CLPL	PEF Pupil Experiences	All Teaching Staff		
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							

Improvement Priority 5: Leadership of Change		Expected Outcome(s) for whom, by when, by how much?						
Impact Measures How will we know?		QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
				Time Resource	£ School Budget Resource			Who?
								Behind Schedule
								Not Actioned
SLT have increased confidence in knowing what high quality learning and teaching looks like.	1.1 1.2 1.3	SLT shadowing classroom monitoring processes in other ASG schools. By October SLT to receive and engage with training in 'Key features of highly effective Learning and Teaching' which will be delivered by secondary colleagues through individual class or learning walk visits.	CLPL		A Murison All Head Teachers	October 2018		
SLT have improved confidence in identifying and monitoring high quality learning and teaching								
Class teachers will reflect on high quality learning and teaching linked to visible	1.1 2.3	All class teachers can visit another ASG school. Following in school monitoring or P Rand D staff identify their own area for growth, next steps and this is the area they observe in other classes.	CLPL in School monitoring		All class teachers	Sept2019- May 2020		

learning which they can use to change their practice. Children will experience effective learning and teaching through the identified focus -eg increased pace and challenge		SLT will agree with class teachers the focus of school class visits eg feedback, pace, differentiation SLT will collate feedback of areas groups, schools and create a whole school learning and teaching	systems, PR and D meetings, using time released when students are present				
PSA will have increased confidence in supporting learners through professional learning experienced.	2.4	PSAs to review and reflect on their roles through visiting, shadowing PSAs in other ASG schools.			All PSAs		
Staff and parents to evaluate in partnership the recent improvements to personal plans. Staff to embed the Planning in the Moment approaches. Learners to have increased opportunities to engage and contribute to their IDL.	1.1 2.2 and 2.3	Nursery Staff Team reflecting on existing practice and developing identified themes -planning in the moment - literacy, numeracy and HWB tracking of milestones and CfE - Personal Care Plans and how they work for the learner and the parent - Pupil engagement, reflection responsibility for information in IDL	ASG collegiate time		SEYP All nursery staff	Aug 2019-2020	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							

QI 1.2 Leadership of Learning 2019-20	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	Teresa Milne Diane Davidson Suzanne Carson
Curriculum Development/World of Work	Diane Davidson
Pupil Equity Fund	Suzanne Carson
Continuing 1+ 2 modern languages	Fiona Kennedy
Digital Technologies including development of digital technologies, website, Twitter, School App, Google Classroom	Zoe Foster
Pupil Participation House Groups/Committees Health Committee	Teresa Milne All teaching staff have a responsibility for committee leadership groups Sarah Fraser, Amanda Jaffrey, Rebecca Worsley
Nursery and Early Years	Stacey Grieve, SEYP and Teresa Milne
Rights Respecting Schools Award	Elizabeth Sinclair

Date uploaded onto website: August 2019

