

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

School: **Mile End School**

Head Teacher: **Mr. George Roberts**



## 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:

Mile End School is situated in a modern, very well-resourced building within purpose-built school grounds. The surrounding area is fully enclosed and offers a wealth of outdoor learning opportunities for pupils. The school and community fully exploit the sports areas with many opportunities for wider achievement offered within and out with school. All mainstream pupils access opportunities for wider achievement on a regular basis. The wider community fully utilises the area with a busy after school club programme and many community group initiatives running throughout the week.

Mile End School is part of the Aberdeen Grammar School Associated Schools' Group, serving the Mid Stocknet area and surrounding communities in the west end of Aberdeen's city centre. The P1-7 mainstream classes have 430 pupils with a further 70 pupils from across Aberdeen City who access our enhanced provision classes. 14% of our pupils access the enhanced provision classes with staff working collaboratively to promote inclusion and to, wherever possible, experience and work in the equivalent mainstream class

Annually our pupil places are greatly over-subscribed, in 2019-20 Mile End School had 119% pupil occupancy. This required us to use alternative shared spaces as classroom areas. 83% of our children are in SIMD 8 – 10. 18% of pupils have EAL. 3% of our P4-7 pupils receive FSM. Our PEF allocation is £30,000 for 2018/19.

Our poverty gaps are very unique to our setting, where on the whole deprivation and low attainment are not linked. Our gaps are concentrated on individuals/groups of pupils for specific areas such as unique issues within HWB, reading, writing, maths and numeracy. A robust tracking and monitoring system enables us to effectively target support interventions to reduce these gaps. The socio-economic issues arising from the previous downturn of the oil industry continues to impact families across our catchment area. Due to the economic pressures placed on some families they are feeling stretched, creating a gap where family time and opportunity to engage with their children is having a negative impact on their outcomes.

Leadership roles within the staff, pupil and parent bodies are greatly encouraged. In 2018-19 an increasing number of pupils, staff and parents were leading areas of school life and development.

Our Nursery offers 80 pupil places in total. It runs four sessions, two in the morning and two in the afternoon. The Nursery team consists of a Teacher, Senior Early Years Practitioner, and three Early Years Practitioners. In a recent Care Inspectorate inspection, the management and leadership as well as the care and support provided for pupils was assessed as being very good.

The School is very well supported by the community and has an active Parent Council and Parent and Teacher Associate that effectively work in partnership with the school. There are several working groups that support genuine partnership with school improvement at the heart. We have a growing level of parental involvement across the life of the school.

There were a high number of new staff for the start of the academic year. This included the appointment of a very experienced and skilled DHT as well as skilled pupil support assistants, early years practitioners and class teachers. An increased capacity for improvement was instantly felt with the staff appointments.

The staff team has remained stable throughout the school year with only small numbers of staff changes.

### Aberdeen City vision statement:

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

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

### School vision and values statement:

**Inclusion that celebrates diversity  
with pupils aspiring to excellence**



The school vision and values were reviewed during session: 2018-19

### School vision, values and aims:

In a recent consultation with pupils, parents and our staff team we agreed that for our school's vision and aims had to be one clear and concise statement to be effective and be an intrinsic part of the life of the school.

As we develop our shared understanding of what our new vision/aims means individually and collectively we will be able to articulate the values that are required to make our vision a reality.

## Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Plan 1: <b>Develop a numeracy curriculum that meets the needs of our learners</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li><b>1. Improvement in attainment, particularly in literacy and numeracy</b></li> <li><b>2. Closing the attainment gap between the most and least disadvantaged children</b></li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• <b>School Improvement</b></li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li><b>1.3 Leadership of change</b></li> <li>1.4 Leadership of management and staff</li> <li><b>1.5 Management of resources to promote equity</b></li> <li>2.1 Safeguarding and child protection</li> <li><b>2.2 Curriculum</b></li> <li><b>2.3 Learning, teaching and assessment</b></li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality &amp; inclusion</li> <li><b>3.2 Raising attainment and achievement</b></li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• Early, to working within third level numeracy and mathematics learning progression are in place. These have effectively supported all class teachers to better plan coherent learning pathways. In termly attainment meetings all class teachers can articulate their learning, teaching and assessment plans linked to the curriculum pathways.</li> <li>• Through classroom observations and teacher self-evaluations, establishing a problem-solving skills progression has improved the coherence, depth and breadth of learning in almost all classes. Feedback from pupil focus groups indicates an increased confidence in problem solving through having a wider range of strategies to use and regular opportunities to use them.</li> <li>• Early, to second level mental maths learning programme and training for all mainstream teachers was established. An increase in pupils' speed, accuracy and range of mental maths strategies is beginning to be seen across the whole school.</li> <li>• All ASN classes are using pre-early level curriculum' document and 'milestones to support learners with complex additional support needs'. This is supporting many new members of staff to develop a deeper understanding of the learning pathways required for their learners and consistency across the whole department.</li> <li>• The curriculum structures that have been developed over the past twelve months has supported all staff to have increased confidence and working knowledge of the numeracy experiences and outcomes and curriculum benchmarks. This has greatly enhanced professional judgements of attainment levels which is evidenced by a close correlation to SNSA data and quality assured nationally through the work of our QAMSO team.</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Embed the use of number talks and problem-solving strategies to ensure consistency across school.</li> <li>• Enhanced focus on teaching standard mathematical logarithms at second level.</li> <li>• In partnership with the ASG schools develop a primary school third level numeracy learning pathway.</li> <li>• Opportunities for moderation of standards within numeracy and mathematics work</li> <li>• Investigate how holistic assessment principles could be used to support numeracy assessment</li> <li>• Establish with all staff what high quality learning and teachers in numeracy and mathematics looks like in Mile End School</li> <li>• Co-create the detail behind our recently developed curriculum rationale that will support and enhance the quality of numeracy and mathematics learning and teaching.</li> </ul>	

**Improvement Priority 1: Plan 2: Develop a literacy curriculum that meets the needs of our learners**

**NIF Priority**

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

**NIF Driver**

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

**HGIOS?4 QIs**

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

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

**Impact and Evidence:**

- A robust and quality assured literacy learning progression is in place which has effectively supported all class teachers to plan coherent learning pathways. In termly attainment meetings all class teachers can articulate their learning, teaching and assessment plans linked to the literacy curriculum pathways.
- The literacy curriculum structures developed over the past twelve months has supported all staff to have increased confidence and working knowledge of the associated experiences and outcomes and curriculum benchmarks. This has greatly enhanced professional judgements of attainment levels which is evidenced by a close correlation to SNSA data and quality assured nationally through the work of our QAMSO team.
- The introduction of emergent literacy learning, teaching and assessment tools has enhanced the early level experiences for most pupils
- Due to staffing challenges the planned review and development of the P1 curriculum has had limited impact.
- Upward attainment trends are evident in reading, writing, listening & talking at the key stages of P1, P4 & P7. Nevertheless, we did not meet our aspirational targets in reading or writing at P4.

**Reading Attainment:**

P1 target – 70% actual **71%**  
 P4 target – 80% actual **72%**  
 P7 target – 75% actual **82%**

**Writing Attainment:**

P1 target – 70% actual **73%**  
 P4 target – 75% actual **73%**  
 P7 target – 70% actual **72%**

**Next Steps**

- Moderation of holistic writing planners
- Develop holistic literacy planners which incorporate reading, writing, listening & talking.
- Moderation of learning and teaching standards with a focus on transference of grammar and punctuation into extended writing
- Enhance collegiate planning across literacy to support moderation of attainment
- Continue to review and modify the P1 curriculum in order to increase attainment.

**Improvement Priority 2: Plan 3: Develop a Health & Wellbeing curriculum that meets the needs of our learners**

**NIF Priority**

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

**NIF Driver**

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

**HGIOS?4 QIs**

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

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 **Ensuring wellbeing, equality & 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 £12,000**

- Providing additional bespoke musical opportunities for all our ASN pupils has increased participation and enjoyment for almost all pupils. Some pupils have made significant mile stones in their development due to this intervention.
- Providing music therapy for targeted pupils has increased the social and emotional wellbeing of all participating pupils. This is evidenced in increased participation in learning activities and a decrease in the frequency/level of anxiety that has seen these pupils remove themselves from activities or even their class areas.

**Impact and Evidence:**

- Initial trials of the SCARF health and Wellbeing curriculum programme has had a positive impact on both the teaching and learning in all classes. Almost all pupils who evaluated the programme were motivated and interested by the structure and content of the lesson and the whole school focus through assemblies. Almost all staff evaluated the programme positively, highlighting the very effective learning pathways which will support effective learning, teaching and assessment.

**Next Steps**

- Fully embed the SCARF learning programme as our recommended health and wellbeing learning pathway.
- By June 2020 review where the SCARF learning pathways naturally connect to Mile End's 'Our Worlds' contexts for learning and map where parallel learning pathways offer natural opportunities for cross-curricular contexts for learning.
- Develop a system to track health and wellbeing achievement and attainment that includes an overview of pupils' wider participation.



<b>Improvement Priority 4: Plan 4: Develop a cross-curricular context for learning pathway unique to Mile End School and our community</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. <b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b></li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership (Leadership – SAC)</li> <li>• <b>Teacher professionalism</b> (Learning and Teaching – SAC)</li> <li>• Parental engagement (Families and Communities - SAC)</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li><b>2.2 Curriculum</b></li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li><b>2.6 Transitions</b></li> <li><b>2.7 Partnerships</b></li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li><b>3.3 Increasing creativity and employability</b></li> </ol>
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• A programme of cross-curricular context for learning which take into account previous learning and ensures progression was created in the first six months of this school session. This has significantly increased the coherence and quality of learning opportunities in all classes. Experiences and outcomes are bundled in a way that provides relevant natural themes.</li> <li>• The programme delivers a holistic overview that ensures breadth and depth of learning.</li> <li>• Through monitoring teachers planning there is evidence that most learning is planned using the curriculum experiences and outcomes rather than being driven by activities.</li> <li>• Through SLT monitoring and quality assurance of the programme we are confident that it provides a robust curriculum structure with curriculum pathways that will ensure all pupils will participate in broad range of contexts for learning across all experiences and outcomes within a level.</li> </ul>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• By June 2020 the 'Our Worlds' programme will incorporate experiences and opportunities directly links to the skills and attributed to developing the young workforce</li> </ul>	

<b>Improvement Priority 1: Plan 5: Development of an improved process of reporting learners' progress and achievement to parents/carers.</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership (Leadership – SAC)</li> <li>• Teacher professionalism (Learning and Teaching – SAC)</li> <li>• <b>Parental engagement</b> (Families and Communities - SAC)</li> <li>• <b>Assessment of children's progress</b></li> <li>• School Improvement</li> <li>• <b>Performance Information</b></li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li><b>2.7 Partnerships</b></li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Pupil Equity Fund 2018-2019 Budget £12,000</b></p> <ul style="list-style-type: none"> <li>• Dr Janet Goodhall (University of Bath) supported our school in undertaking a bespoke research project to develop our understanding of how we enhance opportunities for and support parental engagement in learning both at home and at school. The final research report will be published in June 2019</li> <li>• Investment in developing a parent room has increased the time some parents are spending in school and has enabled staff and parents to nurture greater relationships.</li> <li>• Parent workshops/seminars and open classroom events has enhanced the knowledge and understanding of the curriculum for almost all parents who have attended. For those who could not attend the information shared was provided electronically, effectively supporting a wider group of parents to access the information.</li> </ul>	
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• A reporting format co-created by parents, pupils and staff providing improved information on pupil progress and achievement was used in March 2019. Through an online evaluation almost all parents agreed that it was an improvement and helped them better understand their child's learning.</li> <li>• A revised parents evening format co-created by parents, pupils and staff was held. Evidence from an online evaluation confirmed that almost all parents felt that the parents' evenings better supported them to engage with their child's learning.</li> <li>• By providing a set of teacher and parent questions for parents evening there was enhanced dialogue between parents, and teachers.</li> <li>• Through consultation with parents and staff a draft revised reporting pupil progress and achievement calendar, with increased reporting opportunities across the whole school year, was created. Parental</li> </ul>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• in June 2019 agree the draft calendar of reporting opportunities with staff and parents</li> <li>• In June 2020 undertake a review and evaluation of the effectiveness of the reporting calendar</li> </ul>	

<b>Improvement Priority 1: Plan 6: Develop a literacy curriculum that meets the needs of our ASN learners</b>	
<b>NIF Priority</b> 1. <b>Improvement in attainment, particularly in literacy and numeracy</b> 2. <b>Closing the attainment gap between the most and least disadvantaged children</b> 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	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li><b>School Improvement</b></li> <li>Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning <b>1.3 Leadership of change</b> 1.4 Leadership of management and staff <b>1.5 Management of resources to promote equity</b> 2.1 Safeguarding and child protection <b>2.2 Curriculum</b> <b>2.3 Learning, teaching and assessment</b>	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality & inclusion <b>3.2 Raising attainment and achievement</b> 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<b>Impact and Evidence:</b> <ul style="list-style-type: none"> <li>All staff have increased awareness of communication approaches. Speech and Language therapists reported increased use of visual supports to effectively support communication across all ASN classes.</li> <li>all staff teams/rooms are evidencing in Child's Plans a raised awareness of how to effectively plan for and implement individualised strategies.</li> <li>The majority of staff have a better understanding of sensory approaches and how to support children with significant developmental and communication needs. Tac-pac resources are being effectively used by staff which has resulted in an improved engagement from learners accessing this resource. There is an increase in staff confidence in participating in Intensive Interaction. A greater awareness of how to assess pupil progress is evidenced in attainment and progress tracking meetings.</li> <li>Almost all classes are incorporating communication tools into curricular tasks. Colourful Semantics resources are being used across all classes as an approach to structuring sentences in writing. Blank level questioning resource are used in all classes to target comprehension skills- evident through observations. All staff have evidenced a greater awareness, confidence and skills in robustly assessing listening/ talking/ reading comprehension during tracking meetings.</li> <li>Staff are using the Aberdeenshire Extended Early Level curriculum to plan for learners with significant developmental delay. All staff have increased confident in tracking progress using this and in planning appropriate individualised learning experiences.</li> <li>Through SLT monitoring there is evidence that child plan targets are becoming more focused and give clear and measurable steps to support individual needs of learners. Individual targets take into account the need to plan for positive destinations and incorporate life skills/ social and emotional skills as well as academic areas. Effective multiagency partnerships, for example SaLT, are evident in child plans. Children are beginning to be involved in understanding their targets through use of symbolised supports.</li> </ul>	
<b>Next Steps</b> <ul style="list-style-type: none"> <li>In partnership with Speech and Language Therapists develop a communication policy to guide and support staff to effectively scaffold language development for our pupils with additional support needs.</li> <li>Develop an effective method of tracking progress, achievement and attainment of our pupils with additional support needs.</li> <li>Increase opportunities for targeted pupils from within ASN classes to work within mainstream classes</li> </ul>	

**Improvement Priority 1: Plan 7: Develop a literacy curriculum that meets the needs of our learners in nursery**

**NIF Priority**

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

**NIF Driver**

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

**HGIOS?4 QIs**

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

**Impact and Evidence:**

- Through SLT playroom observations and feedback from the Care Inspectorate a meaningful and coherent play-based curriculum was observed to be in place. This has been further enhanced through the addition of more natural materials and a reduction in adult lead/directed play activities.
- Through collegiate working across the Associated Schools Group, a review of the tracking and reporting of pupil progress was undertaken. This has resulted in enhanced knowledge and confidence of all staff to track and report progress using curriculum benchmarks. These developments resulted in an additional review of children's personal plans which now reflect the SHANARRI indicators and the United Nations Convention on the Rights of the Child.
- By January 2019 we aimed to have a robust tracking system in place with 80% of children meeting the expected attainment levels and a

**Pre-school Pupils**

Listening and Talking **84%**  
 Reading **87%**  
 Writing **89%**  
 Numeracy and mathematics **87%**

**Ante-preschool Pupils**

Listening and Talking **94%**  
 Reading **94%**  
 Writing **94%**  
 Numeracy and mathematics **96%**

Improvements in attainment and particularly in the monitoring and tracking of attainment has ensured we have robust and accurate attainment data that exceeds the target set for January 2019.

- In March 2019 87% of nursery parents were registered and actively using the Interactive Learning Diaries to contribute to their child's learning profile and to access information shared by the nursery team. Feedback regarding the effectiveness of the IDLs from parents was very positive as it gave them the opportunity to work in partnership with the nursery by sharing learning at home as well as finding out about learning at school. The large majority of the 13% of parents not registered were new start ante-preschool children. Opportunities are planned for May 2019 to support these parents to access the tracking and reporting system. We asked the parents for feedback on the IDLs during recent parent interviews and this was very positive, especially as nursery children were not receiving written annual reports.
- Systems are in place to identify preschool pupils who may need extra support or differentiated learning experiences. The Nursery Teacher and Senior EYP, with the support of the wider team, plan bespoke support programmes for all identified pupils. Effective partnerships and liaison with P1 Staff, Support for Learning Team, Educational Psychologist and the Senior Leadership Team ensure the wider school knowledge and expertise is used to support identified pupils in the playrooms.
- Plans are in place, which includes the nursery teacher moving with the pupils into P1, to minimise the opportunity for any dip in attainment due to transition into P1. September 2019 P1 attainment data will be analysed next to June 2019 Nursery data to target any required interventions.

### Next Steps

- Embed the Planning in The Moment development work that has begun, ensuring all new staff have an induction input.
- In partnership with parents undertake an evaluate the recent improvements to children's personal plans to establish the effectiveness of the plan for parents and for staff.
- Increase opportunities for children to engage in and contribute to their own interactive learning diary.

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

**School**

<b>Quality Indicator</b>	<b>School Self-Evaluation</b>
<b>1.3 Leadership of change</b>	<b>3</b>
<b>2.3 Learning, teaching and assessment</b>	<b>3</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<b>4</b>
<b>3.2 Raising attainment and achievement</b>	<b>3</b>

**ELCC (where appropriate)**

<b>Quality Indicator</b>	<b>ELCC Self-Evaluation</b>
<b>1.3 Leadership of change</b>	<b>4</b>
<b>2.3 Learning, teaching and assessment</b>	<b>4</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<b>4</b>
<b>3.2 Securing Children’s Progress</b>	<b>4</b>

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

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

**Comment:** Our recent work to develop and agree a shared school values now means we have a collective understanding of what it is we are trying to achieve. The appointments of key members of staff has also secured our capacity for continuous improvement.

# IMPROVEMENT PLAN 2019-2020

## Mile End School



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

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



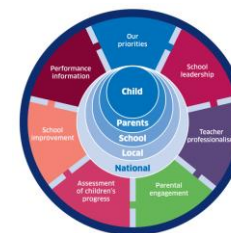
### Overview

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

### Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which **Curriculum for Excellence** can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

<b>Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>  <b>Lead Responsible: George Roberts</b>	<b>Expected Outcome(s) for whom, by when, by how much?</b> <ol style="list-style-type: none"> <li>By June 2020 a whole school consistency of approach in learning and teaching will be in place</li> <li>By June 2020 all ASN pupils will have a progressive and coherent learning pathway</li> <li>By June 2020 a rise from 76% to 80% of pupils attaining expected levels of numeracy and literacy</li> <li>By June 2020 a relevant and progressive curriculum across all curricular areas will be in place for all mainstream learners</li> <li>by June 2020 all children will have increased their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities</li> <li>All children will increase their digital skills to support learning across the curriculum by June 2020</li> </ol>
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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	Behind Schedule	Not Actioned
<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Professional dialogue linked to learning and teaching policy</li> <li>Pupil focus groups</li> <li>Teacher planning and assessment moderation</li> </ul>	1.2 2.3 2.3	<ul style="list-style-type: none"> <li>Use HGIOS 4 challenge questions and Teaching Backwards theories to agree what effective learning and teaching at Mile End looks like</li> <li>Develop a shared understanding of what effective learning and teaching looks like at Mile End School</li> <li>Professional development linked to the key areas identified Q.I 2.3</li> </ul>	Inset days 2,4  4 x collegiate meetings		George Roberts Claire Gurgeon	June 2020			
<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Professional dialogue</li> <li>Pupil focus groups</li> <li>Teacher planning and assessment</li> <li>Moderation (peer/self-evaluation)</li> <li>Teacher confidence questionnaire</li> <li>Q.I 2.2 challenge questions</li> </ul>	2.2 2.3 2.4 3.1 2.3	<ul style="list-style-type: none"> <li>Develop a clear curriculum pathway across the pre - early level.</li> <li>Develop a shared understanding of what effective learning and teaching looks like at Mile End School for pupils with additional support needs</li> <li>Professional development linked to the key areas identified Q.I 2.3</li> </ul>	Nov Inset 4 x collegiate meetings	PEF £10,000	Claire Gurgeon Rhona Brunton George Roberts  Rachael Canale  Janet McRoberts	June 2020			
<ul style="list-style-type: none"> <li>CFE/SNSA data</li> <li>Professional dialogue through regular tracking and planning meetings IEPs</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Establish a calendar of monitoring and tracking professional dialogue sessions</li> <li>Use attainment data to set aspirational targets and target</li> </ul>	Termly attainment meetings		George Roberts Claire Gurgeon	August 2019			

	2.3	additional support and resources for identified pupils	3 x moderation meetings				
	2.2	<ul style="list-style-type: none"> <li>Through analysis of CFE &amp; SNSA data identify any key areas of literacy and numeracy which need to be reviewed</li> </ul>					
	2.3						
<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Professional dialogue</li> <li>Pupil focus groups</li> <li>Teacher planning and assessment</li> <li>Moderation (peer/self-evaluation)</li> <li>Teacher confidence questionnaire – Q12.2 challenge questions (Baseline and post-development work)</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Develop a clear curriculum rationale</li> </ul>	Inset days 4, 6 & 7 1 collegiate meeting		Claire Grugeon George Roberts		
	2.2	<ul style="list-style-type: none"> <li>Develop a 3 year progressive context for learning plan</li> </ul>					
	1.1	<ul style="list-style-type: none"> <li>Evaluation of the implementation of numeracy and literacy progression pathways (session 2018-19) and identify relevant next steps</li> </ul>					
	2.2	<ul style="list-style-type: none"> <li>1.1 Develop a clear curriculum pathway across the early level.</li> </ul>					
	1.2 1.3 3.3	<ul style="list-style-type: none"> <li>Continued development of curriculum – Discrete subjects; science, digital technologies; development of skills</li> </ul>					
<ul style="list-style-type: none"> <li>Pupil Consultation – HGIOURS</li> <li>Professional Dialogue</li> </ul>	3.3	<ul style="list-style-type: none"> <li>HGIOURS – Staff/pupil engagement in Theme 2 ‘Our learning and teaching’ leading to a strategy to develop with pupils</li> </ul>	2 x collegiate meetings		Janet McRoberts		
	3.1						

### Monitoring Progress and Evaluating Impact

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

**Impact and Evidence:**

**Pupil Equity Fund Budget Allocation April 2019 - £27,000**

**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**

Analysis of key data indicates that all pupils who were allocated Pupil Equity Funding are meeting the expected levels in attainment, attendance and inclusion in learning or have effective individualised support plans in place. Differentiated universal supports or individualised education plans are providing the necessary scaffolding to enable this group to meet their full potential and work towards aspirational targets.

Further analysis of the data did not identify any negative patterns in attendance or exclusion figures in our school population that PEF could be targeted to support.

After extensive analysis of the data, as well as discussions with focus groups of parents, pupils and staff it is apparent that Mile End’s poverty gap is a gap in providing equity in wider experiences and opportunities. There is an extensive range of wider participation activities available for our pupils who live in the Mid Stock area. However, there is significantly less opportunity for our pupils who have additional support needs and are transported from across the city. Those who rely on school transport cannot participate in the before and after school activities. Parental consultation also indicated that for some pupils access to wider achievement groups such as dance, sports and uniformed organisations is not possible due to their needs.

Analysis of attainment data has identified pupils who required a significant focus on the breadth of experiences at pre-early into early level (Additional Support Needs classes) in order to ensure relevance and coherence in their learning pathways. Data analysis also identified a similar group of pupils (mainstream) who’s reading ages are significantly below their chronological age, although their social and cognitive

abilities are age appropriate. In a curriculum evaluation these pupils recorded low levels of enjoyment in reading due to the lack of accessible relevant/interesting reading materials.

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

**Lead Responsible: Claire Grugeon + Rachael Canale**

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

1. By June 2020 all pupils who are 12 months + behind expected attainment levels will have a plan in place to support progress at their individual pace.
2. By June 2020 all pupils who are 6-12 months behind expected attainment levels to have a timebound individualised or group support plan in place to reduce their attainment gap.

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"> <li>Teachers' planning and assessment</li> <li>Attainment data</li> <li>IEPs</li> <li>Professional dialogue</li> </ul>	2.2 2.3	<ul style="list-style-type: none"> <li>Termly analysis of attainment tracking data to identify all gaps in pupil attainment.</li> <li>Professional development linked to creating IEPs with SMART targets that enables all pupils to attain milestones.</li> </ul>			Claire Grugeon Janet McRoberts	See QA Calendar	
	1.2 3.2	<ul style="list-style-type: none"> <li>Provide enhanced and extended learning opportunities/resources for targeted pupils</li> <li>Development of assessment strategies linked to planning and pupil profiling</li> </ul>		<b>PEF £9000</b>	Rachael Canale		
<ul style="list-style-type: none"> <li>Teachers' Planning and Assessment – professional dialogue</li> <li>Monitoring activity – SLT and Peer (POLLI)</li> <li>Pupils – HGIOURS</li> <li>Pupils' engagement in learning (Leuven Scale)</li> </ul>	2.2 2.3	<ul style="list-style-type: none"> <li>Continue to develop and implement contexts for learning ('Our Worlds') ensuring they are progressive and consider the uniqueness of Mile End School</li> <li>Identify local 'connections' and opportunities for relevant learning across the nursery and school</li> <li>Link opportunities with curriculum design principles, digital technologies and IDL</li> </ul>		Links with Hospital Rotary Club Link Rosemount Business Partners	Claire Grugeon Elaine Sykes	June 2020	

**Monitoring Progress and Evaluating Impact**

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

**Impact and Evidence:**

### Overall Pupil Equity Funding Planned Expenditure

#### Details – Resources and Staffing

**Approx Cost £**

Literacy		
<b>Reading</b>	<p><b>Targeted Intervention:</b> Purchase HiLo reading materials (high interest – lower level readers) resources to engage target groups of reluctant readers who are 12 months + behind their expected attainment levels.</p> <p><b>Targeted group:</b> P5-7 Mainstream pupils + pupils from ASN department</p>	£5000
Numeracy		
<b>Numeracy</b>	<p><b>Targeted Intervention:</b> Extend and enhance our resource bank to ensure breadth of learning opportunities/resources for targeted pupils who remain at early/first level for extended periods of time.</p> <p><b>Targeted group:</b> Early into first level – Additional Support Need pupils</p>	£4000
HWB		
<b>HWB + Cross Curricular</b>	<p><b>Targeted Intervention:</b> Widening access to DYW skills through STEM resources and experiences</p> <p><b>Targeted group:</b> Pupils who through wider achievement tracking are not participating in out of school experiences in this area</p>	£2000
	<p><b>Targeted Intervention:</b> Increase opportunities for wider participation and achievement activities through introducing the Junior Award Scheme for Schools (JASS) – Blue level materials</p> <p><b>Targeted group:</b> P5-7 Additional Support Need pupils</p>	£1000
<b>Staffing</b>	<p><b>Targeted Intervention:</b> Sustain current PEF interventions and provide further opportunities for participation and wider achievement groups at lunchtimes.</p> <p><b>Targeted group:</b> ASN pupils + some mainstream participation where this will enhance the learning opportunities for all</p>	£3000
	<p><b>Targeted Intervention:</b> Support engagement and participation in creative and expressive arts by providing weekly rhythm and drumming workshops.</p> <p><b>Targeted group:</b> Additional Support Need classes</p>	£6000
<b>Additional</b>	<p><b>Targeted Intervention:</b> Supporting enhanced parental engagement in learning as well as involvement in school.</p> <p><b>Targeted group:</b> Parent forum</p>	£5000
	<p><b>Targeted Intervention:</b> Ensure all pupils (no matter their needs) have the opportunity to participate in the wider curriculum through providing additional support or making special provisions</p> <p><b>Targeted group:</b> Individuals – see school tracking spreadsheet.</p>	£1000
<b>Total</b>		<b>£27000</b>

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

**Lead Responsible: Elaine Sykes Claire Grugeon**

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

- By June 2020 all pupils will experience a planned, progressive PSHE and Wellbeing programme linked to and aligned where appropriate to 'Our World' contexts for learning.

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"> <li>Teacher Confidence Questionnaire pre and post development</li> <li>Teacher planning and assessment</li> <li>Pupil focus groups</li> <li>Sampling pupil work</li> <li>Parental Engagement Event</li> <li>Evaluation</li> </ul>	2.2 3.1	<ul style="list-style-type: none"> <li>Continued development of a discrete HWB programme, using Es and Os and Benchmarks (Curriculum Progression)</li> <li>Extend the P7 online profile to include all P5-7 mainstream pupils</li> <li>Evaluation of new HWB programme investigate possible methods of tracking HWB</li> <li>Introduce JASS blue level to support wider achievement for senior ASN pupils</li> </ul>	Inset days 6 & 7		Elaine Sykes Claire Grugeon	March 2020	On Track
			In class training		Focus staff group	Evaluation June 2020	Behind Schedule
			1 x collegiate meeting	PEF £1000	Rachael Canale		Not Actioned

**Monitoring Progress and Evaluating Impact**

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

**Impact and Evidence:**



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

**Lead Responsible: Elaine Sykes**

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

- All staff have an increased confidence in planning and delivering the curriculum for children linked to the world of work 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"> <li>Teachers' Planning</li> <li>Classroom monitoring SLT and peer (POLLI)</li> <li>Range of engagement of business partners</li> <li>Business partner evaluation</li> <li>Pupil focus groups</li> <li>Parent Voice - consultation</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Revisit the recently created 'Our Worlds' contexts for learning curriculum pathway to include a progressive programme of DYW and science skills development and experiences linked to the 'World of Work'</li> </ul>	<b>Short term working group</b>  <b>2 staff meetings</b>  <b>inset day 7</b>		<b>Elaine Sykes</b>	<b>June 2020</b>	On Track
	3.3						Behind Schedule
							Not Actioned

**Monitoring Progress and Evaluating Impact**

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

**Impact and Evidence:**

Improvement Priority 5: Leadership of Change		Expected Outcome(s) for whom, by when, by how much?						
Lead Responsible: All ASG Head Teachers Nursery -SEYP from each school		<ul style="list-style-type: none"> <li>- By June 2020, SLT will have an increased /shared understanding of high quality learning and teaching and assessment across the ASG.</li> <li>- By June 2020, all CT will reflect on their pedagogy, in an identified area of Land T literacy and numeracy (eg through Number Talks, PAL, writing) and make changes to practice following visits to other classes/schools.</li> <li>- By June 2020, all nursery staff have confidence to use planning in the moment approaches.</li> <li>- By June 2020, PSA will experience high quality professional learning as a result they will have an improved skill set to meet the needs of learners within their school.</li> </ul>						
		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
				Time Resource	£ School Budget Resource	Who?	By When?	On Track
								Behind Schedule
								Not Actioned
SLT have increased confidence in knowing what high quality learning and teaching looks like.  SLT have improved confidence in identifying and monitoring high quality learning and teaching	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	
Class teachers will be in receipt of reflections on high quality learning and teaching which they can use to change their practice. Children will experience effective learning and teaching through the identified focus -eg increased pace and challenge	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. 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	CLPL in School monitoring systems, PR and D meetings, using time released when students are present			All class teachers	Sept2019- May 2020	

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

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

#### Impact and Evidence:

<b>Q1 1.2 Leadership of Learning 2019-20</b>	
<b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives / Maintenance Areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>
<b>Literacy Co-ordinator</b>	Elaine Bain Wendy Beattie
<b>Numeracy Co-ordinator</b>	Gillian Bramwell     Caroline Johnston Lee Gordon             Alison Petrie (Emergent Literacy)
<b>HWB Co-ordinator</b>	Elaine Sykes Bethany Lamont
<b>Science</b>	Peter Torrens
<b>Technologies</b>	Mel Robbie Ailsa Barker
<b>Engineering</b>	Alice Hunt
<b>Curriculum Development</b>	Claire Grugeon
<b>Pupil Equity Fund</b>	George Roberts
<b>Continuing 1+2 Modern Languages</b>	Lorna Smith (French) Marlene Grayson (German)
<b>Pupil Participation - House Captains</b>	George Roberts
<b>Pupil Participation - Prefects</b>	Claire Grugeon
<b>Pupil Participation - Charities</b>	Elaine Sykes
<b>Global Citizenship – Eco Schools</b>	Lisa Black                     Marlene Grayson Alison Petrie
<b>Parental Engagement in Learning</b>	Rachael Canale             Hannah Millar George Roberts             Laura Moore
<b>Parental Support/Involvement</b>	Claire Anderson

<b>Reporting Pupil Attainment &amp; Achievement</b>	George Roberts Carol McRobbie – Interactive Learning Diaries
<b>English as an Additional Language</b>	Angela Gold
<b>Co-operative Learning</b>	Carol McRobbie
<b>Play Based Learning</b>	Lorna Smith
<b>Creativity Curriculum</b>	Marlene Grayson
<b>Outdoor Learning</b>	Claire Anderson      Therese Barclay Hayley Norrie      Debbie Legge
<b>Communications Support</b>	Hayley Norrie Kate Stoddart

**Date uploaded onto website:**