Cornhill School

Standards, Quality (2021-22) & Improvement Plan 2022/23

ABERDEEN CHILDREN AND FAMILY SERVICES



**Offering a protective, nurturing environment and relevant learning opportunities for all**





**Valuing and celebrating aspiration, ambition and innovation with all**

**Strengthening resilience of all**

PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

Cornhill School

Standards, Quality & Improvement Plan

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| **National Improvement Framework Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people’s health & wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **Local Outcome Improvement Plan (LOIP) Stretch Outcomes**   * 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. * 90% of children and young people will report that they feel mentally well by 2026. * 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. * 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. * Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. * 25% fewer young people (under 18) charged with an offence by 2026. |
| **School Improvement Priorities 2021-2022**   * **Priority 1:** Deliver school COVID-19 recovery * **Priority 2:** Continue to develop learning, teaching, assessment and tracking approaches, in order to improve attainment and achieve excellence and equity * **Priority 3:** Develop approaches to supporting wellbeing, equality and inclusion in order to improve outcomes for children | **School Improvement Priorities 2022-2023**   * **Priority 1:** Continue to develop learning, teaching, assessment and tracking approaches, in order to improve attainment and achieve excellence and equity * **Priority 2:** Continue to develop approaches to supporting wellbeing, equality and inclusion in order to improve outcomes for children * **Priority 3 :** Develop use of curriculum progressions. * **Priority 4:** Develop use of skills progression in school and strategies to support skills for life. |
| **Context of the school**:  Cornhill Primary School has a roll of 382, with a further 83 place Nursery. The school is 70 years old and is situated in the Northwest of Aberdeen and provides for children from a large geographical catchment, the majority of which is local authority housing. There is a 19% uptake of free school meals from P4-7 and 24% of the school population live out with the catchment area and attend under the Parent’s Charter Legislation. 29% of pupils are in SIMD 1 + 2 with 54% in SIMD 3 and 4. The equivalent of 70 pupils have been allocated funds via the Pupil Equity Fund. There are 99 pupils in the school with English as an Additional Language, with a strong Nepalese community within the local area; this has been attributed to the close proximity of Aberdeen Royal Infirmary. There are also a number of pupils with a Polish, Nigerian or Indian background although there are currently 27 languages spoken in school. Cornhill Primary is part of the St Machar Associated Schools Group in line with local authority zoning guidelines.  Cornhill pupils, staff and parents adapted well to the extended challenges presented by the Covid pandemic with a rapid improvement in IT skills and a proactive approach to maintain IT accessibility as well as flexible approaches to staffing. Targeted in-school support has been provided to address the gaps in learning resulting from the numerous issues associated with the Covid pandemic. This has led to attainment levels largely matching or exceeding pre-Covid levels. This follows a 4 year period of predominately increased attainment in numeracy and literacy up until the pandemic. Regular tracking meetings and assessment of focused interventions are used to monitor this. All learners have been supported to reflect on their mental wellbeing and staff have a good understanding of mental wellbeing and how to support it. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions and ongoing work through our Support for Learning team, PEF partners and Partnership Forum, is supporting this.  The school is led by the Head Teacher, Mark Evans, the equivalent of two Depute Head Teachers (one post is a job-share) and a Principal Teacher who manages the nursery. There are 15 classes (including 1 composite class) and 2 nursery settings offering different provision models. The school roll increased for 6 years and has now stabilised. There are 18 permanent members of teaching staff including a full-time PE teacher as well as two probationer teachers, 3 permanent Senior Early Years Practitioners, 4 permanent Early Years Practitioners and 5 permanent Pupil Support Assistants (PSAs). The school is also staffed by 6 fixed term PSAs. The school receives 0.2FTE teaching support a week from the English as an Additional Language (EAL) Service. Musical instruction, for drums, guitar and singing, is provided by 3 music instructors.  Cornhill School has an active and supportive Parent Council which has continued to meet virtually during the pandemic and the school works with a broad range of partners and agencies, both local authority and private, to enhance learning opportunities for our pupils. | |

**QI1.3 Leadership of Change**

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|  | **How well are we doing?**  **What’s working well for our learners?** | **How do we know?**  **What evidence do we have of positive impact on learners?** | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| **Developing a shared vision, values and aims relevant to the school and its community** | | | |
| Summary Statement | Vision, values and aims developed with pupils, staff and parents and shared with all. | Vision, values and aims are displayed around school inc in each classroom, they are shared and promoted through assemblies. | Review visions, values and aims to include Visible Learning learner characteristics. Continue to embed with children and the wider community. |
| Vision and Values | We are all working towards embedding Visible Learning in our practice, as well as sharing this with parents/carers through for example yellow slips/reports/Google classroom. | More children are able to communicate using the Visible Learning vocabulary and demonstrate the associated skills. |  |
| Senior Leadership | SMT are present in and around the school, easily reachable when needed and are consistent in their approach. | Staff and pupil feedback. Pupils know who SMT are and happy to speak to them/share positive learning or concerns. |  |
| Teacher Leadership | Positive work between stage partners and as a whole staff through TLC teacher-led sessions. Collaborative approach particularly in the Early Years with play-based approach.  Having autonomy to make decisions on, and how, to approach learning/teaching.  Positive adoption of new IT approaches by staff and pupils. | Positive feedback from parents, pupils and staff. | Create further opportunities for sharing practice - informally/formally observing colleagues.  Moderate between classes/stages to ensure consistency and further confidence with teacher judgements.  Further focus on GTCS standards and the PRD process. |
| School context | School ethos focuses on holistic view of each child and is positive, inclusive and nurturing. All staff have class SIMD data and an awareness of this when planning for/teaching and interacting with children. Similarly for EAL pupils aided by a positive relationship with the EAL staff team. ASN children receive various nurture activities/opportunities. | SIMD info is on our school tracking document and staff are confident with using it to plan for the needs of learners.  EAL children receive targeted support from specialists. EAL staff are good at liaising with colleagues, and flexible, also share resources.  Children enjoy and benefit from time spent in Yellow Room/Blue Room/Mud Pies, RADS etc.  Almost all children are happy to be in school, engaged in learning and there is a positive atmosphere and culture in school – feedback from visitors into school, pupils and parents. | Continue flexible and creative approaches to share/interact more with parents inc more celebrations of cultural events.  Look to develop more community connections - eg library. |
| Impact | More explicit links need to be made to the vision, values and aims in terms of strategic planning. |  |  |
| **Strategic planning for continuous improvement** | | | |
| Culture for change | Though enforced, the school adapted positively and proactively to the on-going challenges presented by the pandemic.  Regular opportunities to gain experience throughout the stages.  SMT open to new ideas and initiatives suggested by staff. | Level of engagement of families with pupils’ learning.  SMT happy to support and encourage teachers with projects / schemes, etc e.g. the school garden, My Maths, etc. | On-going professional dialogue with staff and encouragement to take up CPLPL opportunities e.g. Numicon, Number Talks, how to extend and use Helicopter Stories up the school, outdoor learning with whole class (literacy and numeracy). |
| Evaluation | All teachers are encouraged to reflect on learning and teaching and to engage in CLPL. | SMT and colleagues regularly share CLPL opportunities. | More allocated time needed to share the learning and information received through course etc. |
| Management of change | The strategic direction for improvements is well managed by the SLT and transitions are well planned for. | Feedback from staff and learners.  CfE data. |  |
| Achieving change | There is a positive collective ethos in school ensuring changes are effectively introduced.  Positive use of PEF funding. | Supportive and collective approach in school to help staff and learners.  Opportunities for staff to decide how PEF money is going to be spent. | Continue to provide staff with PRDs to evaluate and set targets. Regular quality assurance meetings with staff. |
| Collegiate learning | Stage partners work well together.  Visible Learning supports collegiate working.  TLC teacher-led sessions provide a different forum to share learning and aid continuous improvement. | Most staff are planning weekly / termly together ensuring a consistent learning offer to year groups. | More departmental opportunities for collegiate working. |
| **Implementing improvement and change** | | | |
| Summary statement | The focus has very much been on rebalancing the negative impacts of Covid on pupils, staff and families whilst trying to make the most of any positive opportunities e.g. Google Classroom, engagement with some harder to reach families. |  |  |
| Looking outward | Positive relationships with numerous partners and services. | Feedback from staff, pupils and parents. | Continue to develop these relationships and be open to developing other links. |
| Equity | All teachers aware and mindful of SIMD, EAL, other circumstances.  A supportive ethos in school re. forming positive relationships with families.  Positive use of PEF money. | Targeted supports for pupils with impacts monitored. |  |
| Planning for Self-evaluation | Regular staff coaching sessions established.  Learning walks allow staff to evaluate things in their own classroom and things in place in others.  Staff have the opportunity to identify and set their own targets through PRD, GTCS updates etc.  Regular tracking meetings with all teachers. | Staff have used ideas in their own classrooms and taken inspiration from each other.  Focus on the planning processes/systems. | Quality Assurance calendar to be followed with more rigour. |
| Self-evaluation including all stakeholders | Information regularly shared and discussed with Parent Council. Regular meetings with service providers and partners. | Changes to the services provided to pupils. | Re-establishment of Pupil Council so they can be involved with evaluating the school and identifying areas for improvement. Pupils beginning to self-evaluate using HGIOS.  Continued consultation with partner providers and the parent body. |
| Professional learning | Opportunities for Professional Learning highlighted to all staff with encouragement to participate. | Various new strategies being trialled in classes. | Further feedback to all staff to spread the benefits of any learning. |
| Planning for improvement | Improvement plans in place inc Working Groups, TLC and QA meetings. | Working Group action plans and evidence of the work/improvements made.  Minutes from meetings.  SQUIP. |  |

**QI2.3 Learning, Teaching & Assessment**

|  | How well are we doing?    What’s working well for our learners? | How do we know?  What evidence do we have of positive impact on learners? | What are we going to do now?  What are our improvement priorities in this area? |
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| **Learning and engagement** | | | |
| Summary statement | A key area of focus in school and improvements supported by ACC trio visits – last one March 2022. |  |  |
| Culture, ethos and relationships | Most teaching staff and PSAs have been trained in Emotion Coaching and there is on-going trauma-informed training. SfL staff offer a variety of flexible approaches, including soft starts, to individuals. | Fewer children requiring Reflection Time.  Fewer exclusions. |  |
| Well-established/understood, consistent positive behaviour strategies are in place with regular discussions as to their effectiveness with a focus on relationship-building and restorative approach. | Classroom observations, feedback from children, shared understanding discussed, discussions with parents, reduced Reflection times.  Communication between relevant staff. | Review in line with Trauma training (Compassionate, Connected Communities – Ed. Scotland). |
| Clear school aims and learner attributes underpinning practice and ethos in school | School aims established and learner attributes embedded in classes, on displays, in assemblies, and used in the wording of yellow (praise) slips. Observations and TLC feedback. | Revisit school aims in line with Visible Learning approach, UNCRC, and the ACC renewed Learning, Teaching & Assessment policy. |
| Increased focus on H&WB throughout planning and delivery, with special focus on pastoral care, resilience building, and emotional wellbeing. | SHANARRI ‘spiderweb’ and SHINE surveys. General behaviour in school is calm (with fewer children attending Reflection Time or requiring SMT intervention).  Communication between all staff.  Updated pastoral notes. |  |
| Learner engagement | Regular use of a variety of outside agencies to support learning. | SHANARRI baselines/follow up and other agency assessment tools. Teacher feedback. | Continue to re-establish links and build partnership working and monitor impact. |
| Pace, challenge and relevance to learning | Opportunities for children to share their learning with parents via website, Google Classroom, ILD, Snapshot jotters etc. Learning shared in class as well as at assemblies. Wider World Achievements shared in school. | Parental feedback (surveys/ discussions). |  |
| Homework revisited and refined with all staff offering core tasks and optional tasks for those wishing to extend. Stage-partner planning to ensure consistency across a stage group. | Completion and standard of homework.  Parental communications. | Monitor and review across departments for consistency and progression. |
| Learner use of digital technology | Technology used regularly in all classes. Continual investment made into equipment, software and skills with each stage now having their own Chromebook trolleys. Increased confidence in use of digital technologies following Covid pandemic. | Parental feedback, pupil engagement.  Classroom observations. Equipment timetabled and in high demand. | Increased pupil-led training of ICT e.g. Read&Write and Google Classrooms. |
| Learner  Leadership | More opportunities for pupil decision-making and leadership (skills development) need to be re-established through Committees, Houses, JASS awards, Pupil Council, pupil voice, Buddies, etc. | Observations, Committee minutes, learner’s feedback | Review Houses and Committees with a move towards linking with outdoor learning and/or Enterprise approach. |
| **Quality of teaching** | | | |
| Summary statement | A key area of focus in school and improvements supported by ACC trio visits – last one March 2022. |  |  |
| Range of teaching approaches | Emerging Literacy and Play-Based Approach established in P1-2. | Classroom observations and CfE, SNSA, InCAS results.  Feedback from Working Group. | Continue to expand further up the school. |
| Increased use of outdoor education particularly through the pre-school and infant stages and through initiatives such as Adventure Aberdeen and Mudpies. | SHANARRI pupil-assessment. | Consistent outdoor learning for all with middle and upper stage classes using the outdoor spaces more regularly. |
| Digital technology used to enhance learning | Homework delivered via Google Classrooms. Within lesson planning, all teachers use individualised computer programmes such as Sumdog, Readingwise, to enhance numeracy/literacy core skills.  IT used regularly in all classes. | Feedback from staff and pupils.  Classroom observations. | Introduction of Seesaw to Nursery and P1. |
| Collegiate working across staff teams in the sharing of online resources, links, and skills to support learning. | Embedding of the use of Sumdog, Readingwise, MyMaths etc. Progress tracked through these programmes. |  |
| Delivery of learning, explanations and instruction | All teachers use instruction/discussion/explorative sessions within lessons and most use plenary. | Observations.  Child focus groups. | Continue with Visible Learning training. |
| Questioning | Teachers have explored effective questioning via Visible Learning and identified in a survey of confidence that this is an area to revisit. Each teacher has been provided with a laminated pack of different types of questions to use within lesson planning. |  | Continue with Visible Learning training. |
| Purpose and relevance of learning | Teachers work collegiately to try and make learning as real and relevant as possible. |  |  |
| Differentiation of learning | All teachers use skills/ability groupings across numeracy and literacy. Differentiation by resource used by all. Differentiation by other methods, e.g. expectation, language, etc. used by some. | Progress made across the Benchmarks.  Individual Education Plans (IEP).  Observations. | Revisit through Visible Learning to improve teacher confidence in using a range of differentiation methods. |
| Feedback for learners | LI and SC used by all and increased pupil involvement as you go up the school. SC challenges in most classes to push high expectations/ownership. | Observations, Learning Walks, Moderation feedback (inc. Jotter Sampling with shared expectations). | Continue in line with Visible Learning training to develop consistency across stages. |
| **Effective use of assessment** | | | |
| Summary  statement | A key area of focus in school and improvements supported by ACC trio visits – last one March 2022. |  |  |
| Assessment Approaches | Increased use of peer and self-assessment, differentiation and challenge across all classes through Visible Learning focus. Visible Learning training and skills development ongoing and becoming embedded in all practice. | Quality Assurance (QA) feedback to all teachers - observations, discussions with staff, Learning Walks, focus groups with children. | Continue to embed Visible Learning strategies/ethos. |
|  | AifL strategies used in some classes. | Class observations. | AifL strategies used meaningfully in all classes through TLC and Visible Learning. |
| Impact of assessment on planning | Summative and formative data such as SNSA, INCAS, Spelling/Reading tests, HWB webs used increasingly well to inform planning and is embedded in Tracking meeting discussions. | Range of assessment date including;  SNSA, InCAS (financial commitment), Benchmarks, CfE figures (rising trends). | Ongoing monitoring through QA process. |
| Moderation | Use of Benchmarks in all classes to plan, assess and support professional judgement with increased confidence in their use. | Planning, Assessment and racking (PAT) meeting discussions. | Ongoing monitoring through QA process. |
|  | Increasingly established and fine-tuned QA processes including effective TLC with high levels of engagement. Learning Walks and Jotter moderation begun with a view to embedding in cycles of reflection and action. | TLC learning conversations and feedback. QA calendar | Peer evaluation/ observations to be included in QA calendar  Fully establish the use of Learning Walks and moderation in reflective cycles. |
| **Planning, tracking and monitoring** | | | |
| Planning for learning | All teachers provide termly plans maintained with a consistent expectation of contents. Stage partners plan together. | Regular PAT meetings, stage partner planning, staff agreement as to standard aspects included, planning wall in HT office, sharing wall at staff room. | Ongoing monitoring through QA process. |
|  | All teachers are part of teacher –led Working Groups to review and improve key curricular areas. | Increased staff confidence in planning across curriculum with consistency in approach. QA processes | Further use of Curricular Progressions and development of a skills progression. |
| Planning with the learner | Pupil involvement in topics – KWUL or similar. In the Moment Planning, Focus Child and Learning Journeys in Nursery. Learning shared to peers in a variety of ways such as IDL, assemblies, displays that are updated regularly. Pupil choice in level of follow up task to encourage pace and challenge in most classes. | TLC discussion, observations, focus groups, committee feedback. | Revisit where and how staff are using pupil involvement (TLC meetings /staff development). |
| Tracking and monitoring arrangements / processes | All teachers maintain up-to-date tracking information to use within their planning. Regular 1:1 SMT:teacher meetings are held to examine the tracking with discussions based on SIMD, SFL, Attendance, etc. Process embedded in practice and consistent across school. | PAT meetings.  CfE data. |  |
| Impact of tracking and monitoring, including those with additional challenges | Continued development of effective use of Yellow and Blue (SfL/nurture) Rooms along with established use of IEPS to plan and track. Increased PSA time and more focused timetabling to support a wider range of pupils and acute needs. | IEP progress, increased staffing, higher number of children receiving regular support. CfE tracking. Timetables regularly revisited (twice-termly PSA meetings) with a focus on training needs and sharing good practice | Monitor and review. |

**QI3.1 Ensuring Wellbeing, Equality and Inclusion**

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|  | How well are we doing?    What’s working well for our learners? | How do we know?  What evidence do we have of positive impact on learners? | What are we going to do now?  What are our improvement priorities in this area? |
| **Wellbeing** | | | |
| Summary statement | Wellbeing, Equality and Inclusion are central to the school ethos with all staff aware of their responsibilities and roles. |  |  |
| Wellbeing of all refer to Wellbeing indicators | Pastoral care at core of our school. Seemis notes diligently kept up-to-date.  Wellbeing tracker tool used P2-7 (P1 discussions used).  Focus on H&WB during and following Covid lockdowns. | Pupils share concerns with staff. Correct procedures followed.  Review of tracker data highlights any areas of concern which, in turn, informs planning. | Continue positive relationship building.  Monitor pupil and staff wellbeing on an on-going basis.  Trauma-informed training for all staff continues to be delivered. |
| Quality L&T for all | See QI 2.3 information.  Expertise accessed from other agencies: Barnardo’s, CAMHS, Speech & Language, School Nursing, Mud Pies. Expertise accessed from within Education resources: Educational Psychology, Home/School Liaison, EAL, Autism Outreach. | Supports in school and virtual consultations are resulting in more support for pupils in most need due to considerable degree of joint working. Data from Wellbeing Indicators, attendance etc. | Continue to access supports from Education & other agencies, including making Requests for Assistance when required. |
| Relationships of all | Positive relationships between staff, pupils and families. | Feedback from staff, pupils and families. | Further development of community links.  Re-establish Committees and Houses. |
| Children’s individual needs and rights | All staff work hard to develop positive relationships and try to look at pupils holistically. Support for Learning staff provide targeted supports to individuals and groups. | Provision has been adapted flexibly to try to meet pupil need. | Ongoing bespoke curriculum and supports will continue to try to meet diverse pupil needs.  Dyslexia training for a number of staff who will then cascade learning. |
| **Fulfilment of statutory duties** | | | |
| Statutory duties and requirements | Frequent liaison with Social Work, Reporter, Health Professionals as required.  Aberdeen City Council policies followed. | Seemis records note actions taken to safeguard children. | Continue to follow Statutory guidance re Child Protection procedures & annual refresher training for all staff. |
| **Inclusion & Equality** | | | |
| Summary statement | Wellbeing, Equality and Inclusion are central to the school ethos with all staff aware of their responsibilities and roles. |  |  |
| Inclusion and appropriate support | Positive and inclusive school ethos.  Pupil Voice encouraged through Committees, Houses & Focus groups pre-Covid.  PEF money positively planned for and spent.  Extra curricular activities, e.g. Netball Club, SAMS, Active Schools, RADS, Baking Club, hockey  LAC children needs responded to promptly.  Large number of Chromebooks in school and assigned to those who need. | Feedback from children and carers.  Positive engagement from children, regular attendance.  Positive relationships with foster carers, social workers. | Re-establishing of Houses and Committees.  Continue positive working relationships and ensure effective, enhanced transitions within school |
| Equality including support and challenge of discrimination | All ACC policies followed. |  |  |

**QI3.2 Raising Attainment & Achievement**

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|  | How well are we doing?    What’s working well for our learners? | How do we know?  What evidence do we have of positive impact on learners? | What are we going to do now?  What are our improvement priorities in this area? |
| **Attainment in literacy and numeracy** | | | |
| Progress from prior levels | There was a significant decrease in attainment in most areas of literacy and numeracy between June 2019 and June 2021 after a 4 year period of improving attainment. Attainment in 2022 is improved across the school in all areas although literacy levels in the middle stages are not yet back to pre-pandemic levels.  Maths progression paths are clear and used by all teachers. Literacy progressions are also used effectively by all staff. | Tracking data.  Pupils are much more aware of strategies they can use to improve in maths. | Focus on Literacy and Numeracy attainment in school with focused supports provided to stages most needing.  The progression for Numeracy to be revisited to make it more achievable and manageable with a specific order of skills - build regular / annual revision into progression. |
| Raised attainment in literacy & numeracy | See above.  Targeted support for literacy and numeracy in class and by SfL staff. | Tracking meetings.  SfL records of work, IEPs and regular evaluation.  Regular assessments of pupils’ progress (Spelling, INCAS, SNSAs etc). | SfL - sharing pupils’ achievements with the class teachers.  Shared vision and understanding of the expectations. |
| **Attainment over time** | | | |
| Raising attainment over time across all curricular areas | Using curricular progressions and Learning Unlimited to track the progression of Es and Os across all areas. | Seemis tracking | Broaden focus after a period with literacy and numeracy being heavily targeted. |
| Learners Progress from prior levels over time | Robust tracking system in place including regular meetings.  During handover the progress is shared. | Tracking data.  Handover notes are standardised so every teacher passes on the same documents. | Evidence of progression should be detailed and be a working document. |
| Effective use of assessment to make judgements | InCAS or SNSA used for every year group.  Class assessments and standardised data used to plan pupil learning.  Tracking meetings with SLT to check on pupils’ progress. | Teachers’ planning folders.  Tracking Meetings - Identifying next steps and possible targeted support. | Using Emergent Literacy assessment up the school to eliminate the gaps. |
| Tracking systems and interventions | All teachers have regular, robust planning and tracking meetings.  Good understanding of how the progression paths are working and how to use them effectively. | Staff are confident with the school’s tracking systems. Staff also increasingly know how to use the Progress and Achievement section on SEEMiS. | Revise the handover expectations (e.g. making use the Health and Wellbeing progression path is used across the school). |
| Attainment of individuals and groups over time | School tracking system tracks individuals and groups regularly against the benchmarks.  Consistent assessment used throughout the school e.g. Cornhill Maths assessments, InCAS etc.  Emerging Literacy and Highland Literacy pre-school assessments.  Consistent and thorough handover information from previous to new teacher. | Planning/tracking meetings. | Continue to use systems consistently.  Working groups to review literacy and numeracy planning/assessment formats. |
| **Overall quality of learners’ achievement** | | | |
| Learner Achievements | Learners are regularly rewarded and encouraged to share their achievements in class. | Wider world achievements, yellow slips, golden lunch table, celebration assemblies, highlighting positive work in individual classes. | Share achievements through Celebration assemblies/school website. |
| Development of learner skills | Most learners are informed of their next steps through teacher/peer/self assessment. | Verbal feedback, AiFl strategies, Learning Journeys, next steps shared with children . | Ensure a consistent approach is taken across the school eg ACC skills development progression. |
| Learners taking ownership of individual pathways | Some learners are encouraged to reflect upon their learning through Aifl strategies and evaluate their next steps. | Implementation of Aifl strategies/ Visible Learning.  Sharing LI and SC with children, evaluating and assessing these with the children. | Continue with Visible Learning pathway. |
| **Equity for all learners** | | | |
| Systems which promote equity | PEF spending aimed at providing equity.  Chromebooks for P6&7 as well as for other families who need.  Positive, inclusive school ethos focusing on the needs of individual pupils/families.  Use of SfL and RADS timetable to promote nurture and learning opportunities. | Assessments used to identify gaps . | Monitor and review systems in place. |
| Raised attainment of the most disadvantaged learners | Targeted supports based on SIMD data etc. | Impact of interventions assessed and monitored inc use of PEF. | Continue to monitor and review impact and interventions. |
| Positive Destinations | Multi-agency supports to reduce exclusions.  Close monitoring of attendance data.  Increased engagement with My World of Work resources. | Multi-agency meetings, PEF interventions, Yellow and Blue Room timetables. | Further expand the use of the My World of Work resources.  Continue supporting vulnerable children with bespoke supports. |
| Impact of tracking and monitoring, including those with additional challenges | Termly tracking meetings guide targeting of supports.  Weekly review of SfL/nurture supports. | Teachers and SMT aware of need in class with work set at appropriate level for pupils.  Awareness of and consideration given to the top 20% and bottom 20% of attainers in class.  Monitoring those who have IEPs - these are used and evaluated regularly.  SIMD taken into account when completing tracking. | Reinstate a fuller quality assurance calendar.  Continue a robust review of tracking and supports available. |

**QI 1.3 Leadership of Change Action Plan 2022/23**

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| QI | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Shared understanding of school Vision, Values and Aims. | Reviewed Visions, Values and Aims to include the agreed Visible Learning characteristics/language. | Review/reword school Vision, Values and Aims.  Share/ discuss with pupils, staff, parents and wider community. | Dec 22 | Staff, pupils, parents, wider community. |  |
| Increase staff leadership and improve staff consultation/discussion. | Staff feedback particularly re confidence in dealing with individual class issues.  Teachers taking on leadership roles in school. | Re-establish Teacher Learning Community (TLC) meetings led by Visible Learning Working Group.  Continue staff coaching sessions and quality PRD process.  Start Departmental meetings inc opportunities to feedback on CLPL undertaken.  Continued encouragement and support of staff CLPL opportunities. | Sept 22 onwards | Staff development time in QA calendar.  Time agreed in Working Time Agreement for coaching sessions. |  |
| Consistent staff understanding of Literacy and Numeracy levels. | QA processes.  Staff feedback. | Moderation exercises in school.  Tracking/planning meetings. | Sept 22 onwards | In-service day time and staff development time. |  |
| Increase in quality of curricular inputs and increased pupil leadership opportunities. | Community links started again.  Feedback from inter-class groups in school e.g. Houses, Committees. | Communicate with community partners.  Re-establish Committees/Champions and Houses in school.  Re-establish Pupil Council and pupil focus groups. | Sept 22 onwards | HT to contact community partners inc through Partnership Forum.  DHT to organise Houses and Committees. |  |
| Improved parental engagement in pupils’ learning and the life of the school. | Parental attendance and feedback from in-school events.  Parental communication with staff. | Provide opportunities for parents to come back into school e.g. open afternoon, inter disciplinary learning day, Christmas Fair, school football teams | Sept 22 onwards | Planning time for organising events.  Discussion at Parent Council. |  |
| More school focus on QA processes. | Feedback from QIO/trio visits.  Staff feedback.  Evidence from QA activities – class monitoring, pupil focus groups, moderation exercises. | Broadening of QA calendar and then sharing with staff.  Ensure QA activities take place and have professional dialogue with staff. | Nov 22 | Staff development time. |  |
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**QI 2.3 Learning, Teaching and Assessment Action Plan 2022/23**

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| QI | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(Including cost/fund)** |  |
| Continue to develop a trauma informed approach to pupil behaviour management and care. | **I**mproved staff understanding of the effects of trauma on children’s HWB.  A consistent approach by all staff when managing pupil behaviour | Training continued to be cascaded to all staff plus follow up.  Collective input and understanding of the updated relationships policy (behaviour) which reflects current trauma training inputs. | In-service days Nov 22, Feb 23 and May 23 (as well as ongoing email challenges/discussion points/video links) | Trauma training to be rolled out to staff via the CCC materials. |  |
| Improved quality and consistency in teaching approaches. | Class observations (SMT/ACC/TLC)  Staff feedback via TLC.  Attainment data (SNSA/INCAS/CfE etc.) | Visible Learning group and Teacher Learning Communities (TLCs)  QA calendar followed.  Revisit of LIs/SC following last session’s focus/inputs and focusing next on feedback/effective questioning.. | Sept 22 onwards | Staff dev and SMT time. |  |
| Expansion of Emerging Literacy and Play-based approaches. | Emerging Literacy and Play-based approaches used in all P1-3 classes.  Class observations and planning meetings. | Discussion and training during departmental staff development meetings.  Approaches adopted in classes.  Twice-yearly assessment points  Link with other schools and visit. CPD opportunities.  Develop Play-Based Policy. Develop and expand approach beyond P3. | Sept 22 onwards. | Staff dev time. |  |
| Pupils involved in more enterprising and outdoor learning. | Increase in the number of pupils/classes using the outdoor spaces and carrying out enterprising projects. | Staff discussion and training  Include in class planning.  IDL and Champions (P4s focus specifically Outdoor Learning) plus Christmas Fair  CPD opportunities. Parental involvement within N-P3 outdoor play. | Sept 22 onwards. | Staff dev time |  |
| Improved confidence in attainment judgements. | Staff feedback from PAT meetings. Moderation.  SMT feedback/observations.  Consistent use of data, tracking and IEPs in school. | Follow QA calendar inc. tracking meetings, planning/assessment meetings, moderation exercises. | Sept 22 onwards. | Staff dev and in-service time. |  |
| Improved and increased use of curricular progressions/skills progressions. | Progress and Achievement module completed in SEEMiS (with additional predictions tool). Staff confidence and feedback from PAT meetings. | Creation of a staff working group tasked with developing skills progressions and ensuring curricular progressions are rolled out and used consistently.  Give staff time and support to complete SEEMiS tracking. | Sept 22 onwards | Working groups/ use of existing progressions in school and on ACC shared Google drive. |  |
| Embedding of UNCRC | Children’s understanding reflected through displays, assembly feedback and when asking them (pupil voice). | Use whole school initiatives (Houses and assemblies) to promote the articles within UNCRC. Teachers to be sent resources to use for consistency. Additional resource folder set up on Google shared drive. | Sept 22 onwards | Bank of resources, teaching planning time, SMT planning time, display areas |  |

**QI 3.1 Ensuring Wellbeing, Equality and Inclusion Action Plan 2022/23**

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| QI | | | | | RAG |
| Summary Statement: Wellbeing, Equality and Inclusion are central to the school ethos | | | | |  |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Improved staff wellbeing. | Less staff absence.  Staff feedback.  Comments from visitors and students on school atmosphere. | Continue to support staff in school including signposting to relevant support services within Council and NHS.  Using the coaching approach in school with teachers.  Regular TLC meetings, staff development, Tuesday briefings, in-service days  PSA meetings at least termly and regular review of CR&D for PSAs. | Aug 22 onwards. | Peer support among staff.  SMT support.  Coaching sessions offered termly or more frequently as required to teachers.  PR&D for teachers.  CR&D for PSAs.  Daily communication re pupil concerns. |  |
| Improved pupil wellbeing | Appropriate individual support packages for pupils.  Pupil HWB ‘spiderweb’ assessments for P2 upwards.  Observations of pupil presentation.  Successful transitions for Nursery to P1 and P7-Academy | Class and Support for Learning planning.  IEPs  Requests for Assistance completed.  Multi-agency work with allocated support services.  Continued focus on the pastoral care of pupils as a priority.  Seemis notes updated as needed.  Review use of spiderwebs – some children not mature enough to grade their well-being – suggestion of an alternative check-in system to sue throughout the school.  Enhanced transitions for ASN children | Aug 22 onwards | Teachers, PSAs, SMT  Support for pupils with ASN to participate in all school activities.  Pupil Info shared with PSAs as required.  Outreach services such as EAL, AO, Bereavement Counselling, Hub supports  HSLO  Adventure Aberdeen |  |
| Relationships | Attendance of all staff at Caring, Compassionate Communities (trauma training) | Continue the regular sessions of CCC trauma training for all staff.  Information to be shared with parent/carers.  Relationships with support services to continue to be fostered. | Aug 22 onwards | All staff  Parent/carer information to be shared |  |
| Children’s individual needs & rights | Children to be aware of their rights UNCRC.  Dyslexia training for all | Teach UNCRC  Dyslexia training to cascade throughout the school | Aug 22 onwards | Staff buy-in and implementation |  |
| Inclusion & Appropriate support | Pupil voice through Focus groups, committees.  Extra-curricular activities, e.g. RADS, Netball, Hockey | Groups to re-start post-covid.  Review purpose of Houses & Committees – opportunity for fresh start |  |  |  |

**QI 3.2 Raising Attainment & Achievement Action Plan 2022/2023**

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| QI | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Have an agreed understanding of levels of Literacy and Numeracy across the school. | **\*** Visible consistency of teacher assessment in Literacy and Numeracy. | Moderation work in Literacy and Numeracy (jotter sampling) | Ongoing | Literacy and numeracy working groups.  SMT-departmental meeting  Staff development time. |  |
| Increased regular and consistent cross-curricular opportunities for the pupils. | Pupils experience a range of experiences within the whole curriculum (visible in planning) Learning Unlimited is used regularly by all teachers. | **\*** Staff need to ensure children experience a breadth of experiences within the whole curriculum to support wider attainment with opportunities to apply cross-curricular skills. (Learning Unlimited). | Ongoing | Teachers / SMT to monitor (PAT/Tracking meetings) |  |
| Consistent and continued use of data. | All classes use CfE, InCAS, SNSA, and Emerging Literacy data consistently.  Teachers confidently use SNSA to analyse pupils’ performance. | Staff use the data available.  Monitored through QA processes (tracking meetings, PAT)  **\*** Continue to develop staff understanding of data and how to analyse this in relation to pupil attainment.  **\*** Evaluate teacher confidence with SNSA data to identify gaps in learning and teaching and improve teacher judgement. | Ongoing | Teachers / SMT (PAT/Tracking) |  |
| Improved and consistent learning and teaching practice. | Increased staff confidence in creating meaningful LI and StS (positive staff feedback) | Learning Intentions and Steps to Success to be embedded and evident within every lesson in every class. To be inclusive of increased pupil input and involvement in setting their own targets. (co-constructing StS) | Ongoing | Teachers / SMT class observations |  |
| Considering professional development needs and interests within improvement priorities. | Teachers’ increased confidence in delivering teaching approaches that support the attainment in Literacy and Numeracy. Positive teacher feedback. | PR&D records for professional learning – next steps/areas for development – Yearly sign-off. | Ongoing | Teachers / SMT |  |
| Improved planning formats and skills progression in Literacy and Numeracy. | Positive teacher feedback. | **\*** The progression in Literacy to be revisited and broken down to skills pupils need (more explicit for each year group) | June 23 | Literacy Working group  Maths working group |  |
| Embedded tracking systems and interventions | Good understanding of how H&W progression paths are working and how to use them effectively. | **\*** Teachers are to use the H&W progression path regularly. | June 23 | H&W Working Group / Teachers / SMT (PAT, Tracking) |  |
| Increase in quality of teaching approaches. | Collegiate discussion about teaching approaches to raise attainment within a classroom.  -Visible pupil leading learning | \*Peer observations - Staff to complete peer observation template.  **\*** Pupils to have a say in topics they participate in. | As of September 22 | Teachers  SMT to collect the feedback and share the results with staff.  SMT-class observations |  |
| Consistent use of available resources to raise attainment in Literacy and Numeracy. | All pupils across the school use Reading wise regularly.  Numicon embedded and regularly used within P1-P3 classes.  All pupils across the school use Education City regularly. | Teachers are to use Reading Wise as part of daily/weekly routine/planning.  P1-P3 teachers to use the resources within the classrooms regularly. Training to follow.  Teachers are to use Education City as part of their daily/weekly routine/planning. | Oct 2022  June 2023  June 2023 | Staff (teachers) / SMT to monitor. Alison to collect and share feedback from the Reading Wise survey.  Numeracy Working Party/Teachers/SMT  Teachers / SMT to get feedback from staff re-using Education City. |  |
| Improved parental engagement. | Positive feedback from parents and teachers. More parents accessing Google Classroom, school website etc. | Open Afternoons for parents (in school). Teachers to use this time to chat to parents re children / homework / access to the internet etc.  Seesaw platform to be established for P1 classes to increase parental communication and support parental engagement in children’s learning journey. | Dec 2022  June 23 | Teachers / SMT  P1 Teachers |  |
| Increased opportunities for recognition for wider achievements for all children. | Pupils share successes during the whole school assembly. Positive feedback from pupils, parents and teachers. | **\*** Whole School Assembly – sharing achievements/celebration assembly/ golden table etc | March 23 | SMT / Teachers |  |

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| **Action Plan : March 2022 Setting : CORNHILL NURSERY Session : 2022/23** | | | | |
| **Improvement Priority Area - TRANSITIONS QI 2.6 (In conjunction with Realising the Ambition)** | | | | **Plan no : 1** |
| **Specific Actions** | **Timescales/**  **Checkpoints** | **Who will be involved?** | **What we will do**  *(Plan/Resources/Staff Development)* | **Stage of development** |
| **1.**  Earlier transition planning between the 3 nursery classes especially for ante-pre school school children moving onto their continuer year. | **Mid May** | **DHT/PT/**  **SEYPs/EYPs** | * Start accessing the other nursery buildings March-May, so the children can familiarise themselves with other nursery environment, staff and friends. * ILD posts to be shared with parents. * SEYPs to arrange visits. |  |
| **2.**  Further communication between Nursery Team/PT and DHT in organising the transition process from nursery – P1. | **Start of April**  **End of May** | **DHT/PT/SEYPs/EYPs/ Trainees** | * DHT/PT/SEYPs to meet in March/April. * Discuss : Website content, dates for visits to P1 classes/playground etc, class configurations etc. * DHT to provide nursery with timetable of when the P1 classes are free. * SEYPs to arrange and add to Google Drive timetable for all staff to access. |  |
| **3.**  Include P1 DHTs more in nursery handover sessions.  (High profile children/SEEMiS) | **Mid May** | **DHT/PT/SEYPs/EYPs** | * DHTs/PT to sit in on Nursery – P1 handover meetings. No paperwork required at this stage – all verbal, and sharing of highlights/most important pieces of information. * P1 staff responsibility to read through seemis notes of those they were signposted to. |  |
| **4.**  Updating of nursery and P1 section of website for children new to Cornhill Nursery/those who are moving from one Cornhill Nursery building to another/those transitioning to P1. | **May/June** | **Parents**  **PT/SEYPs/EYPs** | * Ask current parents what THEY would have wanted to know before their child started at Cornhill (Google Form/Q.O.M - May) and add to as necessary. * More use of videos this time, including the children in these – more interesting to see than photos of empty rooms. (Adobe Spark) * Keep parents more abreast of plans using ILD, email & Groupcall. Inform before we put plans in place, then photos/videos will follow and will have been expected. | **.** |
| **5.**  Possible deferred entry –  SEYPs/EYPs to meet with parents much earlier to discuss possibility of deferred entry. This should also be raised at Personal Plan reviews/Parent appointments.  **Ensure ALL parents have read the info about Aug-Dec birthdays being able to stay in nursery too**. | **At any time, but by January at latest.** | **PT/SEYPs/EYPs** | * Key workers to broach subject of deferred entry much earlier in session with parents. Any concerns must be brought up as we go along – not just at decision time. * Possible deferred entry to be discussed in advance with SEYP and brought to PT. * Information about deferred entry to be shared on ILD and website, in addition to what the council supply. * ALL parents to be made aware of the fact that now children with August birthdays onwards can defer too, automatically. |  |
| **6.**  Induction process in August to suit the needs of the children in our setting. Best practice is gradual, meets the needs of the child and where communication is of a high standard. | **Jun - Sept** | **PT/SEYPs/EYPs** | * Returner children will be inducted into their new building, before new admissions start. * In line with P1s, returners will attend for half days only for 2 weeks (second week including lunch) Week 3 = full days. New starts to be inducted from week 2 onwards. * Returner Children Personal Plans to be reviewed on first day back – no children. New admissions will have been sent Google Form Personal Plan in June so we can gather info prior to them starting. * New start session times extended as appropriate. * Transition/New start questionnaire issued to parents – online. |  |
| **Expected impact on children’s learning** | **Monitoring and evaluation strategies** | | **Evidence** | |
| Children to be more confident about moving on to a new setting. (Awareness of staff, class environments etc)  Parents can go over what is on website too during the holidays, to help children before they start in Aug.  All staff involved to have a good understanding of the children’s needs which in turn will mean that these needs are planned for appropriately.  Children will be supported to move on and be challenged appropriately in P1 or remain in nursery to provide further, more developmentally appropriate experiences, increasing confidence and independence. | PT to have regular check-ins with nursery staff to ensure process is smooth and effective.  Parent feedback from QOM to help improve the information provided for new parents on website.  Questionnaire to returner and new children in September to see what they thought of process and how we could improve.  Staff to complete Google Form in Sept on how they think the induction/transition process went and any areas to improve.  Better results deferred entry wise – parents taking on board our advice – even though ultimately their parental choice. | | * Email/ILD sent to parents to inform them of transition plans. * Smooth transition process and positive feedback (staff/parents) * Responses from QOM google form re website content. * Parents feel they have been well informed. (Google form questionnaire) * Happy, confident children and happy parents when children move on to a new environment. * Children’s needs being met to the best of our ability. * Transition books made for those who require one.   GIRFEC meetings with parents, P1 staff, DHTs and HV prior to August.  Enhanced transitions where required. | |

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| **Action Plan : March 2022 Setting : CORNHILL NURSERY Session : 2022/23** | | | | |
| **Improvement Priority Area - OUTDOOR LEARNING QI 2.2, 2.3 & 3.1** | | | | **Plan no : 2** |
| **Specific Actions** | **Timescales/**  **Checkpoints** | **Who will be involved?** | **What we will do**  *(Plan/Resources/Staff Development)* | **Stage of development** |
| **1.**  To ensure an increase in outdoor play opportunities in nursery, this being free flow as much as possible. | **Aug - Dec** | **SEYPs/EYPs** | * More free flow to the outdoors established from start of term. * Certain mornings have an outdoor start? |  |
| **2.**  Continue to plan for positive changes and enhancements of current play area now that COVID restrictions lifted. | **Aug – Dec** | **SEYPs/EYPs/**  **SWs/Trainees** | * Staff thoughtshower * Creative Star Audit (review) * Before and After photos/videos – log in big book. * Vision board * Question of month for parents * Children’s voice included in planning for improvement. * Invite ‘handy’ parents in to build resources. * Contacting local businesses for donations * Designated and discreet areas for literacy and numeracy. * Arrange visits to other settings/obtain photos of outdoor areas in other settings. |  |
| **3.**  Children’s voice in planning for outdoors | **Aug - Sept** | **SEYPs/EYPs/**  **SWs/MAs** | * Children’s ideas included in developing play area. * Input on resources to be used throughout the week. * Follow children’s current interests. |  |
| **4.**  Ensuring safety | **August - ongoing** | **PT/SEYPs/EYPs/SWs/MAs** | * Children to be introduced/re-introduced to Risk Assessment tasks to be carried out before play. * New children to learn about moving between indoors/outdoors and how to proceed safely. * Staff to review Outdoor Risk Assessment every 6 weeks. * Nominated person to check safety of play area before children come to nursery on a daily basis. * Any issues logged and reported to janitor. * Blue container to be re-organised. | **.** |
| **5.**  Re-introduction of off site visits -shop, library, woods etc | **Oct - July** | **SEYPs/EYPs/**  **SWs/MAs** | * Contact library and arrange visits. * Link shopping into planned learning/children’s interests. * Encourage parent helpers. |  |
| **6.**  Consult with the following documents:  [**https://creativestarlearning.co.uk**](https://creativestarlearning.co.uk)  Audit  Realising the Ambition  HGIOELC  Health & Social Care Standards  Mark making outdoors – Creative Star  Outside Learning – Learning, Teaching Scotland |  | **PT/SEYPs/EYPs/SWs/MAs** | * Consult with these documents to ensure best practice in outdoor learning. * Outdoor areas to be as literacy and numeracy rich as the indoor environment. |  |
| **Expected impact on children’s learning** | **Monitoring and evaluation strategies** | | **Evidence** | |
| With the children being increasingly more involved in the process again, they will feel respected, valued and included.  Increasingly more engaging learning opportunities will enhance learning and curiosity.  Health and Wellbeing aspect – children will be more exposed to fresh air and nature. | Use Leuven Scale before and throughout the development journey to evaluate levels of engagement.  Reflect on numeracy, literacy and HWB overviews – has there been an improvement in achievement? | | Observations of the children as they use the new areas/resources in their environment.  Professional discussion – what is working? Do any adaptations need to be made?  Regular consultation with the children and parents.  Development diary to show the journey and evidence children’s leaning. | |

**PEF Summary of proposed spend 2022/23**

**Allocation of £79,135 plus £11,579 c/f = £90,714**

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| **Non-Staff Intervention/resource** | **Cost** | **Staffing** | **FTE** | **Cost** |
| InCAS Assessments | £2,507 | Barnardo’s Northern Star | 1.0 | £45,000 |
| Poverty Proofing - general | £1,000 | Mudpies/Adventure Aberdeen Nurture Sessions | 0.2 | £8,500 |
| Numicon materials and training | £3,100 | Adventure Aberdeen | 0.2 | £8,740 |
| Seesaw | £545 | SHMU |  | £2,400 |
| JASS | £500 |  |  |  |
| Poverty proofing/Cost of the School Day - educational trips inc buses, entry fees etc | £6,000 |  |  |  |
| IT – P6 chromebooks | £6,000 | Supply PSA Hours (425 hours) | 0.4 | £6,375 |
|  |  |  |  |  | **Total for 2022/23** |
| **Non-Staff Total 2022/23** | £19,652 | **Staff Total 2022/23** |  | £71,015 | £90,667 |

**High Level Plan**