



## STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN 2017-18

FOR

# St Fergus Primary School

Creating the Potential  
to Succeed



Pupils will Exceed  
Expectations

HAPPY

CONFIDENT

ACHIEVING

CREATIVE

Version: 04 April 2017

Aberdeenshire Council Education and Children's Services

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

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

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

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

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

**National Improvement Framework Priorities:**

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

**National Improvement Framework Drivers:**

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

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

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

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

## **1. Context of the School**

At St Fergus School our vision is to ensure that every child is given the opportunity to 'Create the Potential to Succeed' and that 'Pupils will Exceed Expectations'. Our core values are that we believe that pupils should be Happy, Confident, Achieving and Creative. Our school aims are in line with Aberdeenshire Council School Aims.

St Fergus School is situated in the village of St Fergus, five miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by Mobil Oil. It admits pupils from nursery (age 3) to primary 7 (age 12).

On completing P7, pupils transfer to Peterhead Academy, in the town of Peterhead which has ten associated feeder schools, part of the Peterhead Cluster. Within the Peterhead Cluster, all services operate in an integrated framework to ensure that each child has the fullest opportunity to maximise his or her potential.

The school roll is 120 pupils and a nursery roll of 25 with eight full-time equivalent staff, including the joint head-teachers and a core teacher. The teaching team is supported by Four Pupil Support Assistants, one Support for Learners teacher 0.3fte, an Early Years Lead Practitioner, one full time and two part time Early Years Practitioners, a school administrator, a clerical assistant, kitchen staff, cleaning staff and a part-time janitor. Our new school website provides current information on all aspects of school life, this is updated weekly by our senior pupils. The school handbook provides more information on names of staff along with other school data. A copy is available in the school office.

Community links are a vital part of school life. School has close relationships with all companies situated at St Fergus Gas Terminal and with smaller local businesses. The village church and hall are utilised throughout the session. The school has a supportive School Association who donated £2500 last session. Parents run football training and make use of the school facilities. Active Schools run various after school clubs and a private company runs a daily after school childcare. School has many extra-curricular clubs for pupils to choose from.

Our gaps are very unique to our setting where on the whole deprivation and low attainment are not linked. Our gaps are concentrated on individual/cohorts of pupils for specific areas such as unique issues within HWB, reading, writing, maths and numeracy. We are developing targeted support interventions to close these gaps for our disadvantaged children. These are explained within the Improvement Priorities.

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

Relevant NIF priority: All

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

### **Overview:**

QI 1.3 – Leadership of change QI 1.2 – Leadership of learning

- Our school has a shared vision, values and aims relevant to our school and community.
- Improvement working groups effectively contribute to the strategic direction of continuous school improvement.
- Rigorous self-evaluation involving all stakeholders, encouraging pupils to take responsibility for decision making and improvement.
- Pupil led learning in the form of Learning Leaders' initiative.
- Critical enquiry within staff ensure professional engagement and collegiate working across planning, assessment and moderation.

### **Key strengths:**

- An aspirational vision underpinning continuous improvement shared by the whole community.
- Sharing and collaboration of evaluation and improvement priorities (all staff, pupils, parents, SFSA and wider community).
- All key improvements link clearly to evaluations which are collated and driven by strategic direction.
- Collaborative working practices between all staff to improve learning and teaching.

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

- Learning Leaders' initiative to be further developed.
- Year two of website and magazine and establish Computer Science Club
- Develop staff leadership roles.
- Initially, teaching staff to concentrate on key issues in 'Delivering Excellence and Equity in Scottish Education', 'NIF' and key drivers for improvement for St Fergus School, before filtering this to parents and the wider community.
- Pupil Equity Funding to target specific improvements.
- Use of Excellent Learning and Teaching collegiate materials positively impacting class practice, focus on feedback.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>Issue 1 created term 2. Issue 2 created term 3 and early term 4.</b> To re-establish a pupil/staff working group for magazine. Create deadline timelines Create roles and responsibilities Market research for what people would like to see in magazine/feedback from year 1. Decisions on any changes. Include references to HIGIOS 4 throughout. – HT Miss Warrander/Mrs Burnett <b>Pupil Participation Group (PPG)</b></p> <p><b>Sept 2017.</b> To update the website with 2017/18 information. To train P7 to populate calendar and latest news weekly. <b>P7 Class Teacher Mrs Robertson P7 pupils</b></p> <p><b>Term 3.</b> Establish Computer Science Club. Club timetable and overview with clarity on roles and responsibilities. Develop club programme. <b>PPG Mrs Robertson</b></p> <p><b>Term 4.</b> P7 train P6 on how the website functions and jointly populate website and train in running of Computer Science Club. - <b>Mrs Robertson HT and P7 Class Teacher</b></p>	<p>Year two of Blaze the school magazine to be issued twice a year which is relevant to HIGIOS 4. This to be continued through a working group with pupil and staff representation.</p> <p>The new website updated for 2017/18, new P7 pupils trained to populate weekly and establish/run computer science club with collaboration from pupil working group.</p>	<p>Deadlines are met and magazine, website and Computer Science Club are up and running. Feedback gauged through focus groups and evidenced through observation of how P7 can become Learning Leaders in training P6. A tracking system will be in place to ensure that as many children as possible get access to the club, encouraging more girls to take part in digital literacy and computer science.</p>
<p><b>Excellent Learning and Teaching CLUSTER VISIBLE LEARNING</b></p> <p><b>1 Collegiate per term plus February In-Service.</b> Input on importance of feedback. - HT Audit feedback practices. – All staff Examples of quality practice. – All staff Establish Learning Leaders initiative throughout school. – All staff</p>	<p>Staff are giving timely and specific feedback. School initiative Learning Leaders focus to give significance to pupils passing on learning to others.</p>	<p>Consistency throughout all classes with regards to quality and timely feedback which will be measured through HT monitoring.</p>

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

**Date:**

**Date:**

**Date:**

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

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

- Vision, values and aims.
- Improvement working groups – priorities from Improvement Plan.
- Self-evaluations.
- Pupil led learning.
- Critical enquiry within staff.

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

- An aspirational vision underpinning continuous improvement shared by the whole community.
- Sharing and collaboration of evaluation and improvement priorities (all staff, pupils, parents, SFSA and wider community).
- All key improvements link clearly to evaluations which are collated and driven by strategic direction.
- Collaborative working practices between all staff to improve learning and teaching.
- Collaborative planning and delivery of lessons which was effective in improving the quality of learning and teaching. Profiling collaboration between early and second level. First and second level collaboration encouraging leadership during Macmillan fundraiser. Weekly active maths sessions across first and second level, planned, implemented, assessed and moderated. Ongoing CCT collaborative work between P2 and P3 culminating in a successful whole school presentation. Nursery P1 transitions.
- Staff input in to excellent learning and teaching resulted in more opportunities for collaboration between staff at planning, delivery and assessment stages. Opportunities to observe and feedback encouraging improvement through peer support. Time for professional dialogue so that all members of the school community can contribute to our plans for improvement, encouraging leadership roles through various working groups.
- Extensive opportunities for leadership roles particularly within P4-7.
- Evaluations planned throughout the session for reflections on impact of changes made.

**Level of quality for this QI: 5 very good**  
( HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

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

#### **Overview:**

QI 2.3 – Learning, Teaching and Assessment QI 2.2 – The Curriculum QI – 2.5 Family Learning

- Updated shared rationale in line with HGIOS 4.
- Aberdeenshire Frameworks in use and further developments to school progressions for maths and grammar and punctuation.
- Moderation at school/cluster/nationally.
- Planning SAL focused for cross curricular themes.

#### **Key strengths:**

- Clear priorities for continuous improvement of curriculum.
- Changes in assessment procedures to gain a better insight into 'starting points' for pupils.
- The success of the E-Safety audit showing high level of improvement continued over 2 years.
- Learning has been enriched and supported by more effective use of digital technologies.
- Our curriculum is regularly reviewed and refreshed by an awareness of current educational thinking.
- Leavers' Legacy has provided very good opportunities to develop children's skills for learning life and work in a motivating context.
- Family Learning Days.

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

- Year 2 1+2 French
- E-Safety Year 2 embedding into class entitlements. (Year 1 whole school presentation/focus fortnight)
- Music progression to be developed across school.
- Science progression to be adapted in line with CCT changes.
- Changes to rationale to develop key entitlements within themes.
- Holistic assessment to be developed for literacy and numeracy/maths.



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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>August 2017.</b> Continue to implement French from P1-7 year 2 for P2-7. Class teachers to implement, becoming familiar with Power Language Platform online resource. -collegiate and CPD. <b>All teaching staff/ Mrs Leys staff rep</b></p> <p><b>Ongoing.</b> Awareness raising at Family Learning Days. - <b>HT</b></p> <p><b>September 2017.</b> Include discussion about CLPL needs as part of PRD/EAR meetings with staff. Facilitate staff attendance at authority training events. <b>All staff HT</b></p>	<p>A consensus of understanding of the Scottish Executive's 1 plus 2 programme and to embed the learning and teaching of French in everyday lessons.</p> <p>Outcome/Impact</p> <ul style="list-style-type: none"> <li>• Better understanding of the Scottish Executive's 1 plus 2 programme.</li> <li>• Pupils, staff and parents beginning to use simple vocabulary and phrases in French.</li> </ul>	<p>Through learning visits, learning conversations with pupils, professional dialogue with staff. Include in monitoring calendar this session.</p>
<p><b>Nov In-Service and 2 Collegiate</b> Staff to develop cross curricular theme rationale with clear links to our locality which outline specific entitlements for the pupils at each stage. <b>All teaching staff HT</b></p>	<p>A clear rationale for each Cross Curricular Theme with specific entitlements for our school context. A structure for class teachers to ensure a relevant and progressive curriculum unique to our locality.</p>	<p>Each context to have clearly defined entitlements in the rationale.</p>
<p><b>3. Ongoing</b> Throughout the session all classes to incorporate E-safety into their curriculum as a follow up from previous 2 years E-Safety presentation and in preparation of biannual E-Safety presentation. – <b>All teaching staff</b></p>	<p>E-Safety now a part of the curriculum throughout the session.</p>	<p>E-Safety procedures are understood by all staff and logs are kept up to date with relevant E-Safety inputs being taught throughout the session.</p>

<p><b>Ongoing PEF</b>  Music progression to be developed. Release A Cantlay to do McCrone cover for whole school music. Over the course of the session develop music progression. <b>A Cantlay</b></p> <p>Science progression to be adapted due to changes in CCT. STEM resources purchased to enhance life experiences of pupils integrated into Science and technologies progression. <b>P Robertson</b></p>	<p>A whole school music progression in line with Aberdeenshire framework with a clear rationale that is specific to the unique context of our school (school productions/sharing learning opportunities)</p> <p>A whole school science progression in line with Aberdeenshire framework with a clear rationale that is specific to the unique context of our school</p>	<p>A whole school progression is developed for class teachers to begin using.</p> <p>A whole school progression is developed for class teachers to begin using.</p>
<p><b>November In-service and 1 Collegiate</b>  Teachers to plan the assessment of writing at the initial stages of planning for the term. To work collegiately to moderate at the planning stage identifying a bundle of experiences and outcomes to be assessed.</p> <p>Staff to work collaboratively to produce a bank of IDL experiences for Early, First and Second Level where the assessment focus is purely on the numeracy/maths outcomes. <b>All teaching staff HT</b></p>	<p>Whole school understanding of holistic assessment. Whole school holistic assessments for literacy and numeracy developed. Consistency in assessment and understanding of achieving a level using benchmarks. Moderation across the school.</p>	<p>All teachers are using holistic planners/assessment 3 times per year for literacy and once per session for numeracy/maths as part of an IDL experience. An audit of class teacher judgement</p>
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p>		

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

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

- Updated shared rationale in line with HGIOS 4.
- E-Safety developments.
- Development of Excellent Learning and Teaching collegiate materials positively impacting class practice.
- Reflective profiles developed.
- Changes to maths progression to align with framework.
- Assessment practices.

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

- Clear priorities for continuous improvement regarding curriculum development and learning and teaching.
- The success of the E-Safety audit showing high level of improvement over the year.
- Our curriculum is regularly reviewed and refreshed by an awareness of current educational thinking.
- Leavers' Legacy has provided very good opportunities to develop children's skills for learning life and work in a motivating context.
- A positive learning environment is evident throughout the school where high expectations and challenge is the norm. Effective interventions are in place to support pupils.
- Modified induction/transition period to support moderated starting point judgements based on multiple factors has supported more effective teaching through having a clear baseline.
- Data analysis is effectively supporting learning and teaching.
- Large investment into high-quality digital technology – greater focus on staff training in Digital Literacy and E-Safety- has improved the learning throughout all stages increasing independence of learners.
- Greater consistency in learning and teaching across the school through focus on knowing pupil starting points, setting clear learning intentions and success criteria with in-depth reflection and feedback.
- An adapted P1-3 numeracy progression has supported more coherent progression for pupils and increased pace and challenge.
- Robust tracking and monitoring allowing meaningful improvements to individuals.

**Level of quality for this QI: 4+ good**  
( HGIOS?4 1-6 scale)

## **Evaluation of QI 2.5 – Family Learning:**

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

- Letters from parents.
- Sustainable proactive working groups bringing improvements.
- Disengaging families becoming engaged with the life of the school.
- Responsive family learning through engagement with working groups and SFSA where identified needs are recognised and focused on.
- Pupils in SIMD 1-4 performing well.

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

- Introduction of Family Learning Days with a different focus each time – Numeracy, Literacy, Learning and Teaching, E-Safety, Reporting.
- New Parent yearly overview.
- Parent friendly Curriculum Rationale updated and shared. This is created with working group input.
- Specific families targeted to encourage engagement to make improvements for individual pupils.
- Almost weekly opportunities for parents to be invited in to school.
- Strong home/school links which are improving outcomes for learners through valuing parental input.
- Parents facing particular challenges/difficulties are supported compassionately.
- Impact of poverty on attainment is recognised and pupils in these situations are supported, recognition of SIMD and attainment/closing the gap.
- Closer partnership between home and school.
- Pupils and parents in the classroom environment working together.
- Raising awareness of how parents can better support pupils, particularly in the early and first level.
- Creative approaches are being used to engage families
- Pupils becoming Learning Leaders showing learning and supporting other parents.
- New approaches to reporting.

**Level of quality for this QI: 5 very good**  
( HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

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

### **Overview:**

#### QI 3.2 – Raising Attainment and Achievement

- Attainment results have risen steadily over time in literacy and numeracy
- Robust tracking and predictions ensure learners make good progress from prior levels of attainment.
- Wider Achievement is tracked, monitored and celebrated.
- Effective intervention procedures are in place to ensure continuous progress for learners including at points of transition.
- Pupil Participation ensure equity for learners.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- All staff have done the appropriate equality and diversity training.
- IEPs with involvement of pupils and parents/carers, all staff completed IEP training.
- UNICEF Rights of the Child collaborative work.
- Evaluation of global citizenship week.
- Pupil Council involvement with Archie and Comic Relief.

### **Key strengths:**

#### QI 3.2 – Raising Attainment and Achievement

- Attainment in reading, overall risen by 6% in a year from 85% to 91% at or above level.
- Attainment in numeracy, overall risen in number working above expected level. In Number Money Measurement attainment has risen from 86% to 87% at or above level. Mental maths beginning to impact NMM.
- Moderation collegiate work ensures confident teacher professional judgement.
- Pupil participation groups lead to long lasting improvement in local community and wider achievement celebrated.
- Focus on extra-curricular clubs and Children's University.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- Use of UNICEF Rights of the Child materials to complement cross curricular themed work.
- Global Citizenship focus on The Rights of the Child.
- Parents comment positively on inclusion and equality across the school.

- Pupil views are valued through participation in fund raising focus to various charities.

### **Identified priorities for improvement**

#### QI 3.2 – Raising Attainment and Achievement

- Focused interventions in literacy to further raise attainment. Focus on reading comprehension practices/spelling to raise attainment further. Moving onto writing focus 2018-19. (Attainment still good but 83% at or above 2015-16, 78% 2016-17 therefore reading input to begin to address writing in further year)
- Numeracy/maths progressions to be developed further to include assessment, homework and third level progression. Education Scotland Benchmarks to be added once final copies published. Consistent problem solving strategies to be developed focusing on mental maths, focusing on maths as well as numeracy. New holistic assessment approaches for numeracy/maths.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- Continue to promote a climate of respect, fairness and equality by interventions for social and emotional development (Relax Kids PPG)
- Relate Pupil Participation Groups to UNICEF Articles.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>Ongoing PEF for resources for maths/numeracy.</b> Staff to continue to develop the numeracy/maths progressions to add assessment and homework activities for each topic. To extend the progression to third level. <b>S. Warrender L Burnett</b> Progressions aligned with final Education Scotland benchmarks.</p> <p>Focus on Mental maths to ensure daily coverage of both maths and numeracy. Incorporate a weekly topic maths slot to support this. <b>All teaching staff</b></p> <p>Develop a whole school approach to problem solving strategies, linked to the holistic assessment of numeracy/maths. <b>All teaching staff</b></p>	<p>A robust progression for numeracy/maths to lead to a rise in attainment across the school. 2016-17 attainment – IH 88% at or above, SPM 89% at or above, NMM 87% at or above. Raise all to 90% Particular focus on P4 (end of 1<sup>st</sup> level) 2016-17 Numeracy 69%. Raise to 75%</p> <p>Maths being taught mentally as well as numeracy throughout the session.</p> <p>Problem solving strategies being taught consistently throughout the school, understood and being used by all children.</p>	<p>Through learning visits, learning conversations with pupils, professional dialogue with staff. Include in monitoring calendar this session. (Oct-Dec)</p> <p>Are the strategies visible in all classes? Can all children talk about the problem solving strategies? Are they being applied in a real life context through the IDL experience? (see holistic assessment).</p>
<p><b>Week 1-3 2017. PEF for Readingwise, digital technology and books</b> Use SWST to assess where pupils are at. Modify groupings. – <b>All Staff</b> Compare SWST results from last session. - <b>HT</b></p> <p><b>Week 4 Term 1.</b> Reading comprehension – introduce comprehension programme and discuss teaching strategies. – <b>All teaching staff</b></p> <p><b>Week 4 Term 1.</b> Implement new Reading Wise scheme with children who are performing below their chronological age. Class Teachers to be working on reading comprehension to extend those who are not involved. Second Level comprehension input using reading wise– <b>All teaching staff PSA</b></p>	<p>Literacy – to see a further rise in attainment for spelling and reading. In spelling the ages in the Incas to be either the same or improved from the pupils previous Incas spelling result. For pupils to be transferring spelling rules across to other curricular areas after they have been taught.</p> <p>For targeted pupils who are below chronological age to achieve chronological age or above. Second Level pupils to see a rise in comprehension score using standardised assessment. Staff to be confident in using scheme.</p>	<p>Compare last session and this session SWST. Look at % of P1, P4 and P7 that achieved the level or working above where they should be nationally. Reading attainment 2016-17 91% on or above. Writing 78% on or above, 16% one sub level below, 6% 2 sub levels below. In writing to raise attainment to 81%.</p> <p>Look for a further rise in those 1 and 2 sub levels below from 9% to 7% in reading. Class teachers to monitor transfer of spelling rules to daily writing.</p> <p>Use standardised assessment to gauge attainment and compare to last session.</p>

<p>Emerging Literacy project with P1 See attached In- depth Action Plan: Taking a Developmental Approach to Emerging Literacy.</p> <p>Relax Kids input for whole school to promote understanding of de-escalation techniques and positive behaviour strategies. <b>PEF</b></p> <p><b>Term 3</b> Unicef Global Citizenship whole school focus on United Nations Convention on the Rights of the Child. Each class to focus on a particular right. – <b>All teaching staff</b></p>	<p>Staff will understand the developmental approach to Emerging Literacy at the early level and be able to articulate the progress of each learner, based on robust evidence. Pupils will experience a developmentally appropriate curriculum, have developed the foundation skills for early reading and writing, resulting in literacy attainment. They will be tracked using the developmental continua to ensure that individual needs are met. Raise attainment in P1 writing. 2016/17 69% achieved Early Level.</p> <p>Pupils to recognise and verbalise own emotions/reactions to situations. Pupils to be able to use strategies effectively to moderate the above. Class teachers to use approaches at key transitions during the day to focus pupils on learning and teaching. Class teachers who have been trained to pass on knowledge to new staff.</p> <p>Through a whole school shared assembly pupils are given a voice to challenge discrimination and intolerance. Staff are showing a commitment to their obligation of children's rights being respected.</p>	<p>Staff will demonstrate research based practice and will be able to articulate the progress of each learner. Pupils will have secure foundation skills in early reading and writing. Pupils will make appropriate progress in Literacy within the early level.</p> <p>Evidence stories from target groups.</p> <p>Audit of how often CT are using techniques, compare to incidents within class/playground.</p> <p>Feedback from staff and pupils.</p>
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**Evidence of progress/comments/identified next steps:**

**Date:**

**Date:**

**Date:**



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

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

- Attainment results over time in literacy and numeracy.
- Robust tracking and predictions.
- Wider Achievement.
- Effective intervention procedures.
- Pupil Participation.

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

- Confident pupils who have positive attitudes towards the life of the school displaying a sense of pride and community.
- Pupil participation groups lead to long lasting improvement in local community and wider achievement celebrated.
- Attainment tracking used at an individual, group and cohort level to evaluate input into learning and teaching.
- Using benchmarking from frameworks to inform judgements.
- Staff input on excellent learning and teaching focussing on raising attainment through most relevant research methods.
- Individual success in closing the gap for pupils can be evidenced through attainment tracking and evaluations.
- Focus on Literacy, Numeracy in the improvement plan has created notable rise in attainment.
- Use of benchmarking to improve attainment giving clarity to next steps for learners.
- We encourage pupils to have a say in improving their experiences at school through participation groups, working groups and Leavers' Legacy. These are realistic and acted upon and sustained.

#### **Level of quality for this QI: 5 very good**

( HGIOS?4 1-6 scale)

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

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

- All staff have done the appropriate child protection, equality and diversity training.
- Staff know and understand GIRFEC and the wellbeing indicators.
- IEPs with involvement of pupils and parents/carers.

- UNICEF Rights of the Child collaborative work.
- Evaluation of global citizenship week.
- Pupil Council involvement with Archie and Comic relief.

**Overall evaluation of level of quality:**

- Use of UNICEF Rights of the Child materials to complement cross curricular themed work.
- Global Citizenship focus on The Rights of the Child.
- Parents comment positively on inclusion and equality across the school.
- Pupil views are valued through participation in fund raising focus to various charities.
- Pupil participation groups support positive relationships encouraging active participation in the community.
- Robust professional learning to ensure all staff are fully up to date with local and national legislation affecting the rights, wellbeing and inclusion of all children.
- Inclusive practices where all children are respected and valued as individuals.
- Pupil participation groups are tracked to ensure inclusion and equality.
- Many opportunities for outdoor learning in the local environment, collaboration with local business to develop outdoor classroom promoting wellbeing.
- Robust child protection procedures and chronologies kept to support individuals.
- An environment where pupils are valued and cared for and can feel listened to with their opinions and concerns being regarded as important and worthwhile.

**Level of quality for this QI: 5 very good**  
(HGIOS?4 1-6 scale)

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

(To include comments on:

- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

## **6. Record of updating**

Date	Amendment made	By who	Comment

# In depth action plan: Taking a developmental approach to Emerging Literacy



Improvement Priority title:

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

*Linked to QI/Theme:*

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

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

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

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

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

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

**Pupils as learners will:**

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

**Staff as learners will:**

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

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

Pupils as learners will:

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

Staff as learners will:

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

<i>What exactly are we going to do? (detail of specific actions)</i>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
1. <i>Attend whole day training for Emerging Literacy</i>	June 2017 HT and P1 teacher, Mrs Leys
2. <i>Deliver introductory family learning workshop on Emerging Literacy</i>	June 21 <sup>st</sup> – Meeting for parents of new entrants HT
3. <i>Complete initial Emerging Literacy assessments with P1 children</i>	August 2017 – P1 Teacher (pm slots during weeks 1 &2 of term)
4. <i>Attend 4 Local Networks during the 2017/2018 session</i>	August 2017 – May 2018 – P1 Teacher/ HT
5. <i>Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress</i>	Ongoing: 2017/2018 – P1 Teacher/ HT/ASL Teacher
6. <i>Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home</i>	Ongoing 2017/2018 session – P1 Teacher/ HT
7. <i>Information to be passed from the Primary 1 teacher (2017/2018) to Primary 2 teacher (2018/2019) on the progress that learners have made within the four key skill areas of Emerging Literacy.</i>	Term 4 of 2017/2018 session – P1 Teacher/ P2 Teacher

<i>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</i>	<b>Who will lead this? (detail of responsibilities and timescales)</b>
<i>Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress</i>	P1 Teacher and in discussion with HT
<i>End of Level Teacher Judgements for Primary 1 – Achievement of Early Level, including P1 National Standardised Assessment data</i>	P1 Teacher and in discussion with HT
<i>Evidence of attendance and feedback from family engagement workshops</i>	7 out of 11 parents attended the June 2017 workshop
<i>Evidence of on-going interactions between schools and families to provide universal and targeted support</i>	P1 Teacher/ HT
<i>Monitoring of learning experiences which take a developmental approach across the Early Level</i>	HT
<p><i>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</i></p> <p>Taking a developmental approach to Emerging Literacy ensures that the developmental gaps in foundational reading and writing skills for all children are addressed to ensure that literacy learning is built upon a solid foundation. Emerging Literacy plans for the gaps of all children taking a targeted approach.</p>	
<p><i>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</i></p> <p>The Emerging Literacy Networks are a mechanism which support staff through a collaborative approach to learning. The time implications reflected in the 'Expected resource needs' is reflected in the Working Time Agreement for the school. The support tools which have been created centrally and shared on <a href="http://www.highlandliteracy.com/emerging-literacy">www.highlandliteracy.com/emerging-literacy</a> aim to tackle bureaucracy through housing everything in once place. The school is developing a whole-school approach to Emerging Literacy through the collegiate support materials provided through the Emerging Literacy networks.</p>	

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

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