

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

School: Airyhall School

Head Teacher: Donna Polson (Acting)



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Context of the school:

Airyhall Primary is a co-educational, non-denominational school, which opened in 2009. The school serves an area of private housing, situated in the west end of Aberdeen approximately 3 miles from the city centre.

The school has a roll of 353 children with an additional 80 place nursery and the school roll is predicted to consistently grow in the coming years. The school has a management team of a Head Teacher, Two Depute Head Teachers and a Principal Teacher. There are 13 primary classes for the 2019/2020 session and 4 nursery classes. For the 2019/2020 session the full-time equivalent teaching staff is 18.97 FTE and the children will be supported by 9.0 FTE Pupil Support Assistants.

During session 2018/2019 the school has had some changes to staffing however a relatively stable staff compliment has been maintained and because of this have had the capacity to develop and effectively implement the School Improvement Plan. Since September 2018 the Head Teacher has been in an acting capacity whilst Alison Thomson was on secondment to Aberdeen City Council as a Quality Improvement Manager.

Parental engagement is a major strength of our school and parents are encouraged and play an active role in the life and work of the school and their child's learning. Our parents are very supportive of the school and our Parent Council meet regularly to discuss various matters which directly affect our school and local community. Our PTA is very successful and plan exciting events which not only raise money for our school but also act to build and maintain community spirit within the local area.

Pupil participation and engagement is a key priority in our school and pupils have many opportunities to be involved in the work and life of the school. Pupils play an active role in driving initiatives forward and the direction of the school. Pupils have a sense of pride in their school and almost all are keen and motivated learners. This is an area that has continued to be constantly highlighted by visitors to school, assessors from various accreditation schemes and parents.

The school has close links with the community and businesses within the community. These are used to support learning and teaching and the effective delivery of our curriculum. Our pupils are involved in a range of activities to support their community, such as working with the Slopefield Allotment Association, The Hutton Institute, local care homes. During the 2018/2019 we have continued to build upon our business and community partners, which include a range of local and global companies as well as a variety of career sectors. Work has been done to promote our vision and values with these partners in order for them to support delivery of the curriculum and school improvements. The success of our partnership working was recognised with being shortlisted for an ACC Star Award within the 'Collaboration' category. The year was finished off with a very successful Business Breakfast led by our pupil groups in order to give thanks and consider plans for the future.

The ethos of the school is very good and reflects our vision and values. The school is welcoming, friendly and has a positive atmosphere. This is commented on frequently by visitors to school, parents, new staff and new pupils. The staff are committed to working well together and regularly engage in professional dialogue around practice and attainment to provide a high-quality experience for our pupils. We have high staff retention as people enjoy being part of the team at Airyhall School. The school is part of the Hazlehead ASG and we have close links with all of the

schools in the ASG and regularly engage in working together to drive initiatives forward. We work very well together to ensure our pupils have consistent learning experiences and provide opportunities for partnership events which aid transition.

Achievements within the school include-

- Our work around Eco Schools Scotland and our links with Aberdeen City Councils' Environmental Team and the Slopefield Allotment Association and The Hutton Institute. We have been awarded our fifth Eco Flag and have received various other awards for our work relating to the Eco Schools agenda.
- One of the first schools in Scotland to achieve 'Outstanding' within the It's Your Neighbourhood accreditation.
- We are a UNICEF Rights Respecting School (Silver Level) and were awarded our first award in 2008 and continue our excellent work in this area linking to the Global Goals.
- We are keen to share our school initiatives/developments both within our ASG and wider within Aberdeen City. This year we have continued our work on the moderation or writing and building capacity in staff to be confident about their professional judgements. This project was previously recognised as excellent practice with the Education Team at Aberdeen City Council.
- Our attainment is very good and some children are continuing to succeed beyond the expected levels.
- Offering pupils a wide range of opportunities to develop skills for life learning and work for example- World of Work Week, many school trips, Scottish Opera, Christmas and Spring shows, extra-curricular clubs and many more through the varied and innovative learning opportunities which are planned by our staff.
- Greenpower School Team came first place at the Goblin Car event at Alford.
- Leigh Houston (DHT) finalist for Star Awards Finalist – Collaboration Category.
- First school to participate in the Art UK Masterpieces in School project.

The most recent school inspection took place in November 2009 with the report published on 12th January 2010 and the Care Inspectorate reported on the nursery on 20th March 2018. The reports are available on our school website or by clicking on the following links:

HMIe Report

<https://airyhall.aberdeen.sch.uk/wp/wp-content/uploads/2013/09/HMIe-Report.pdf>

Care Inspectorate Report



<https://airyhall.aberdeen.sch.uk/wp/wp-content/uploads/2019/09/Care-Inspectorate-Airyhall-Nursery.pdf>

Free School Meal Entitlement:

For session 2018-2019, 0% of pupils of Primary 4 - 7 pupils registered to receive free school meals.

SIMD (Scottish Index of Multiple Deprivation):

SIMD Decile	Number of children	
1	0	0%
2	0	0%
3	2	0.59%
4	0	0%
5	0	0%
6	8	2.37%
7	3	0.89%
8	5	1.48%
9	4	1.18%
10	304	89.94%
No SIMD Data	12	3.54%
Total	338	

 Out of Zone
 In Zone

Note: All of the children in deciles other than 10 are out of zone.

Curriculum for Excellence Levels 2016-2017, 2017-2018, 2018-2019

Curriculum for Excellence 2016/17, 2017/18 and 2018/19: percentage of pupils achieving expected levels by stage.			
Reading	P1-48	P4-59	P7-51
Airyhall Reading 2016- 2017	88.89%	87.5%	92.9%
National Reading 2016-2017	80%	77%	76%
Airyhall Reading 2017-2018	89.5%	93.1%	94.1%
National Reading 2017- 2018	81%	77%	79%
Airyhall Reading 2018 - 2019	90.91%	88.89%	90.24%
Writing	P1	P4	P7
Airyhall Writing 2016- 2017	87%	89.6%	88.1%
National Writing 2016-2017	77%	71%	69%
Airyhall Writing 2017-2018	87.5%	93.1%	86.2%
National Writing 2017-2018	78%	72%	73%
Airyhall Writing 2018-2019	88.64%	88.89%	90.24%
Listening and Talking	P1	P4	P7
Airyhall Listening & Talking 2016- 2017	96.3%	93.8%	95.2%
National Listening & Talking 2016-2017	85%	83%	81%
Airyhall Listening & Talking 2017-2018	91.6%	94.8%	94.1%
National Listening & Talking 2017-2018	87%	85%	84%
Airyhall Listening & Talking 2018-2019	93.18%	96.83%	100%
Numeracy	P1	P4	P7
Airyhall Numeracy 2016- 2017	96.1%	95.8%	88.1%
National Numeracy 2016-2017	83%	75%	70%
Airyhall Numeracy 2017-2018	93.8%	93.1%	88.2%
National Numeracy 2017-2018	85%	76%	75%
Airyhall Numeracy 2018-2019	95.45%	92.06%	90.24%

Aberdeen City vision statement:

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

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

School vision statement:

















To enable children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors who will make a positive contribution to the world.

School values and aims:

Airyhall School Vision and Values

Our Vision: To enable children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors who will make a positive contribution to the world.

Our Values: Together we will continue to develop a learning environment and school community-

 <p>Where children become increasingly aware of their learning style as they transition through our school.</p>	 <p>Which develop Higher Order Thinking Skills in children.</p>	 <p>Which creates a wealth of opportunities for children to learn from and through.</p>	 <p>Which enables high quality teaching and learning to take place.</p>
 <p>Which instils in children the joy of learning to enable them to become lifelong learners.</p>	 <p>Which encourages all staff to develop professionally.</p>	 <p>Where children, staff and members of the school community are treated fairly and understand the importance and need for respect and manners.</p>	 <p>Encourages children to identify and reflect on their learning, identify next steps and apply their learning to other situations.</p>
 <p>Which teaches children about sustainability, the importance of their place in the world and how they can influence change.</p>	 <p>Which teaches children about how they can help those less fortunate by being informed and active in doing so.</p>	 <p>Which has the resources and knowledge required to effectively deliver a curriculum for the 21st Century.</p>	 <p>Which encourages meaningful partnerships with parents/carers and the local community.</p>
 <p>Which encourages and fosters self-motivation in pupils.</p>	 <p>Where children lead the learning, have a voice and are actively encouraged to make a valued contribution to the learning and opportunities which take place in their school.</p>	 <p>Which celebrates achievement both in and out of school.</p>	 <p>Where everyone in our school community are proud to members of Airyhall Primary School.</p>

The school aims were reviewed during session: May 2016

The school aims will be reviewed during session: January 2020

Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1: Improvement in attainment – Literacy.	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Pupil Equity Fund 2018-2019 Budget: £4800 (Used to support part of the work completed in this plan).	
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Two members of staff have attended Emerging Literacy training events and have effectively implemented strategies within their classroom. • Primary 1 staff carried out Emergent Literacy initial assessments and have used the trackers throughout the year to track progress of Primary 1 pupils. All children have made progress in the key areas and some quite significantly in particular within areas of phonological awareness however we would have seen this progress with previous cohorts who were not part of the Emerging Literacy programme. • Our Phonics Policy is being updated in line with links to Emerging Literacy resources/strategies. • Our Primary 1 staff were already confident in their approaches to teaching phonics however the assessments and trackers have provided a method of identifying gaps in children's phonological awareness and motor skills. These enabled them to implement focused activities and support to target gaps. • Almost all children in Primary 1 are achieving appropriate levels in all areas of English and Literacy. (refer to data on page 5). 	

- SNSA Data:
 - P7 SNSA Writing - all children achieved within the mid-range band or above expected of P7
 - P4 SNSA Writing – almost all children achieved within the mid-range band or above expected of P4.
 - P7 SNSA Reading - all children achieved within the mid-range band expected of P7 or above.
 - P4 SNSA Reading - almost all children achieved within the mid-range band or above expected of P4.
 - P1 SNSA Literacy – almost all children achieved within the mid-range band or above expected for P1.
- YARC assessments have been carried out successfully and have supported staff in identifying areas to be targeted in reading. Following advice from the Dyslexia Service, follow up assessments will be completed 6 months after the initial assessment in session 2019/2020 and will provide value-added data.
- All staff who have carried out the YARC assessments have found them valuable in terms of providing a vehicle for more in-depth analysis of reading and supporting identification of next steps.
- We are continuing to support staff in analysing the AR Star Reading Assessments and along with other assessments are planning next steps for learning.
- All PSA were audited on their confidence in providing support for reading and the results informed training and future professional support. PSA Staff received in-house training on using Read, Write, Inc and Fresh Start and have been implementing this learning when working with targeted groups. Feedback received during 1 to 1 discussions with PSA staff highlighted that confidence has grown amongst all PSA staff in terms of supporting learners however have requested further training and advice.
- Implementation of Read, Write, Inc and Fresh Start has provided targeted support for Reading.
- Almost all staff are confident in using Literacy progressions to inform moderation and professional judgements of levels.
- ASG Moderation in Writing project continued this year. Almost all staff valued the opportunity to moderate pieces of writing with colleagues across the ASG. Staff are more confident assessing achievement of a level using the writing criteria. The writing criteria has further developed staff's understanding of the CfE Benchmarks.
- Following staff training in creating holistic assessment, all staff are aware of the features of holistic assessments. Creating holistic assessments has been identified by staff as an area for development.
- Some staff received advice from the Dyslexia Outreach service on how to use the Dyslexia Portfolio and Screener along with evidence gathering to support the identification of Dyslexic tendencies. Due to pressures on the service this took place later than expected and will continue to develop in our school into 2019/2020 session.
- ASG Literacy (Promoting Reading) has not been actioned as yet. This was being led by another staff at another school within our ASG.
- At Airyhall we have continued to monitor engagement with reading at home through using Accelerated Reader reports.



- Our school library is visited weekly by classes. Maintenance of the library has been supported by a volunteer librarian. Pupils have carried out an audit of the school library based on 'How Good is Our School Library' and next steps have been identified.

Next Steps:

- Wider teaching staff to be trained in carrying out the YARC assessments.
- Training in effective use of Read, Write, Inc and Fresh Start from ACC Dyslexia Outreach Service for both PSA and Teaching staff.
- Develop practices and procedures for identification and support for children with dyslexic tendencies, including advice and support given to parents as well as awareness raising amongst all learners.
- Further develop our school library, including development of the non-fiction section and the use of digital technology in the library.
- Teaching staff will engage in creating and using holistic assessments in Literacy.

Improvement Priority 2: Improvement in attainment – Numeracy and Mathematics	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • New Numeracy and Mathematics Progressions were developed in line with CfE Benchmarks. • New Numeracy and Mathematics Progressions have reference to models and images that can be used to support learning. • All staff received in-house training on the use of models and images to support the development of Numeracy and Mathematics understanding. • Classroom monitoring highlighted that models and images are being used in all classes to support teaching and learning. • Staff Audit showed that almost all staff developed increased confidence in using models and images to support teaching and learning in Numeracy and Mathematics. It has been identified that staff feel they need time to continue to embed this into their practice. • Following staff training, all teaching staff are aware of the features of holistic assessments. Some staff have been involved with the creation of holistic assessments however this will be further developed next session. • All teaching staff have identified that work needs to be done to develop problem solving in numeracy and mathematics. • Parents completed an audit with regards to their confidence with supporting Numeracy and Mathematics learning with most parents feeling either strongly agreeing or agreeing that they are confident supporting their child with their Numeracy & Mathematics homework. A few do not feel confident and we will 	

need to continue looking for ways to support with this e.g. workshops/online videos.

- Parent workshops were planned for June 2019 however these did not take place and are rescheduled for Term 1 2019/20.
- Videos to support parents with Numeracy and Mathematics strategies have begun to be created.
- During Maths Week, staff shared examples of outdoor learning within blog posts. Some staff have identified that developing a bank of resources for using outdoors would be useful.
- Staff have collated a bank of ideas for developing outdoor learning in Numeracy and Mathematics.
- SNSA Data:
 - P7 SNSA Numeracy – almost all children achieved within the mid-range band or above expected of P7.
 - P4 SNSA Numeracy – almost all children achieved within the mid-range band or above expected of P4.
 - P1 SNSA Numeracy - almost all children achieved within the mid-range band or above expected of P1.
- Basic Numeracy Screening Test has been used to identify a baseline and group of learners to receive targeted intervention using Plus 1 and Power of 2. Due to staffing issues and changes this work will continue into session 2019/2020.

Next Steps:

- Staff have identified the need for more time to embed use of models and images.
- Further engagement in creating and using holistic assessments in Numeracy and Mathematics.
- Development of problem solving in Numeracy and Mathematics.
- Further develop the use of outdoor space for teaching Numeracy and Mathematics.
- Continue to provide parents with advice on supporting Numeracy and Mathematics at home through online videos, workshops and learning together events e.g. Open Afternoons
- Continue to implement targeted support using resources such as Plus 1 and Power of 2.

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

NIF Priority

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

NIF Driver

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

HGIOS?4 QIs

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

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

Impact and Evidence:

- Two PSAs were trained in delivering the Seasons for Growth Programme alongside colleagues from across the ASG and have successfully delivered sessions to 6 children. Feedback from staff, parents and learners have identified the programme as a success in terms of supporting the targeted group of children with dealing with loss/change.
- Training on how to support children who have experienced bereavement was delivered on the May In-Service to all support staff, delivered by Grampian Child Bereavement Network and we are planning to build this into our tools to support children with ASN of this nature. Advice was given from GCBN on how to support families and learners who have experienced bereavement including resources for signposting and support services.
- DHTs attended Mental Health First Aid training and are aware of suitable steps to take if there is an inclination that a young person is experiences mental health challenges.
- Staff audit identified that most staff are confident that our Health & Wellbeing progressions give a clear understanding of the learning pathways and how to plan learning. Staff audit identified where staff felt there were gaps in resources to support the delivery of our Health and Wellbeing curriculum and these have subsequently been purchased.
- Results of pupil Health and Wellbeing audit identified a number of areas for development. We decided initially to focus on ensuring we were resourced with



materials to support teaching and learning around resilience and positive mindset. The PTA kindly supported us in purchasing a number of resources, including the 'ICE Pack', 'MindUp' and 'Diary of a Brilliant Kid' by Andy Cope, Gavin Oattes & Will Hussey.

- A number of assemblies were planned around the theme of resilience, making mistakes/finding things challenging and positive mindset. This work will be continued next session.

Next Steps:

- Develop a whole school Bereavement Policy to help supporting learners and families who experience bereavement.
- Continue to roll out Seasons for Growth Programme to provide other children with the opportunity to participate.
- Focused work on celebrating mistakes and the 'power of yet'.
- Further develop skills for learning, life and work to support children in celebrating what they can do.
- Further develop work on resilience including within the playground environment.

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Experiences and outcomes relevant to whole school initiatives e.g. Eco, Road Safety, Fairtrade, World of Work and Enterprise are mapped out within our annual topic planners. Experiences and Outcomes from Health & Wellbeing, Social Studies, Sciences, Technologies, Expressive Arts, RME were reconfigured into a new 3 year cycle to ensure children receive their BGE entitlements. • All staff and learners continue to engage effectively with partners and business links which enhances our curriculum for all children e.g. The Hutton Institute, Slopefield Association, Marine Scotland, Greenpower Project. • World of Work Week was extremely successful with positive feedback from contributors, staff and learners. • Through World of Work Week, our partners have a better understanding of our Vision and Values as well as school improvement priorities. • Following World of Work Week, a number of business links and community partnerships have been further developed. • Learning Together Open Afternoons continued to be very well attended. Almost all children have one or more parents attend such events. • All staff attended in-house training looked at skills for learning, life and work as well as the creativity skills including progression of creativity skills. • Posters have been devised displaying skills for learning, life and work as well as the creativity skills. Staff are beginning to make reference to these during lessons and are able to display visual prompts on class timetables. 	



- An electronic suggestions system has been devised by pupils and will continue to be promoted next session.
- Our Learning and Teaching Policy was developed in consultation with teachers and learners and has resulted in a shared understanding of what learning and teaching will look like at Airyhall.
- A staff audit of our Learning and Teaching Policy has highlighted areas for CLPL to develop pedagogy which will enhance teaching and learning going forward.
- Our Texthelp Leaders delivered sessions to all P4 – 7 classes further developing their skills in using Google Tools as well as Texthelp.
- A very successful Business Breakfast led by our pupil groups in order to give thanks and consider plans for the future took place, incorporating a 'Nuart' style tour around the school exhibiting some of the Art created by learners.

Next Steps:

- Further develop use of skills for learning, life and work as well as the creativity skills in order to plan for their development and links across the curriculum.
- Further develop use of Google Tools for Education as well as creative uses of digital technologies.
- Further develop business links/partnerships to support the delivery of our curriculum and make links to our skills for learning, life and work.
- Planned CLPL opportunities to develop pedagogy.

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

School

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

ELCC (where appropriate)

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

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

Capacity for continuous improvement statement

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

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

Comment:

The school will be going through a period of change as a Mrs Alison Thomson has resigned as Head Teacher. Miss Donna Polson will continue as Acting Head Teacher until a new Head Teacher is recruited. At present we have slightly less capacity within our SLT as our Acting Depute Head Teacher is class committed more than before the holiday period. Taking account of our current staffing compliment, we are confident that we have some capacity for improvement at present.

IMPROVEMENT PLAN 2019-2020

Airryhall School



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

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



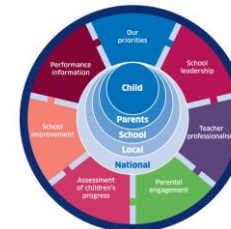
Overview

NIF Priority

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

NIF Driver

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



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

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

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

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

HGIOS?4 QIs

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

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

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

Curriculum for Excellence – Entitlements for all children and young people

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

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

Improvement Priority 1a: Improvement in attainment, particularly in literacy and numeracy – Numeracy

Lead Responsible: Donna Polson

Partnership Forum (where appropriate):

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

Parents/Families

- By April 2020, parents/carers will have increased confidence supporting learning at home.

Staff

- By April 2020, models and images will be embedded in delivery of Numeracy in all classes.
- By April 2020, all teaching staff will have increased confidence creating and implementing holistic assessments in Numeracy and Mathematics.
- By April 2020, all teaching staff will have trialled the use of Number Talks in their classrooms.

Learners

- By June 2020, almost all pupils will achieve the expected CfE levels at P1, P4 and P7.
- By June 2020, almost all pupils will have greater confidence tackling word problems and discussing different strategies to solve calculations.
- By April 2020, all pupils will have engaged in outdoor learning sessions.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
The use of models and images to support Numeracy and Maths will be embedded in practice. <ul style="list-style-type: none"> • Peer Observations 	2.2	Models and Images - Continue to embed the use of models and images in Numeracy and Mathematics.	Staff Meetings x 2	Approx £1000	Numeracy Leadership Group	April 2020	Behind Schedule
	2.3						Not Actioned

<ul style="list-style-type: none"> Classroom Display Pupil Discussions Sharing Practice Maths Videos 					All Teaching Staff		
<p>Children will tackle word problems in Numeracy with greater confidence.</p> <ul style="list-style-type: none"> Holistic Assessments SNSA Assessments National Assessment Hub Teacher Observations Pupil Discussions <p>Children will participate more readily in discussions about varying strategies to solve number calculations and common errors.</p> <ul style="list-style-type: none"> Teacher Observations Peer Monitoring 	2.2 2.3 3.2	<p>Problem Solving and Number Talks</p> <ul style="list-style-type: none"> Further develop problem solving skills in Numeracy and Mathematics to enable children to tackle word problems. Develop the use of Number Talks 	Time During In-Service Staff Meeting		Numeracy Leadership Group All Teaching Staff	June 2020	
	2.3 2.6 2.7	<p>ASG Moderation – Numeracy & Mathematics</p> <p>Details to be confirmed.</p>	Time during In-Service		TBC	June 2020	
A bank of natural resources will be developed for use within outdoor Numeracy and	2.2	<p>Outdoor Numeracy/ Mathematics Learning</p>			Numeracy Leadership Group	March 2020	



Mathematics teaching and learning.		<ul style="list-style-type: none"> Gathering/creating outdoor learning resource bank. 					
Parents/carers will have increased confidence supporting learning at home. <ul style="list-style-type: none"> Audits Traffic on school website. 	2.5 2.7	Family Learning <ul style="list-style-type: none"> Learning Together Workshops Online maths to support recall of number facts/tables - Sumdog Continue to develop website including videos to support learning. 			Numeracy Leadership Group All Teaching Staff	March 2020	
	2.4 3.2	See PEF Plan for Numeracy Interventions					
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
Impact and Evidence:							

Improvement Priority 1b: Improvement in attainment, particularly in literacy and numeracy - Literacy

Lead Responsible: Leigh Houston

Partnership Forum (where appropriate):

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

Staff

- By June 2020, all teaching staff will have increased confidence creating and implementing holistic assessments in Literacy.

Learners

- By April 2020, children will have increased access to a wider range of non-fiction texts in the school library.
- By June 2020, all children in targeted group engaging with Early Talkboost will have increased diagnostic scores following input.
- By June 2020, almost all pupils will reach expected CfE levels in Literacy P1, P4 and P7.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Pupils are accessing non-fiction texts more regularly. <ul style="list-style-type: none"> • AR Quizzes • Junior Librarian data Pupils will support the development of the non-fiction section of the library. <ul style="list-style-type: none"> • Junior Librarians • Minutes of Pupil Group Meetings • Pupil Audits 	1.5	Library <ul style="list-style-type: none"> • Develop the non-fiction section of the library. • Continue to engage with How good is our Library? Following on from the audit carried out last session. 		PTA Funding	Literacy Leadership Group	March 2020	On Track
	2.2		Behind Schedule				
			Not Actioned				



<p>Targeted group of pupils will show improvement through the Talkboost programme from initial assessment to final assessment.</p> <ul style="list-style-type: none"> • Assessment Results • EYP Observations 	<p>2.4 3.1 3.2</p>	<p>Early Talk Boost</p> <ul style="list-style-type: none"> • Implement Early Talk Boost in the Nursery. 	<p>Staff Training</p>		<p>EYP Staff Fiona Mitchell Kerry Whyte</p>	<p>June 2020</p>	
<p>Teachers will have increased confidence creating and implementing holistic assessments.</p> <ul style="list-style-type: none"> • Completed Holistic Assessments • Teacher Audit 	<p>2.3</p>	<p>Holistic Assessments</p> <ul style="list-style-type: none"> • Adapt cold piece assessments to meet the criteria of holistic assessments • Revise reading assessment process to include more holistic assessment. • Moderation of holistic assessments. 	<p>Staff Meetings x 2</p> <p>Time during In-Service</p>		<p>Literacy Leadership Group</p>	<p>June 2020</p>	
	<p>2.4 3.2</p>	<p>See PEF Plan for Literacy Interventions</p>					
<p>Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							
<p>Impact and Evidence:</p>							

Improvement Priority 1c: Improvement in attainment, particularly in literacy – Learning, Teaching and Assessment.

Lead Responsible: Donna Polson, Leigh Houston

Partnership Forum (where appropriate):

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

Parents/Families

- By June 2020, parents and staff are more aware of key points for reporting on children's progress throughout the year and the means in which this will be achieved.
- By June 2020, the parents of specific children with additional support needs will have greater understanding of how best to support their children.

Staff

- By April 2020, all staff will have increased confidence in analysing SNSA data and planning next steps for learning.
- By June 2020, all staff have an increased understanding of meeting the needs of all learners in line with national policy.
- By June 2020, all teaching staff will have increased confidence implementing our Teaching and Learning Policy.
- By June 2020, all nursery staff will have increased confidence in using responsive planning.
- By June 2020, all teaching staff will be able to create holistic assessments and use these to identify achievement of a level as well as next steps for learning.

Learners

- By June 2020, all children will have benefitted from improved learning and teaching experiences.
- By June 2020, the needs of specific children with additional support needs will be met more effectively.
- By June 2020, all nursery children will have their needs and interests better met through responsive planning.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
Not Actioned							
<p>Working group will devise a reporting schedule which will ensure both staff and parents are informed of key points throughout the year. ACC will devise a more streamlined reporting format.</p> <ul style="list-style-type: none"> Completed Reporting Format Airyhall Reporting Schedule 	2.3	<p>Assessment, Reporting and Moderation</p> <ul style="list-style-type: none"> Review and revise reporting schedule including End of Year Report format. ACC working group will look at devising city-wide format. 			TBC	June 2020	
<p>Teachers will have increased confidence creating and implementing holistic assessments.</p> <ul style="list-style-type: none"> Completed Holistic Assessments Teacher Audit 	2.3	<p>Holistic Assessments</p> <ul style="list-style-type: none"> Development the use of holistic assessments in Writing, Reading and Numeracy (see previous plans) 			<p>Literacy Leadership Group</p> <p>Numeracy Leadership Group</p>	June 2020	



<p>Teachers will have increased confidence carrying out and analysing the data from assessments to plan next steps.</p> <ul style="list-style-type: none"> • Teacher Audit • Completed Analysis 	<p>2.3 2.4 3.2</p>	<p>Standardised Assessments</p> <ul style="list-style-type: none"> • Staff using SNSA Data and other standardised assessments to plan next steps. • Staff training on using standardised assessments e.g. HAST Spelling Assessment, YARC Reading Assessment to identify gaps in learning and measure progress. 	<p>Time During In-Service Training</p> <p>Staff Meeting</p>		<p>Donna Polson Leigh Houston</p>	<p>June 2020</p>	
<p>Consistent approach to evidencing learning and sharing with parents will be developed.</p> <ul style="list-style-type: none"> • Portfolios 	<p>2.3</p>	<p>Portfolios</p> <ul style="list-style-type: none"> • Review processes for building portfolios of evidence. • Development of 'Learning Journey'/'Learning Story' in Nursery. 	<p>Staff Meetings x 2</p>		<p>Emma Currie Donna Polson Kathleen Massie</p>	<p>June 2020</p>	
<p>Staff will have increased understanding of their roles and responsibilities within the ASN Code of Conduct.</p> <ul style="list-style-type: none"> • Staff Audit • IEPs/Child's Plans 	<p>2.4 3.1 3.2</p>	<p>Meeting the Needs of Learners</p> <ul style="list-style-type: none"> • Familiarisation with ASN Code of Conduct. • Dyslexia training for all staff (online and face to 	<p>In-Service Day</p> <p>2 x Staff Meetings Delivered by</p>		<p>Leigh Houston Dyslexia Outreach Service</p>	<p>Feb 2020</p>	



<p>Learners, staff and parents will have increased understanding of dyslexia and the challenges children may experience.</p> <ul style="list-style-type: none"> • Staff Audit • Pupil Audit • Parent Audit <p>Staff will be familiar with the procedures for identifying dyslexic tendencies and providing necessary support.</p> <ul style="list-style-type: none"> • Procedures formalised. Evidence gathered. 		<p>face via the ACC Dyslexia Service).</p> <ul style="list-style-type: none"> • In consultation ACC Dyslexia Outreach Service, develop clear guidelines on the procedures to following if a query of dyslexia is made. 	<p>Dyslexia Outreach Service</p>				
<p>Teaching staff will have increased confidence implementing our Teaching and Learning Policy which will be consistently applied throughout the school.</p> <ul style="list-style-type: none"> • Staff Audit • Monitoring of Teaching and Learning 	<p>2.3</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Embedding Airyhall Learning and Teaching guidance • Engaging with ACC Learning and Teaching guidance • CLPL from Staff Audit ✚ Higher Order Thinking Skills ✚ Questioning Skills ✚ Plenaries ✚ Feedback and Next Steps 	<p>In-Service Training</p> <p>Staff Meeting</p>		<p>Donna Polson Leigh Houston Emma Currie</p> <p>All Teaching Staff</p>	<p>June 2020</p>	



<p>Nursery staff will have increased confidence in using 'Responsive Planning'.</p> <ul style="list-style-type: none"> • Staff Audit • Completed Planning and Assessment Documentation 	<p>2.3 3.2</p>	<p>Nursery Planning and Assessment</p> <ul style="list-style-type: none"> • Further development of 'Responsive Planning' and recording of observations in the Nursery. • Develop use of paper-based 'Learning Journeys' in the Nursery alongside Seesaw for sharing of photos with parents/carers. • Develop use of skills trackers alongside Learning Journeys. 	<p>Nursery Staff Meetings</p>	<p>£200</p>	<p>Donna Polson Emma Currie All Nursery Staff</p>	<p>June 2020</p>	
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Pupil Equity Fund Budget Allocation April 2019 - £7200

Pupil Equity Fund Rationale 2019-2020

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

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

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

Analysis of data indicates Pupil Equity Funding will be used provide additional resources to support gaps in:

Airyhall School is located in the west end of Aberdeen City in an affluent area. All pupils zoned for the school have home addresses within SIMD 10. We have no pupils within SIMD 1 and 2. Almost all of pupils have home addresses within SIMD 6-10.

SIMD Decile	Number of children	
1	0	0%
2	0	0%
3	2	0.59%
4	0	0%
5	0	0%
6	8	2.37%
7	3	0.89%
8	5	1.48%
9	4	1.18%
10	304	89.94%
No SIMD Data	12	3.54%
Total	338	

Curriculum for Excellence Percentage of Pupils Achieving Expected Levels or Exceeding 2018 – 2019 Data

	P1	P4	P7
Reading	90.91%	88.89%	90.24%
Writing	88.64%	88.89%	90.24%
Listening & Talking	93.18%	96.83%	100%
Numeracy	95.45%	92.06%	90.24%

As can be seen in the table above, attainment is very high across the school and in line with expectations and comparator schools, however there are significant differences between the highest and lowest achieving pupils. High attainment is also reflected in SNSA data. Attendance rates are also very good across the school. Attendance is monitored monthly and any support required for individual learners and their parents is given when needed. Exclusion rates are also very good. Through 'Airyhall Families' all learners participate in pupil lead leadership, audits and decision making. We have a number of active Pupil Voice groups, with all learners encouraged to make suggestions through class reps or via our online suggestion box. Through Assemblies and other activities, children continue to build their understanding of the Wellbeing Indicators. Pupils throughout the school have access to a wide range of experiences both in school and outside of school.

SIMD data does not always reflect what we as school staff know about children and their families, and with no children accessing free school meals it continues to make identifying a clear cohort of pupils eligible for PEF input challenging. We have cross referenced the data we have with teacher judgement and compared that with our information on attainment gained through ongoing assessment, SNSA and CfE levels.

A few children in each year group are not making the academic progress expected for their age/stage in core literacy and numeracy skills. PEF funding is used to support targeted groups of learners in order to raise attainment for those not achieving expected levels or at risk of not achieving expected levels. A key focus and strength of the school is our awareness of individual inclusive needs and we continue to develop approaches to support learners and create an inclusive environment. A particular focus this year will be developing our practices with regards to identifying, assessing and supporting learners with dyslexic tendencies. It has also been identified that learners across the school could benefit from a programme to develop mental recall in Numeracy. It was felt that Sumdog could be purchased and implemented across the school with the aim of raising attainment of targeted learners whilst also being accessible to all. Sumdog will sit alongside other targeted interventions for Numeracy. As a school we are continuing to develop the universal use of Texthelp and Google Tools for Education. A targeted group of children have been identified to be supported in using the devices and tools more frequently to meet their needs, alongside the universal use by all.



Attainment/Inclusion

- Supporting Learners with Dyslexia/Dyslexic Tendencies
- Literacy Interventions
- Numeracy Interventions (including universal use of Sumdog)

Attainment/Inclusion/Participation/Engagement

- Technologies to Support Learners (alongside universal use of Texthelp and Google Tools)

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

Lead Responsible: Leigh Houston

(See PEF Spending Plan for continuation items)

Partnership Forum (where appropriate):

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

Families/Parents

- By June 2020, the parents of specific children with additional support needs will have greater understanding of how best to support their children.
- By April 2020, parent workshops to share use of Google Tools as well as Texthelp will support parent in developing their knowledge and understanding of the tools.

Staff

- By June 2020, all staff will have a greater understanding of interventions as well as strategies which can help support children have their needs met within different areas of the curriculum.

Learners

- By June Literacy attainment will increase for identified groups of children by June 2020. (Baseline for each child will be carried out at the beginning of the year and stretch targets will be identified).
- Numeracy attainment will increase for identified groups of children by June 2020.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	PEF £			On Track
Dyslexia Portfolio and Dyslexia Screener will support the identification of dyslexic tendencies.	2.4	Supporting Learners with Dyslexia/Dyslexic Tendencies <ul style="list-style-type: none"> • Use of Dyslexia Portfolio and Dyslexia Screener to support identification of dyslexic 	Staff Meetings	£150	Leigh Houston Teaching Staff SFL Staff	June 2020	Behind Schedule
	3.1						Not Actioned
	3.2						Not Actioned

<ul style="list-style-type: none"> Completed Portfolios and Screeners 		<p>tendencies alongside evidence gathered.</p> <ul style="list-style-type: none"> Develop the use of Google devices to support literacy interventions for children with dyslexic tendencies/literacy difficulties. Further training with Pupil Support Staff and Teaching Staff from Dyslexia Outreach Service 					
<p>Follow up standardised assessments alongside staff observations will support identification of progress made by targeted groups of learners.</p> <ul style="list-style-type: none"> Completed Standardised Assessments 	<p>2.4</p> <p>3.1</p> <p>3.2</p>	<p>Literacy Interventions</p> <ul style="list-style-type: none"> Further develop use of Read, Write, Inc Phonics and Fresh Start with targeted groups. Develop universal use of Read, Write, Inc Phonics in Primary 1 in order to reduce confusion for children requiring intervention in the future. Implement Read, Write, Inc Comprehension with targeted group of pupils. Implement 'Nessy' programme to support learners. 	<p>Staff Meetings x 2</p> <p>Time During In-Service Training Staff Meetings Delivered by Dyslexia Outreach</p>	<p>£3485</p>	<p>Leigh Houston</p> <p>PSA Staff</p> <p>SFL Staff</p>	<p>June 2020</p>	
<p>Follow up standardised assessments alongside staff observations will</p>	<p>2.4</p> <p>3.1</p> <p>3.2</p>	<p>Numeracy Interventions</p> <ul style="list-style-type: none"> Continue with the use of Plus 1 and Power of 2 to support targeted learners. 	<p>Staff Meeting</p>	<p>£1830</p>	<p>Leigh Houston</p> <p>Teaching Staff</p> <p>PSA Staff</p>	<p>June 2020</p>	

<p>support identification of progress made by targeted groups of learners.</p> <ul style="list-style-type: none"> Completed Standardised Assessments Sumdog Levels 		<ul style="list-style-type: none"> Primary Maths for Scotland resources to support targeted learners. Implementing Sumdog with all learners. 					
<p>Targeted group of learners will develop confidence using technologies to support learning.</p> <ul style="list-style-type: none"> Pupil Audit Teacher Observations <p>Parents will have increased knowledge of how Google Tools are used including Texthelp.</p>	<p>2.4</p> <p>3.1</p> <p>3.2</p> <p>2.5</p>	<p>Technologies to Support Learners</p> <ul style="list-style-type: none"> Develop the use of Google devices and tools with targeted group of learners (alongside universal use of Google devices and tools). Further develop the use of Texthelp with targeted group of learners (alongside universal use of Texthelp). Implement 'Nessy' online programs with targeted learners. Parent workshops to share use of Google Tools as well as Texthelp. 	<p>Staff Meeting</p> <p>PT Development Time</p> <p>Time During In-Service Training</p> <p>Staff Meeting</p>	<p>£1750</p>	<p>Kim Winchester</p> <p>Emma Currie</p>	<p>June 2020</p>	
<p>Monitoring Progress and Evaluating Impact</p> <p><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							



Impact and Evidence:

Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £7200
Literacy		
Reading	Read, Write, Inc Resources (Including Replenishable)	£1300
	Read, Write, Inc Comprehension	£680
	Salford Reading Assessment	£55
	YARC Assessment Forms	£200
	Dyslexia Screener and Portfolio Forms	£150
	Google Devices	£1550
	Nessy Online Resources	£1450
Writing	Dyslexia Screener and Portfolio Forms	As Above
	Google Devices	As Above
	Nessy Reading and Spelling	As Above
Listening and Talking		
Numeracy		
Numeracy	Sumdog Equity Pack	£1080
	Primary Maths for Scotland	£700
	Nessy Numbers	As Above
	Basic Numeracy Screener Forms	£50
HWB		
HWB		



Staffing		
Additional		
	Total	£7215

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

Lead Responsible: Emma Currie

Partnership Forum (where appropriate):

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

Parents/Families

- By April 2020, targeted group of children (along with parents/carers and staff) will have identified benefits to having completed the Seasons for Growth programme.

Staff

- By April 2020, all staff will be more informed about issues affecting the mental health of children and young people.

Learners

- By April 2020, pupil audit results will show that children are less worried about making mistakes.
- By April 2020, targeted group of children (along with parents/carers and staff) will have identified benefits to having completed the Seasons for Growth programme.
- By April 2020, almost all children will demonstrate a greater understanding of the Wellbeing Indicators and will be able to reflect upon these in relation to their own wellbeing.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Evaluations following Seasons for Growth programme will identify benefits of the programme.	3.1	Bereavement, Change and Loss <ul style="list-style-type: none"> • Continue to implement Seasons for Growth with a targeted group of pupils. • Development of a Bereavement Policy. 	Staff Meeting		Emma Currie PSA Staff Alison Fraser Fiona Littlejohn	April 2020	Behind Schedule
							Not Actioned

<ul style="list-style-type: none"> Staff, Pupil and Parent Evaluations <p>Bereavement Policy will be created in line with advice from GCBN.</p>		<ul style="list-style-type: none"> Staff to engage with ACC EP policy around bereavement. 					
Staff will be confident using the progression to deliver our Health & Wellbeing Curriculum.	2.1 2.2	Embedding Health & Wellbeing Progression <ul style="list-style-type: none"> Health and Wellbeing progression will continue to be implemented, using resources purchased. Implementation of SHARE progression. 			All Teaching Staff Emma Currie	April 2020	
Increase whole school community awareness of GIRFEC and the SHANARRI indicators.	2.1 2.2 3.1	SHANARRI <ul style="list-style-type: none"> Tracking of SHANARRI indicators built into current tracking systems. Assemblies & Families – Focus on SHANARRI and to promote pupil voice and leading learning. 	Staff Meeting		SLT	April 2020	
An increased number of learners will feel comfortable making mistakes	2.2 3.1	Celebrating Mistakes <ul style="list-style-type: none"> Use Mindset Kit (Carol Dweck and Jo Boaler) amongst other resources. 	In Service		Emma Currie	April 2020	



and recognising the learning that takes place.		<ul style="list-style-type: none"> • Number Talks (Plan 1) will celebrate the power of mistakes. 					
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Monitoring Progress and Evaluating Impact

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

Impact and Evidence:

<p>Improvement Priority 3b: Improvement in children and young people’s health and wellbeing.</p> <p>Lead Responsible: ASG Partnership</p> <p>Partnership Forum: Hazlehead ASG</p>		<p>Expected Outcome(s) for whom, by when, by how much?</p> <p><u>Parents/Families</u></p> <ul style="list-style-type: none"> Increased knowledge and confidence of how to support children’s mental health and wellbeing by June 2020. <p><u>Staff</u></p> <ul style="list-style-type: none"> All staff will have an increased knowledge and confidence in supporting pupil mental health and wellbeing across the ASG through quality training by June 2020. Increased use of the outdoors for learning across the ASG by June 2020. <p><u>Learners</u></p> <ul style="list-style-type: none"> Improved mental health and wellbeing for children and young people across the ASG by June 2020. All learners will have experience more outdoor learning opportunities by June 2020. 					
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Pre/Post Questionnaires Observations/ reflections of wider impact of intervention.	3.1	<p>Parent Skills Workshop</p> <ul style="list-style-type: none"> Offer of parent skills workshop to all parents in the ASG. Delivery of skills workshop for parents x 2. Collation of videos to evidence impact. 	ESW 32 Hours + Follow Up Conversations	ASG Partnership Budget	Nicola Logan	June 2020	Behind Schedule
	2.5						Not Actioned
	2.7						

Evaluation/Survey of Staff Confidence Reflections from pupils, parents and staff on the impact of the programme from targeted focus groups.	3.1 2.4	Emotion Works <ul style="list-style-type: none"> In-Service Training for targeted staff across the ASG. Purchase of resources. Implementation of the programme with a targeted group of learners in schools across the ASG. Collation of videos to evidence impact. 	1 x In Service Day	ASG Partnership Budget £400 Training £500 Per School	Barbara Jones	June 2020	
Completed Training	3.1 2.4	Compassionate Classroom <ul style="list-style-type: none"> Interested staff to attend training at Hazlehead Academy 	6 x Meetings	N/A	Stuart Craig	June 2020	
Completed Training	3.1 2.7 2.3	Forest Schools <ul style="list-style-type: none"> 4 staff across the ASG to be trained in Forest Schools Portfolio of activities gathered. 	12 + Training Days for Each Staff Member	ASG Partnership Forum £1190 x 4	Lisa Walker	June 2020	
Photographic Evidence of Participation on Twitter	3.1 2.3 2.7	Outdoor Classroom Week <ul style="list-style-type: none"> Schools to participate in Outdoor Classroom Week in conjunction with Outdoor Classroom Day on Thursday 21st May Each school to gather evidence through photographs and tweet using #HazleheadASG 	1 x Meeting for Reps	N/A	Donna Polson	May 2020	

Impact Evaluation	3.1 2.4	ELSA <ul style="list-style-type: none"> 1 PSA per school trained in the ELSA programme. 	6 x Training Day	N/A	Emma Powell (Educational Psychologist)	June 2020	
Pre/Post Questionnaire	3.1 2.7 2.5	Showcase 1 <ul style="list-style-type: none"> Questionnaire to parents to identify areas for support/advice required. Questionnaire for pupils to identify areas for support/advice required. Improvement group to plan a parental engagement evening to include: <ul style="list-style-type: none"> Keynote Speaker Workshops/Talks Showcase 	Working Group Meeting	N/A	ASG Health & Wellbeing Working Groups Paula Rough	By June 2020	
TBC	3.1 2.7 2.5	Showcase 2 <ul style="list-style-type: none"> Showcase of Mental Health & Wellbeing Interventions Available to ASG Review of impact/progress of each intervention in order to showcase and inform future planning. 	TBC	TBC	TBC	By June 2021	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
Impact and Evidence:							

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

Lead Responsible: Leigh Houston, Donna Polson, Emma Currie

Partnership Forum (where appropriate):

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

Parents/Families

- By April 2020, parent workshops to share use of Google Tools as well as Texthelp will support parent in developing their knowledge and understanding of the tools.

Staff

- By April 2020, all teaching staff will be more confident planning for the development of skills for learning, life and work as well as creativity skills.
- By April 2020, all teaching staff will have increased confidence using digital technologies to enhance learning and teaching.

Learners

- By April 2020, P5 – 7 pupils will engage more readily conversations about their own skills through participation in the My World of Work – ‘I Can’ programme.
- By April 2020, all learners will have benefitted from links with business partners and volunteer to enhance the curriculum.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
Increased pupil, parental and partner knowledge of DYW, skills for life, learning and work. <ul style="list-style-type: none"> • Learning Together 	2.2	<u>Skills for Learning, Life and Work and Creativity Skills</u> <ul style="list-style-type: none"> • P5 to P7 pupils to engage with Skills Development Scotland digital resource My World of Work – ‘I Can’. 	In Service		Donna Polson	April 2020	On Track
	2.7						Behind Schedule
	3.3						Not Actioned



<p>Open Afternoon</p> <ul style="list-style-type: none"> Partnership Audits Parent Audits <p>Staff have increased confidence planning to develop skills for learning, life and work as well as creativity skills.</p> <ul style="list-style-type: none"> Monitoring 		<ul style="list-style-type: none"> Use partners/business links to further develop skills for life e.g. First Aid Training for Pupils, Cooking, Financial Education, Gardening. Revise our IDL Planner to show how skills for Learning, Life and Work are targeted. Reflect on Skills for Learning, Life and Work being developed within 'Responsive Planning' in the nursery. Further development of World of Work Week encouraging contributors to engage with our skills visuals. Ongoing development of business links to enhance the curriculum. 			<p>Leigh Houston</p> <p>All Nursery Staff</p>		
<p>All teachers to engage with the use of digital technologies to enhance learning.</p> <p>Staff Audit Classroom Monitoring</p>	<p>2.2</p> <p>2.5</p>	<p><u>Digital Technologies to Enhance Learning</u></p> <ul style="list-style-type: none"> Developing use of Google Devices and Google Tools for Education. Creative uses of digital technologies to enhance learning. Parent workshops to share use of Google Tools as well as Texthelp. 	<p>In Service</p>	<p>PTA Funds</p> <p>£12,000+</p>	<p>Emma Currie</p> <p>Kim Winchester</p>	<p>April 2020</p>	
<p>Monitoring Progress and Evaluating Impact</p> <p><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							



Impact and Evidence:

QI 1.2 Leadership of Learning 2019-20 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Curriculum Development Health & Wellbeing	Emma Currie , Gill Burnett, Jane Boyd, Wendy Smith, Chiraz Sellami, Fiona Forbes
Curriculum Development Literacy	Leigh Houston , Jan Jenkins, Lizzie Kay, Kirsty Donald, Phoebe Graham/Brenda McDonald, PSA Staff
Curriculum Development Numeracy	Donna Polson , Emma Currie, Nicola Smith, Lisa Ross, Matthew Griffiths, Lucy Bloom
Curriculum Development/Assessment	Donna Polson, Leigh Houston
Skills for Learning, Life and Work	Leigh Houston, Emma Currie, Donna Polson Susan McLeish, Christine Davidson, Kim Jones, Kathleen Massie (SEYP) + EYPs
ICT Co-ordinator	Kim Jones * Emma Currie Matthew Griffiths
1+2 Co-ordinator	Lizzie Kay Fiona Forbes



Early Learning and Childcare/P1 Transition	Emma Currie Kathleen Massie
JRSO	Leigh Houston Lizzie Kay Kim Jones
Fairtrade	Emma Currie Nicola Smith Kirsty Donald
Rights Respecting	Gill Burnett Phoebe Graham/Brenda McDonald Lisa Ross
Pupil Council	Donna Polson Christine Davidson Susan McLeish
Eco	Leigh Houston Jane Boyd Jan Jenkins Fiona Littlejohn
Seasons for Growth	Alison Fraser Fiona Littlejohn

Date uploaded onto website: September 2019 / Updated with names of new staff Dec 2019