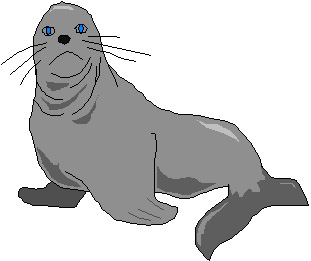
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Sandhaven School**

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**LAST UPDATED: September 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-%20%20870533.pdf)

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| 1. Context of the School     * Values and vision of the school:   At Sandhaven Primary School, we strive to provide a caring approach which will ensure that all our pupils are happy, included and secure in their learning environment allowing them to achieve their full potential.  We aim to equip our pupils with the skills and knowledge, including resilience and perseverance, to prepare them for a changing world.  We pride ourselves in that we create opportunities for pupils to develop positive relationships where they are supportive, respectful and respected.   * Sandhaven has a warm, inclusive ethos and we work together as a school frequently. We have a link with the sheltered housing in the village, Mitchell Court and this will continue to be built upon this school year. Our Parent Council plays an active role in organising fundraising events in order to fund various exciting learning experiences for our pupils. * The SIMD decile for Sandhaven as a whole is 4, this not differ in different parts of the village. The Pupil Equity Fund will be allocated to raise attainment in Literacy and Numeracy through improvement in teaching resources and knowledge and skills of teaching staff. There will be an increased focus on the tracking of individual children’s achievement in and out of school. Pupils will be encouraged to have high aspirations for the future and will be exposed to various possibilities for future employment.   The main strength of Sandhaven School is that all pupils feel valued and part of the school community. All staff have a nurturing approach to learning and get to know the whole child in order to best meet their needs. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  Level of quality for core QI: 3  (HGIOS?4 1-6 scale) |
| Overview:   * The school has a vision which stakeholders were involved in creating. Staff are aware of and take responsibility for their role in achieving this for learners. As a staff we continually evaluate, we will work to ensure this is done in a more planned and formal manner. We will work to involve pupils and parents more fully in this process. As a staff, we completed work with a Quality Improvement Manager regarding sharing learning intentions and success criteria with pupils in order to ensure that pupils understand how to succeed and to identify their next steps as independent learners. We created a document entitled ‘An Effective Lesson in Sandhaven School’ so that there is continuity across classes. The school has taken part in cluster collegiate sessions and the nursery in learning circles. The Head Teacher is involved in monitoring activities with staff and there will be a Quality Assurance calendar followed this school year. Teachers lead community groups which involve pupils from P2 upwards in improving different aspects of the school. In term 4 2017 staff and pupils were consulted to adapt the community groups to ensure relevance to the world today. Also in term 4, Achievement Officers were introduced to celebrate wider achievements in school. Some children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In nursery, floor books are used to capture and respond to children’s interests and involve them in the planning process. Learning journals will be introduced in nursery and the school to track children’s progress. HGIOS4 has been introduced and relevant Quality Indicators used to inform some monitoring and evaluations. We will continue to use this tool and improve our self-evaluation process. Staff engage with professional learning/CPL opportunities through Aberdeenshire events and online opportunities. Leadership roles are encouraged and taken on by a range of staff e.g. Bikeability; Ipads. We will continue to build on this throughout the year. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning using the Professional Update system. Staff are committed to the improvement of the school and regularly share ideas which benefit the school.   1.3 Key strengths:   * Staff engage fully with the Head Teacher during monitoring activities and welcome feedback as an opportunity to improve outcomes for learners. * All staff are committed to change which results in improvements for learners. * The vision of the school is ambitious and focuses on improvements in outcomes for all. * The commitment of staff to attend professional learning programmes that support all staff and increase outcomes for learners. * The supportive ethos amongst staff as they support each other and share their strengths with others to improve the learning opportunities for pupils.     Identified priorities for improvement:   * Introduce new tracking system which uses Pips and Incas data as well as teacher professional judgement to track the achievement of pupils. * Monitor our tracking of wider achievement and the impact it is having on individual learners. * Increase staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda. * Introduce a Quality Assurance calendar to ensure monitoring activities are carried out in a planned and focussed manner throughout the school year. * Involve all stakeholders in the self-evaluation process. |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Involving stakeholders   Involve parents in the self-evaluation process more consistently.  - Become a parent council (Sept 2017)  - Hold focus groups to look at specific areas for improvement.  - Ask for feedback through questionnaires and exit polls.  Involve pupils in Pupil Voice groups to inform change in the school.  -Community Groups – Rights Respecting School, Health, Playground Squad, Eco School and Communication.  -House Captains  -Pupil Council  Pupils elected in September 2017 | Pupils are parents are more involved in the evaluation and decision making process in the school. | Focus group to answer questions about their involvement in school life and decision making. |
| 2. Introduce Quality Assurance calendar to inform future school improvements.  Shared with staff Sept 2017 and used continually. | Quality Assurance activities will be carried out and data gathered across the school year.  - Staff confidence in self-evaluation enhanced | Data is gathered to aid reflection and ensure it is evidence based. |
| 3. Improve use of attainment data to raise attainment.  - Implement new tracking system and hold regular meetings with staff to discuss attainment. (Sept 2017 onwards) | -Staff are more confident using assessment data and discussing pupil attainment.  - Analysis of attainment data forming a coherent part of planning for improved learning.  - Progress and attainment improved for all learners. | - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress  Level of quality for core QI: 3  (HGIOS?4 1-6 scale |
| Overview:   * All staff show commitment to the development and wellbeing of learners as individuals. * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. * Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise. * Staff identified need to revise and redesign aspects of the curriculum. Aberdeenshire Frameworks have been introduced and will be used this session to inform planning and identify next steps in learning, thus ensuring more progression for all our young learners in Literacy, Numeracy and Health and Wellbeing. We have also planned when outcomes will be covered to ensure coverage of the curriculum. We will evaluate these changes and adapt where necessary.   Key strengths:   * Engagement of all staff to create new planning documents to ensure coverage and progression as a whole school. * The learning environment is positive and nurturing, all children are treated as individuals. * The nursery have worked to improve outdoor learning by visiting the woods and using the Shore every week.     Identified priorities for improvement:   * Embed the use of digital technology to enhance learning and teaching. * Review the reporting process and create a reporting calendar in line with current Aberdeenshire guidance and previous cluster agreements. * Engage with moderation as a school and as a cluster. |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Embed the use of digital technology to enhance learning and teaching.  * Staff training on SMART board and IPads. * Staff to share good practise. | - Staff are more confident in using the technology.  - Digital technology is used in all curricular areas.  - Increased motivation from pupils. | Lesson observations by Head Teacher.  Planning monitored by Head Teacher. |
| 1. Reporting  * Staff to create a new reporting calendar (Aug 2017) * Head Teacher to share with parent focus group and adapt accordingly. (Sept 2017) | * Parents more engaged in the reporting process and have more understanding and input in their child’s learning. | Head Teacher to meet with focus group again (June 2018) to review. |
| 1. Moderation  * Staff will engage in cluster moderation activities with primary and secondary colleagues. (See cluster improvement plan) * Using the moderation cycle, identify an aspect that needs improvement in school. | * All staff will have a clear understanding of the principles/purpose and processes associated with effective moderation. * Increased accuracy when making judgements on attainment levels. | Self-evaluation as a staff. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information  Level of quality for core QI: 3  (HGIOS?4 1-6 scale) |
| Overview:  Children feel safe and secure at Sandhaven School. The Head Teacher has attended Child Protection training and all staff are up to date with current policies and procedures. Staff are familiar with the wellbeing indicators and use them when filling out chronologies. There is a Playground Squad to encourage positive play in the playground and a Health Group to help promote messages to fellow pupils about healthy lifestyles. Staff and pupils are also keen to gain the first accreditation for Rights Respecting School Award. Staff respond to the needs of individuals in school and by working collaboratively with other agencies. Some Communicate in Print signs are used around the school but there is more work to be done in terms of Aberdeenshire’s Total Communication policy. The curriculum has been redesigned so that all pupils study the same Other World Religion at the same time. This ensures coverage and encourages collaborative working amongst staff and pupils.  3.1 Key strengths:   * Pupils are safe and happy. * Collaboration between staff and other agencies. * The response to the needs of individual children.   Identified priorities for improvement:   * Become a Rights Respecting School. * Work to adhere to Aberdeenshire’s Total Communication policy. * Ensure all relevant policies are in line with the most up to date guidance. |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Communication  * All labels in school will be from the Communicate in Print programme where possible. * Staff will have small cards to carry with them to aid communication with specific pupils. * Mrs Forbes and Mrs Davidson to be trained to use Makaton. (Dec 2017) * Mrs Forbes will be responsible for exposing pupils to Makaton signs every Friday at assembly. Mrs Davidson will do this in the nursery. | Increased communication between staff and pupils. | All staff using Communicate in Print symbols in classrooms by Sept 2018.  Regular use of Makaton in school. |
| 1. Rights Respecting School Award  * Community groups will be held 2-4 times each term. * The Rights Respecting group will work on the criteria for accreditation. * The Rights Respecting group will share the journey with the school. | All pupils and staff will be familiar with the United Nations Rights of the Child. | Accreditation. |
| 1. School polices  * Ensure all policies are up to date and in line with Aberdeenshire guidance. | School following appropriate policies and procedures ensuring pupils receive the best experiences possible. | All policies up to date by June 2018. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.2 Raising attainment and achievement  Level of quality for core QI: 3  (HGIOS?4 1-6 scale)  Sources of evidence/ evaluation activities undertaken:  Attendance data  Attainment data  Key strengths:   * Achievement Officers gather evidence of wider achievement and this is celebrated at assemblies. * Good communication and collegiate working between Additional Support for Learning staff and Class Teachers. * Attendance is monitored and appropriate action taken. * Exclusion levels are low.   Identified priorities for improvement:   * Increase pupils knowledge and understanding of the world of work and develop their employability skills. * Celebrated Wider Achievements need to be tracked. * Attainment in Literacy and Numeracy needs improvement. |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. DYW  * Invite parents and partners in the community to talk to pupils about their jobs. This will be a regular part of the curriculum (monthly). * Teachers to highlight skills that pupils are using and link this to the world of work. * House Captains, Pupil Council representatives and Achievement Officers will apply for these jobs each year. * Engage in the cluster work in this area. (See cluster Improvement Plan) | Increased and wider asperations for the future.  Increased knowledge about the world of work.  Pupils will be more able to discuss the skills they are using and how they may be relevant to their future careers. | Audit in Sept 2017 and Sept 2018. |
| 1. Wider Achievement  * Introduce a tracking system for Wider Achievement. | Staff will have a clearer picture of achievements outside of school and will be able to pin point any pupils who are not attending any out of school activities, suggesting clubs or groups to the child’s family. | The tracking system will be evaluated at the end of the school year. |
| 1. Literacy and Numeracy  * New progressions including benchmarks will be introduced. * The reading scheme will be reviewed and new books purchased. * The reading scheme will be colour banded according to the National book banks. * The library will be revamped and new books purchased. * Mrs Duthie and Mrs Smith will complete the Emergent Literacy training. * Mr Grant will take part in the Northern Alliance Numeracy Project. | New progressions will ensure pupils are learning what is appropriate for their stage and level and learning is appropriately paced.  Reading materials will be more appropriate and motivating for pupils which will lead to increased attainment.  Reading books will be colour banded and so teachers will find it easier to select appropriate books for pupils.  Improved teaching of Early Literacy curriculum. | Attainment data |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| 5. What is our capacity for improvement?  The overall capacity for improvement at Sandhaven School is very good.   * There is a high level of commitment from staff to work on new improvements, attend available Professional Learning events and work collaboratively with cluster colleagues. * Most young people are committed to the life of the school and engage with the school community. * Many parents engage with the school and we are building links with the community.   Aspects that could impact adversely on the capacity for further improvement include:   * Supply staff availability * Budgetary constraints * Old school building conditions |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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