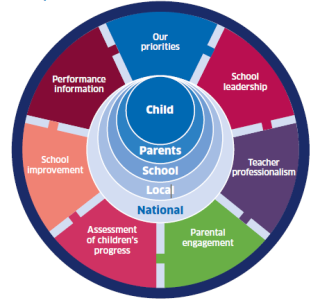
**SCHOOL IMPROVEMENT REPORT AND PLAN**

**SESSION 2019/20**

# PART ONE – Standards and Quality Report



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| **School: Oyne School**  **Head Teacher: Lindsey McBride**  **Date submitted: 4/7/19** |

## Context of the school:

Oyne School is in the centre of the village of Oyne, 9 miles to the north of Inverurie in the heart of the Garioch. The school building and extensive outdoor area are overlooked by the beautiful Bennachie range of hills. Our House groups are named after three hilltops in the range - Oxen Craig, Mither Tap and Craigshannoch. The school’s current pupil roll is 53 (including some pupils who live out with the catchment area) and comprises of three classes – P1/2, P3/4/5 and P6/7. Our roll is made up of 65% males and 35% females all of whom fall within SIMD bands 15-18. The school receives a small amount of Pupil Equity Funding.

Currently, Oyne School is staffed by a Head Teacher, 2 full time teachers, a part-time teacher, 3 Pupil Support Assistants, an administrator, part time janitor, lunch hall staff and a cleaner. The school also benefits from visiting IP teachers and Pupils Support Workers (allocations reviewed periodically and based on pupil need).

Oyne School is part of the Inverurie Cluster Schools Network and P7 pupils transfer to Inverurie Academy and The Gordon Schools in Huntly. There is an annual allocation of visiting specialists in Music and French. Oyne School has a very active and supportive Parent Council and we work well in partnership with our families. Parents are committed to supporting the learning and teaching and share our high expectations of all in the school community.

Recently, the school has gone through a period of change. A new Head Teacher was appointed in January 2019 and there have been further changes in personnel in both teaching and support staff. However, we look forward to a period of more consistent staffing and stability which will allow us to drive forward school improvement and bring about positive outcomes for all.

**Overall Strengths of the School**

Oyne school has a supportive family ethos which is committed to supporting every child to do their best learning. We are situated in the heart of a strong community which supports the school. Pupil Voice and partnership working is strong at Oyne School and all stakeholders are involved in school improvement. We have a consistently high level of attainment and are committed to focusing support to enable pupils to do their very best. All staff are committed to developing engaging learning experiences with increasingly creative use of digital technology.

**1.3: Leadership of Change**

There is a strong focus on values throughout the school and all staff model and inspire commitment to kindness, respect and resilience in their daily practice. Children are able to talk confidently about our values, what they look like and why they are important.

Staff are committed to bringing about positive outcomes for all and engage enthusiastically in the process of change resulting in creative and innovative approaches being implemented in our classrooms. Staff understand the value of research and reflection and embrace change which will impact positively on our young people and families. The school community promotes leadership at all levels and staff are keen to share good practice and learn from others. Staff demonstrate passion to the profession through their independent professional learning and bring about change through directing others to information on new and engaging teaching approaches and ideas.

Pupils are also encouraged to lead their own learning and that of others through a wide range of opportunities and practices such as organising their own work programmes, leading clubs, peer tutoring and roles of responsibility. Our pupils ‘shine’ when adopting leadership roles and we are extremely proud of their confidence and their contribution to the school. The introduction of ‘Learning Circles’ has been particularly effective in facilitating pupils to contribute to school improvement.

**2.3: Learning, Teaching and Assessment**

Pupils are included in planning learning experiences which are engaging and relevant to them. This is especially evident in the high level of engagement, skill and knowledge in and about digital technologies. Staff and pupils are skilled in employing a range of digital technologies to enhance and support learning, to celebrate achievement and to report to parents.

[**3.1**](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)**: Ensuring wellbeing, equality and inclusion**

Oyne school is committed to positive relationships, staff know the children very well and support them in a sensitive and individual manner. Feedback from a parent consultation stated that Oyne was, “a wee school with a big heart”. This comment captures out ethos well.

Rigorous tracking procedures and monitoring procedures ensure that pupils who are ‘not on track/ahead of track’ are quickly identified and action taken to support/challenge. We work well in partnership with IP teachers, outreach support, PSW and other professionals to meet the needs of individual pupils and PSA support is targeted appropriately.

The school gives high priority to pupil’s wellbeing and pupils have developed their knowledge and understanding of mental health, mindfulness and emotions through programmes such as Paws B and Relax Kids. Individuals have been supported through individual and group work and we are continuing to work on embedding strategies across the school. Whole school focus on anti-bullying, mental health, resilience, relaxation promote positive ways of approaching learning.

All staff have completed CALM training which has developed a shared understanding of de-escalation techniques, attachment and other disorders, nurture principles (particularly ‘all behaviour is communication) and allowed us to develop a systematic approach to managing behaviour which causes distress. This has helped staff foster a calm and nurturing environment where children feel safe.

Transitions are strong at all stages with extended programmes in place for P7 – S1, nursery – P1 and across stages. Early identification of individual needs allows the school to offer appropriate extended transition opportunities and we have close partnerships with Inverurie Academy and The Gordon School. Feedback from parents has been extremely positive in regards to our transition approaches and anxiety levels in children have been reduced.

Rigorous tracking and monitoring of literacy shows that most children are on track in their learning with some exceeding expectations. Attainment is particularly high in P1 and is evidenced through SNSA, CfE and Emerging Literacy data and teacher judgement. Play based approaches and outdoor learning have had a positive impact on learning in the early stages.

Wider achievement is recognised and celebrated through shared learning homework and is displayed in each classroom, a standing item in our monthly newsletter, our achievement display and reporting through social media and SeeSaw.

Good Citizenship is recognised through the awarding of a ‘Citizenship Cup’ which is sponsored by the Oyne Community Association and a local business. We look forward to building on the success of this and highlighting ‘citizenship’ in the coming session.

## School Vision, Values and Aims (updated April 2019)

**Our Vision**

Oyne School is a happy place where everyone feels that they belong and that they matter. We work in partnership to support our children in becoming kind, responsible and successful citizens of 21st Century Scotland with a love of learning, respect for themselves and others and the confidence to change their world.

**Values**

Kindness Respect Resilience

**Aims**

* To teach you the things you **need** to know, the things you **want** to know and things that **matter to you**, your family and your community.
* To nurture and develop your skills and talents and will encourage you to share these with others. We will have high expectations and value your individuality.
* To celebrate success, praise effort and recognise achievements. We will value mistakes and encourage you to recognise these as part of your learning.
* To work together to provide you with interesting and fun learning experiences which inspire and excite you and help you to develop the skills, knowledge and qualities needed to succeed, thrive and be happy.
* You will be listened to. Your thoughts and opinions are important and will help to bring about school improvement and we will listen and support you through good times and bad.
* To work in partnership with our families and other agencies to enable everyone to play an active role making our school the best it can be.

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| QI 1.3Leadership of change | **Themes**   * Developing a shared vision, values and aims relevant to the school and its community * Strategic planning for continuous improvement      * Implementing improvement and change | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school?**     * High percentage of return from stakeholders – VVA consultation and feedback. * VVA reflects contexts and needs of the school * VVA and curriculum design takes into account the feedback from employers who reported that resilience and communication were skills which needed to be developed in our young workforce * Pupil Voice is strong – Pupil Council has been replaced with Learning Circles which allow every child to contribute to school improvement * VVA reviewed and shared - values focus across the school. Staff show commitment to school values through their daily actions. * All stakeholders involved in developing Positive Relationship and Behaviour Policy * Creativity and innovation is support by HT and teachers feel | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * All pupils able to discuss school values with confidence and are aware of expectations * Observation of pupil and staff interactions * Feedback from parent/pupil consultation is supported by observation and tracking information * High level of family engagement and return on consultations requested * High attendance and support at school and community events * Improved outcomes indicated by improved scores against Wee HGIOS statements | | |
| **Question 3**  **What could we do now? What actions would move us forward?**     * Develop and implement rigorous systems for measuring impact and improvement. * Increased opportunities for all staff to be involved in analysis of data and planning for improvement. * Extend use of ‘Wee HGIOS’ to enhance pupil involvement in school improvement. * Develop strategic approach to use of HGIOS with staff to facilitate effective self-evaluation * Introduce and embed Positive Relationship and Behaviour Policy to support focus of development of school values. * Ensure Professional development procedures and professional learning meet the needs of the school and staff. * Ensure staff reflect of GTCS standards when engaging in reflection and evaluation. * Plan for collegiate/practitioner enquiry approaches to school improvement | | |
| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale?** | | **3** |

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| QI 2.3Learning, teaching and assessment | **Themes**   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school?**     * Nurturing ethos is evident and commented upon by visitors to the school * Achievements both in and out of school are recognised and celebrated through displays, newsletters, social media and assemblies * Children have many opportunities to lead learning including lunchtime clubs, play leaders, tech team, JRSO as well as peer support and leading learning within the classroom * Observation of teaching highlights and monitoring children’s work many aspects of innovative practice. * Streamlining of tracking and monitoring procedures has reduced workload for staff and is providing relevant information to staff * Introduction of tracking meetings (in place of Forward Planning Meeting) and development of planning formats which highlight pupils for support/challenge. * Excellent use of ICT to enhance and support learning – particularly in upper stages | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Improved outcomes indicated by improved scores against Wee HGIOS statements * Staff report tracking procedures are less time consuming * High level of pupil skill and knowledge in relation to use of ICT observed * Attainment is high across most stages as indicated by CfE tracking and SNSA data. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * Improve outcomes for learners by developing a school wide approach to assessment practices and procedures * Use elements of ‘Motivated School’ to improve pedagogy and to measure impact in relation to classroom environment and learning stances. * Value teacher skill and improve experiences for all children by sharing of good practice through CLPL and peer observation. * CLPL in data analysis and time planned into Collegiate Calendar * Pilot and review new planning procedures * Create opportunity for practitioner enquiry approach to improving the use of AiFL techniques in order to ensure high quality feedback * Develop knowledge, understanding and skill in effective use of holistic assessment * Continue to develop and introduce opportunities for children to lead their own learning and that of others. * Build planned and purposeful opportunities for moderation across the school, cluster and beyond into calendar | | |
| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale?** | | **3** |

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| QI 3.1Ensuring wellbeing, equality and inclusion | **Themes**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school?**     * Pupil consultation and resulting action (Learning Circles) * Parental involvement leading to positive relationships and sense of community * Values focus is starting to impact positively on relationships and behaviour * Staff understanding and responsive to the needs to individuals * Staff knowledge, engagement and commitment to GIRFEC * Pupil led clubs and other leadership roles * Focus on improving mental and emotional wellbeing | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**     * Decrease in time spent dealing with parental complaints/concerns * Increase in ‘Wee HGIOS’ score (Themes 1 and 4 relationships/HWB) * Positive feedback from Learning Consultation on the subject of relaxation/HWB. * Results of ‘Paws B’ survey | | |
| **Question 3**  **What could we do now? What actions would move us forward?**     * Develop outdoor learning opportunities * Establish and embed positive relationship policy * Increase opportunities for family learning * Develop more rigorous systems for measuring impact in relation to HWB: PASS Survey * Address barriers to learning caused by HWB factors – develop emotional literacy and self-regulation | | |
| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale?** | | **3** |

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| QI 3.2Raising attainment and achievement | **Themes**   * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school?**     * Attainment remains high across most stages. However, attainment information highlights a decrease in pupils achieving CfE levels as they move from early, through First and Second levels (Early – 100%, First 84%, Second 75% in 2018/2019) * Range of approaches and systems in place to recognise achievement (in school and wider) * Creative use of g to support, challenge, share achievements and remove barriers to learning * Aspects of child led planning are evident and will be built upon | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * CfE levels showing high levels of attainment * SNSA data * Tracking: Emerging Literacy, BMBT, writing, SWST, GL Assessments * Accelerated reader data * Tracking meetings and professional dialogue | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * SIP priorities focus on core aspects of literacy and numeracy, particularly in the areas of problem solving and application of numeracy skills. * Classification to take into account the needs across P4 stage – small class size and targeted interventions such as maths recovery techniques and active literacy approaches adopted * Increased opportunities for moderation and examination of benchmarks * Focus on attendance – information regarding the impact of absence of holidays during term time * Support staff in making effective use of assessment to inform next steps in learning and judgements regarding attainment – interrogation of data, benchmarks, standards. | | |
| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale?** | | **3** |

**Capacity for Improvement**

The school’s capacity for improvement is good. Staff, families and partners demonstrate a commitment to improvement and the school is well supported by the community in order to achieve positive outcomes for learners. Staff are involved in the process of change and demonstrate innovation and creativity.

* The school engages in a rigorous self-evaluation process and these are regularly reviewed to ensure QA and self-evaluation activities lead to positive outcomes for the children, families and staff.
* School values are a core aspect of school life and are at the heart of our approach to building relationships.
* Staff are committed to school improvements and have undertaken CLPL to raise standards and improve outcomes for all. All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable feel confident to express their feelings and to voice their opinion in staff and school development.
* Staff make good use of data to plan and improve learning and teaching and the school we aim to build capacity in this area in the coming session.
* Pupil voice is a strong feature of the school’s approaches to self-evaluation. Every child gives their views about the school through fortnightly Learning Circles and regular consultation.
* HGIOS4 and relevant Quality Indicators are regularly used to facilitate effective self-evaluation. Challenge questions are used for staff development and stakeholder feedback.
* Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
* Engagement with all stakeholders through a range of evaluation methods e.g. invitations into school, feedback slips on newsletters, social media comments and surveys and SeeSaw and evaluation opportunities after specific events.
* Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff through development of pupil action groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.

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| ADDITIONAL QI 3.3This section is optional – schools are reminded to cycle through the remaining QIs as part of the self-evaluation process | **Themes (This will be a yearly focus.)**   * DYW - Inverurie Cluster Focus | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school?**  As a Cluster:   * Cluster approach to skills for learning, life and work has been developed by a cross-cluster working group and rolled out within all schools. Within classrooms, the six skills have been identified and displayed for pupils. Pupils are beginning to identify the skills and how they link to learning and their relevance to life. * Parents and pupils were consulted in the development of the six skills. The Cluster In-service and DYW twilight ensured there was a shared understanding and approach to careers education, Enterprise and the DYW agenda. * Opportunities for children to apply skills and develop knowledge and understanding - P5 Careers Day, Young Engineering Car Competition.   As a school:   * New planning format includes identified DYW skills to ensure focus on these * Children have the opportunity to engage in enterprise activities at all stages * Links have been made with local businesses – Logie Country House and Mosely Engineering | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**     * Attendance and engagement in DYW events * Children confident in discussing DYW skills and what they look like * Most children adopt leadership roles with enthusiasm and regularly seek out opportunities to lead learning * Successful implementation of the ‘Make £5 Grow’ scheme developed children’s knowledge and understanding of running a business. Profits of around £600 made across the school. * Improved collaborative working | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * Re-establish the DYW working group * Each school to organise a World of Work Day/Week * Whole school homework challenge * Embed the skills within teaching and learning * Engage parents in career education standard * Focus on citizenship related to DYW skills * Further local community business links – e.g. Smile, Primary Futures, St.Kizito Schools and Community | | |
| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale?** | | 3 |

# PART TWO – School Improvement Plan

## Summary: Key School Improvement Priorities

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| **Improvement Priority Title** | **What exactly are we going to do?** | **Persons Responsibility** |
| **To raise attainment, achievement and confidence in Numeracy and Maths through developing and embedding effective and engaging approaches to teaching and learning across all stages.** | * Introduce consistent and inclusive CPA approaches to teaching and learning across the school * Rigorous tracking of ‘not on track/ahead of track’ learning and act to support/challenge. * Develop MNU across engaging contexts – outdoor learning, digital and STEAM * Develop staff knowledge and skill through CLPL, moderation, QA procedures and data analysis. * Children actively involved in school improvement through QA and Pupil Voice procedures including Learning Circles and ‘Wee’ HGIOS. * Provide opportunities for family learning/curricular evenings | * Lindsey McBride (HT) * Teaching Staff * P6/P7 Learning Circle Leaders * Fiona Bremner (Cluster PT – Numeracy) * Rhona Mowat (CT) lead on Outdoor Learning |
| **To improve outcomes for learners through development of effective assessment practices and procedures.** | * Practitioner enquiry developed through Tapestry Partnership/GROWTH coaching approach * CLPL in 5 key AiFL strategies * Pilot planning formats and procedures which facilitate effective planning for assessment * Collegiate moderation of assessment (school and cluster) * Involve pupils in QA of priority through focus groups, moderation activities and learning circles * Develop QA paperwork which is focussed and fit for purpose * Establish regular ‘Reflection Time’ across the school * Develop Feedback and assessment policy | * Lindsey McBride (HT) * All teaching staff * Pupils |
| **To address barriers to success linked to a child and their family’s social and emotional wellbeing** | * Implement and evaluate Positive Relationship and Behaviour Policy * PASS survey and intervention used to identify address specific needs of pupils. * CLPL and use of My World Triangle Tool * Range of CLPL and CAT surrounding HWB – The Motivated School, Mindsets, Emotion Works and Mindfulness * Emotion Works strategies to be taught across all stages * All staff to attend LIAM training (Cluster event) and implement appropriately * ‘Paws B’ Mindfulness targeted intervention (identified group * Provide family learning opportunities and information on the subject of mental health | * Lindsey McBride (HT) * All teaching staff * PSAs * Valier Napier (SFL) * Gillian Watt (Paws B) |

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| **Improvement Priority 1** |  |  | |  |  | |  |
| **To raise attainment, achievement and confidence in Numeracy and Maths through developing and embedding effective and engaging approaches to teaching and learning across all stages.** | | | | | | | |
| **Linked to National Improvement Framework Priority**    * **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 Drivers** **School Leadership ☐** **Teacher Professionalism ☐** **Parental Engagement ☐** **Assessment of Children’s Progress ☐** **School Improvement ☐****Performance Information ☐** | | | **Linked to Aberdeenshire Priorities**  **Improving Learning, Teaching and Assessment ☐**  **Partnership working to raise attainment ☐**  **Developing Leadership at all levels ☐**  **Improvement through self-evaluation ☐** | |
| **Linked to QIs/Themes:**  **1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 3.2** | | | | | | | |
| **What data/evidence informs this priority** | **Outcomes (Targets, %age etc. 19/20, 20/21 ,21/22** | **Interventions/Actions** | | **Expected Impact** | **Measures (what ongoing information will demonstrate progress).** | | **Actual impact** |
| Attainment information highlights a decrease in pupils achieving CfE levels as they move from early, through First and Second levels (Early – 100%, First 84%, Second 75% in 2018/2019).This suggests that improvements in teaching and learning at Early stage are needed in order to develop children’s deep conceptual understanding.  Attainment information also highlights our current P3 year as an area for concern. 66% of pupils at this stage are, at present, not on track in numeracy and mathematics.  Through quality assurance and monitoring procedures, it has been observed that there is a lack of consistency of approach. This has a negative impact on attainment and achievement.  Through professional dialogue and sampling views and attitudes, it has been established that staff lack confidence in using a CPA approach to the teaching of numeracy and some mathematical concepts including factions and decimals.  SNSA data clearly shows gaps in the areas of problem solving and fractions, particularly at P4 and P7.  P7 SNSA data shows that there are gaps in children’s ability to apply skills and knowledge and make links across learning.  Ongoing assessment including results obtained from weekly ‘Big Maths Beat That’ indicate that pupils in P3/4/5 need to improve their ability to recall number facts quickly and accurately. | **Target CfE attainment:**  **2019/2020**  Early 100%  First 84%  Second 84%  **2020/2021**  Early 100%  First 100%  Second 90%  **2021/2022**  Early 100%  First 90%  Second 90%  **Target SNSA levels:**  **2019/2020**  P4  Band 9 + 75%  Band 8 25%  P7  Band 11+ 30%  Band 9-10 40%  Band 7-8 30%  **2020/2021**  P4  Band 9 + 85%  Band 8 15%  P7  Band 11+ 40%  Band 9-10 40%  Band 7-8 20%  **2021/2022**  P4  Band 9 85%  Band 8 15%  P7  Band 11+ 500%  Band 9-10 40%  Band 7-8 10% | Audit all stakeholders  Pilot new planning procedures  Collegiate analysis of SNSA data at school and individual level.  Improve Pupil engagement through STEM, outdoor and digital contexts.  CLPL on outdoor learning with MNU focus.  CPLP on CPA and Maths Mastery Approaches – built into Collegiate calendar and WTA  Moderation with NMU focus built into quality calendar.  Intro and CLPL around Primary Maths Resource and other new resources which support CPA approach.  Explore play-based pedagogy in P1/2  Parent workshops  Develop whole school approach to problem solving and fractions  Establish effective practices for reflection and target setting.  Extend BMBT across whole school.  Staff to share knowledge and skills in digital and outdoor contexts | | Increased percentage of pupils are ‘on track’ in their learning, particularly at P4.  Increased number of pupils working ‘ahead of track’ particularly at P7/3rd level.  Barriers to learning are removed through inclusive approaches.  Consistent CPA and Maths Mastery approaches will be observed and evident through monitoring procedures.  Increased percentage of children and staff will demonstrate confidence and a positive attitude towards numeracy and mathematics  Increased opportunities for children to apply MNU skills, particularly problem solving, will be evident across a range of contexts including  outdoor learning – evidenced through QA procedures.  Staff will develop skill in interrogation of data for improvement  Increased opportunities for children to lead learning.  Parents will feel better able to support pupils in NMU. | Tracking and QA assurance procedures including ‘not on track/ahead of track’ focus for planning.  Attainment data  Feedback from consultation; Learning Circles, ‘Wee HGIOS’ statements, questionnaires, and pupil focus groups.  Improvement in Band/Long scale scores from SNSA data particularly relating to fractions/decimals and problem solving.  Ability to recall number facts quickly and accurately will improve – evidenced by BMBT scores, Sumdog data and observations.  Increase in understanding and engagement of parents/carer’s evidenced through baseline and follow up survey.  Observation of teaching and monitoring of children’s work. | |  |
| **Challenges to implementation and possible solutions**  * Impact of staff absence – priorities identified and actioned (those that will have most impact on children) * Parental concerns – bring forward/increase opportunities for info/workshops, children to present * Staff attitude – opportunities for team teaching/model/peer observation | | | | | | | |

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| **Improvement Priority 2** |  |  | |  |  | |  |
| **To improve outcomes for learners through development of effective assessment practices and procedures.** | | | | | | | |
| **Linked to National Improvement Framework Priority**    * **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 Drivers** **School Leadership ☐** **Teacher Professionalism ☐** **Parental Engagement ☐** **Assessment of Children’s Progress ☐** **School Improvement ☐****Performance Information ☐** | | | **Linked to Aberdeenshire Priorities**  **Improving Learning, Teaching and Assessment ☐**  **Partnership working to raise attainment ☐**  **Developing Leadership at all levels ☐**  **Improvement through self-evaluation ☐** | |
| **Linked to QIs/Themes:**  1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 | | | | | | | |
| **What data/evidence informs this priority** | **Outcomes (Targets, %age etc. 19/20, 20/21 ,21/22** | **Interventions/Actions** | | **Expected Impact** | **Measures (what ongoing information will demonstrate progress (qualitative, quantitative -short, medium, long term data)** | | **Actual impact** |
| Staff indicate a lack of confidence and understanding in relation to Holistic Assessment and effective use of AifL strategies  Monitoring of planning, teaching and pupils’ work highlighted inconsistency in assessment approaches across stages  Identification through monitoring of children work of need for increased focus on children reflecting on feedback and target setting. | **Target CfE attainment:**  **2019/2020**  Early 100%  First 84%  Second 84%  **2020/2021**  Early 100%  First 100%  Second 90%  **2021/2022**  Early 100%  First 90%  Second 90%  **Target SNSA levels:**  **2019/2020**  P4  Band 9 + 75%  Band 8 25%  P7  Band 11+ 30%  Band 9-10 40%  Band 7-8 30%  **2020/2021**  P4  Band 9 + 85%  Band 8 15%  P7  Band 11+ 40%  Band 9-10 40%  Band 7-8 20%  **2021/2022**  P4  Band 9 85%  Band 8 15%  P7  Band 11+ 500%  Band 9-10 40%  Band 7-8 10% | Develop staff understanding of 5 key strategies for improving pedagogy in relation to assessment (Tapestry/GROWTH model - CLPL)  Amend monitoring procedures and to reflect and focus on effective assessment techniques  Pilot new planning format which includes IDL/holistic assessment focus  Class-based practitioner enquiry approach to professional learning (assessment focus)  CLPL on developing valid and reliable assessments (discrete and IDL)  Moderation of assessment built into collegiate calendar  Cluster moderation work  Focussed teaching of feedback and target setting skills  Regular ‘Reflection and Target Setting’ time built into weekly timetable  Staff to develop Assessment and Feedback policy  Pupil focus groups relating to assessment, feedback and impact | | Children are better able lead their own learning resulting in improved attainment and achievement  All children will be able to understand and discuss their learning and how they can succeed.  Children are better able to make links across learning, identify and apply skills across the curriculum and identify personal goals and targets.  Shift in balance of teacher/pupils talk in classroom will be observed  Positive impact on pedagogy and professional understanding through teacher engagement in practitioner enquiry resulting in improved practice.  Increase in staff confidence in relation to planning next steps based on assessment  High quality feedback that moves learning forward will be evident resulting in improved attainment and achievement  Increased use of valid , reliable and useful holistic assessment will be evident | Data from baseline/progress survey and focus groups carried out with pupils  Increased evidence of target setting and pupils responding to feedback in pupil work  Completion of professional learning log and professional dialogue records – Tapestry Partnership  Feedback from consultation; Learning Circles and ‘Wee HGIOS’ statements.  Information from moderation activities and improvements in practice will be observed through monitoring of teaching and learning.  Attainment will increase | |  |
| **Challenges to implementation and possible solutions**  * Allocating sufficient time for professional reading and discussion – establish ‘book club’, supply cover if possible * Changes to QA calendar due to unforeseen circumstances – prioritise observations, utilise contingency hours from WTA * Feedback policy is not complete in time frame – ensure shared understanding and produce interim guidance | | | | | | | |

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| **Improvement Priority 3** |  |  | |  |  | |  |
| **HWB - To address barriers to success linked to a child and their family’s social and emotional wellbeing** | | | | | | | |
| **Linked to National Improvement Framework Priority**    * **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 Drivers** **School Leadership ☐** **Teacher Professionalism ☐** **Parental Engagement ☐** **Assessment of Children’s Progress ☐** **School Improvement ☐****Performance Information ☐** | | | **Linked to Aberdeenshire Priorities**  **Improving Learning, Teaching and Assessment ☐**  **Partnership working to raise attainment ☐**  **Developing Leadership at all levels ☐**  **Improvement through self-evaluation ☐** | |
| **Linked to QIs/Themes:**  1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1 | | | | | | | |
| **What data/evidence informs this priority** | **Outcomes (Targets, %age etc. 19/20, 20/21 ,21/22** | **Interventions/Actions** | | **Expected Impact** | **Measures (what ongoing information will demonstrate progress (qualitative, quantitative -short, medium, long term data)** | | **Actual impact** |
| **32% of our 53 pupils are identified as having one of more additional support need. Of these, 47% present with social, emotional and/or behavioural difficulties. It is worth noting that 38% have experienced one, or more, known adverse childhood experiences.**  **Through analysing this data, tracking of attainment, assessment, consultation and professional dialogue, it is evident that the social, emotional and mental health of our children and young people contributes significantly to the attainment gap at Oyne school. This analysis is supported by results of pupil consultation using ‘Wee HGIOS’ which indicated that children lacked confidence in building positive relationships and discussing feelings and emotions.** | Tracking of mental and emotional wellbeing will indicate a year on year rise of 10%  Need of support outwith universal support will decrease  Number of recorded incidents to decrease year on year by 10% | Implement Positive Relationship and Behaviour Policy  PASS survey and intervention used to identify address specific needs of pupils.  Range of CLPL and CAT surrounding HWB – The Motivated School, Mindsets, Emotion Works and Mindfulness, GWMP  Carry out GMWP on targeted individuals  Emotion Works strategies to be taught across all stages  All staff to attend LIAM training (Cluster event) and implement appropriately  ‘Paws B’ Mindfulness targeted intervention (identified group)  Provide family learning opportunities and information on the subject of mental health | | All stakeholders have a clear understanding of our approach to promoting positive relationships and behaviour resulting in children feeling safe  Restorative approaches become embedded resulting in pupil developing better self-regulation and confidence  Staff develop their professional skills and knowledge in relation to mental health resulting to improved support for children.  All children will be able to understand and discuss emotions with reference to the Emotion Works Cogs (5 Cog model +)  Children will be able to utilise a range of relaxation and mindfulness strategies.  Families will be better able to support children in developing better mental health, resilience and coping strategies.  Children and adults will display less stress and anxiety resulting in improved concentration and learning | Planned evaluation of Positive Relationship and Behaviour Policy  Data from PASS survey  GMWP data linked to wellbeing indicators  Increased percentage of pupils presenting in a positive stance (Motivated School) and motivated positive classroom climate observed.  School with move forward in relation to the Progress in Mindfulness Practice in Schools Framework.  Number of incidents associated with emotional regulation decrease as indicated by recording incidents during identified weeks (August, January, June)  Positive impacts shown through data collected from pupil surveys – August, January, June  Further improvement of ‘Wee HGIOS’ pupil scores regarding Health and Wellbeing and Relationships  Impact report – Paws B | |  |
| **Challenges to implementation and possible solutions**  * Challenges in engaging children – adapt approach, target specific groups, increase opportunities for pupil led learning * Lack on engagement from families – consult on times/activities, explore digital options for supporting understanding of approaches * Parental concern regarding new policy and procedure – parent meeting at earliest opportunity, evaluate and adapt | | | | | | | |