



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Auchterless School

LAST UPDATED: 29.09.2017

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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

We do our best to be the best we can

The positive and inclusive ethos in our school aims to develop young people with resilience, whose minds are inquiring and creative, who are learning to have understanding, tolerance and compassion for others, and will gain confidence to play an active and responsible part in the community. Our Curriculum offers a broad range of educational opportunities and we aim to link the learning to real life experiences so the pupils see the validity of their learning. Children's ideas are valued; they have a voice through the Pupil Council, the Eco Committee and the JRSOs, offering improvements that have a positive impact on the whole community. Kindness, honesty and respect for each other are our shared values.

At Auchterless School we have worked hard to develop an outward-looking ethos while maintaining the benefits of personal relationships that a small school can offer. P1-3 pupils had the opportunity to take part in Stay and Play provided by Active Schools and run by volunteer parents and Active Schools also supported our rugby club session and jog club. Parents and local volunteers also supported our monthly Kit Car Club. We have developed positive partnerships with the local community both in the immediate context of Auchterless and also with organisations in Turriff. At times, the school links with other local schools to enable pupils to access opportunities, such as working with Scottish Opera, that might not otherwise be available to a small school; staff may also share training and moderation events with cluster colleagues to ensure consistent approaches and preparation for transitions.

We link with the Auchterless Residents' Association through our involvement with the Community Cuppa, and through our work with planting and maintaining several floral displays in the summer and planting bulbs for winter; we also open events to the local community such as our Christmas celebrations, Christmas Fayre and Soup and Sweet Saturday. We have also supported the work of the Turriff Men's Shed.

We engage in local competitions such as Turriff Rotary Quiz, Formartine Beginning to Blossom, Garioch Run and Greenpower Kit car racing to provide opportunities for pupils to represent the school and to gain confidence and achieve successes outwith school.

We have an active and busy Parent Council who fundraise for trips and workshops that enrich the pupils' learning experiences. We work closely with parents and encourage them to come into school to see their child's learning on learning walks; at times, parents are invited to join or observe learning at assemblies and workshops.

Pupils support national charity events such as Children in Need and Red Nose day but also raise funds for local and national charities such as Aberdeen Cyrenians - produce from our garden and re-cycled clothing and bedding were well received and the upper stages class chose to do a reverse advent box for the Cyrenians too - they gave something each day instead of receiving a gift. Pupils have also raised funds for Guide Dogs.

Analysis of SIMD data shows that no child at Auchterless School lives in an area of deprivation (deciles 1&2); all children are in decile 5 or above. However, we believe that all children are entitled to the best education so that they can be the best that they can be.

The use of the PEF will be targeted towards increasing the range of resources for health and wellbeing and to develop emotional literacy as well as early literacy. Staff training will focus around these identified needs. The school has a clear commitment to equity and values the learning of all pupils while striving for excellent progress and achievement.

Strengths of the school:

Inclusive and nurturing ethos

The school welcomes all children and wellbeing is a key priority for all. We have an inclusive ethos, respecting each others' differences and viewing these as enriching for all. Children benefit from supportive care and nurturing, positive relationships; staff use restorative approaches to address unwanted behaviour and in general, pupils are patient and caring and good at including one another. It is clearly understood by all that it is everyone's right to feel safe, valued and included. Staff have worked hard to embed emotional literacy and to encourage children to manage the ups and downs of learning so that they are resilient as well as successful; they can become independent learners and thinkers.

Active Learning experiences

At Auchterless School, pupils behave well and in general work hard to achieve their best. Almost all children are engaged and enthusiastic in their learning and respond very well to a wide range of practical activities and learning experiences on offer. Staff enrich learning with trips and visiting speakers and the school has strong links with the local community; this helps pupils to see the significance and relevance of their class-based learning to the wider world. Visitors' feedback indicates clearly that they feel the pupils are welcoming, respectful, motivated and focussed on learning.

The quality of support provided

Staff know the children very well and work closely with parents and other agencies to ensure the best progress for children. Most parents feel that they are made aware of any barriers that their child may face in their learning and staff work with them to overcome these. Staff track children's learning across all areas of the curriculum but especially across health and wellbeing, literacy and numeracy as progress in these skill areas underpin learning. Staff use standardised assessments and formative assessment, as well as professional judgement and dialogue, to ensure children are making progress, being appropriately supported and challenged. Support staff work closely as part of the core staff team, liaising formally and informally, to ensure the needs of all pupils are met, and partner agencies eg SLT are effectively deployed where appropriate.

The engagement of all staff, pupils and partners in improving the school

Parents and pupils as well as staff work hard to improve the school. All staff members demonstrate a high level of commitment to professional development and attend training that enhances their own practice and benefits the learners in the school; they have been involved in several pilot

projects such as improving reporting approaches, developing number sense and raising emerging literacy and have led on restorative approaches in the cluster. They work with cluster colleagues, in primary and secondary, to ensure effective moderation of standards and positive transitions. Our Parent Council has worked hard to support the school by providing transport for trips and visits throughout the year and by supporting the school's performances. We are fortunate to have regular parent volunteers who have supported the staff and pupils in class time and in after-school clubs. Parental support has also enabled pupils to take part in practical events such as kit-car racing and Bikeability.

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

Relevant NIF priority: All

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

Overview:

- ◇ All staff members have a very clear understanding of the local community and its context and use this to shape their aspirations for the school. Parents, pupils and staff have been involved in reviewing the vision, value and aims.
- ◇ Staff are committed to improvement and to the school's values; there is a good team spirit, and we work hard to ensure the pupils are safe and happy. We have high expectations of pupils' learning and progress and take lead roles in improvements such as Improving Reporting approaches, Restorative Practice relating to positive behaviour and Developing Number Sense;
- ◇ Staff are reflective, engaging in formal and informal evaluation of their work and its impact, and actively and regularly engage in training and CLPL opportunities to improve outcomes for our pupils; they seek to make learning memorable and fun.
- ◇ Most parents feel confident to approach staff to express their feelings or voice their opinion both at formal meetings and informally; the HT has an open-door policy and welcomes face to face meetings to share views;
- ◇ Staff are becoming familiar with the HGIOS 4 self-evaluation document and the 3 main QIs, with additional focus on pupils' wellbeing, parental engagement and digital literacy
- ◇ Staff review long term planning (3 year rolling programme) and adapt to reflect national initiatives; there is a cycle of planning, teaching assessment and feedback that forms the basis of pupils' learning experiences and this is developed in more detail in discussion with pupils to allow for personalisation and choice.
- ◇ Reporting approaches to parents have been reviewed and feedback from parents continues to improve this; a range of evaluation strategies are already employed eg open afternoons, evening performances, invitations to observe learning in workshops, learning walks
- ◇ PRD Procedure is embedded as per Guidance from GTCS and staff are allocated time for professional review and update; careful consideration by all staff is given on how best to ensure all training impacts positively and purposefully on the pupils' learning.
- ◇ Pupils engage in reflection about their learning in their learning journeys and in P7 profile; their opinions and collective voice are clear in the decisions made about Golden Time, Charity events and playtime activities, and also in choices about aspects of their topic learning.

Key strengths:

- Regular formal and informal professional dialogue both within school and cluster at joint collegiate, inservice and training opportunities that promote collaborative working, shared planning and moderation of standards.
- Pupils are encouraged at all levels to have a voice and to express their feeling and views on school improvements
- Embedded opportunities for outdoor learning – we were awarded the Judges' Special award for the way in which outdoor learning is found across the CfE rolling programme and provides a variety of contexts for learning.
- All staff involved in the process of change and in reviewing for improvements.

Identified priorities for improvement:

- Increased pupil voice and responsibility for improvements and reviewing vision, values and aims by re-establishing committees
- HGIOS4 Challenge Questions to be used at regular meetings to provide more systematic focused reflection and stimulate improvements for all learners
- Staff increased familiarity with NIF, Aberdeenshire Progression frameworks and Benchmarks for levels

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Re-establish pupils' committees by September 2017 and increase stakeholders input</p>	<p>Increase pupil voice and encourage pupils' sense of ownership about the school</p> <p>Raised awareness of achievements</p>	<p>- JRSOs, Eco Committee and Pupil Council are meeting at least termly to end of the academic year and are contributing to the improvements in the school.</p> <p>- Vision values and aims are reviewed by pupils and parents and any agreed changes made.</p> <p>- All learners, staff and parents will be engaged in aspects of school improvement planning. – June 2018</p>
<p>2. Staff are developing confidence and effectiveness in use of HGIOS 4 self-evaluation document and National Improvement Frame Work (NIF)</p>	<p>Staff feel confident using the challenge questions in an effective and rigorous way to identify aspects of their practice that can be improved, and are making appropriate and timely changes.</p> <p>Learners, Parents and Other Stakeholders engaged in regular self-evaluation – eg Big Conversation, use of identified Education Scotland and Aberdeenshire Resources</p>	<p>- Survey to all cluster teaching staff to identify levels of confidence in using documentation to improve outcomes for learners (September 2017) Survey again in June 2018</p> <p>- Clear verbal and written evidence of self-evaluation and discussion around the challenge questions by June 2018</p> <p>- Collegiate times during 2017-8 allocated for those conversations.</p>

	<p>Impact of improvements for learners to be better collated to show how they benefit. eg 'You said so we did' Wall</p> <p>Shared Examples of good practice across the cluster.</p>	<ul style="list-style-type: none"> - Parents aware of improvements - Visible displays and updates of how improvements have impacted on learners - Standing Agenda Item on Cluster Minutes
<p>3. Improved use of attainment data to raise attainment, and improved feedback to parents</p>	<p>Implement Scottish National Standardised Assessments (SNSA) in line with Cluster Timeline.</p> <p>Staff use SNSA to inform planning, learning experiences, and next steps.</p> <p>Improved knowledge and use of Benchmarking to inform planning, assessment and moderation.</p> <p>Analysis of attainment data forming a coherent part of planning for improved learning.</p> <p>Development of a standardised Tracking and Monitoring tool.</p>	<p>All pupils have sat assessments at P1, P4, P7 and S3 (June 2018)</p> <p>SNSA pupil profiles are available and used regularly. Teacher, pupil and parent dialogue takes place to discuss next steps. Whole cluster moderation activities to take place</p> <p>Improved attainment for all across the cluster</p> <p>A consistent approach to tracking and monitoring (June 2019)</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Feedback and questionnaires; parental letters/notes; notes in home/school books; ASPC minutes and newsletters
- PDR records/Professional update/EAR and record of training;
- Attainment data eg e-Pips and InCAS, assessment data from ASfL, reports and staff assessment records, learning journeys
- Cluster minutes to evidence collaborative working with cluster colleagues to strengthen improvements
- Evaluation activity on leadership at all levels using HGIOS 4 QIs for 1.3, 2.3, 3.1 and 3.2
- Informal observations in class and formal discussions of HT and staff around CLPL, staff training needs and collegiate meetings and notes. Open door policy for all teachers
- HT annual report to ASPC

Overall evaluation of level of quality:

- School improvements are steady and timely to ensure sustainability and long term benefit to learners.
- Improvement priorities are made taking into account the local capacity to accommodate change and how changes may impact on teacher workload.
- All staff are involved in evaluation of the school's vision and values, with open dialogue and peer working.
- Leadership roles are taken by all staff in various contexts and all staff are committed to professional learning; they continually reflect on and develop good practice to ensure best possible outcome for learners.
- Staff work collaboratively to peer support and there are good opportunities to work with colleagues across the cluster
- Staff have a clear knowledge of pupils' needs and focus on improving outcomes for learners by engaging in peer dialogue, seeking support if and when appropriate. Learning conversations with parents, pupils and colleagues across Education feed into next steps, and ensure pace and challenge appropriate to the learners' needs. Developing a more robust understanding of assessment data would further support this work.
- Staff and pupils' ideas are sought when planning and developing improvements; increased involvement of parents in developing plans is desirable.

Level of quality for this QI: - Overall 4 - good

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

Relevant NIF priority: All

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

Overview: QI 2.3 Learning Teaching and Assessment

- 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 policies and practice.
- Staff continue to familiarise themselves with current literature and digital resources eg on Education Scotland to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.
- Aberdeenshire Frameworks have been introduced along with Benchmarks. There is an identified need to develop understanding and use of the Frameworks and Benchmarks and in the longer term to revise and where appropriate redesign aspects of the curriculum.
- Transitions are mainly well-supported and curriculum transition with the local secondary school has been very effective.
- Transitions with the local playgroup are also effective as pupils have been well supported by staff and parents. Links are good between the pre-school and school settings as there is currently shared staff.
- Outdoor learning has been embedded in many areas of the curriculum; children benefit from a wide and varied curriculum experience.
- Children are becoming more responsible learners and there are more opportunities for children make choices about their learning.
- Positive engagement with parents encourages them to take an interest in their child's learning. Parents support the school in engaging with the community and several are parent volunteers in the school.
- ICT is used across the curriculum in a variety of forms to support teaching and learning experiences and as part of homework but there continue to be issues with connectivity that can be frustrating.
- Tracking formats are in place and staff are becoming more confident in making judgements about children's progress within a level. Teachers track children's achievement and aim to make effective early interventions; they use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The positive relationships that are developing in the school based on shared vision and values and a respect for learning.
- High quality of personalised support based on application of clear information about learners and their needs.
- The positive impact of engaging with parents and accessing support where appropriate
- Staff knowledge of pupils' needs and knowledge of where and how to source the support, so needs are met in a timely way.

Identified priorities for improvement:

- Review, evaluate and revise of current curriculum model.
- Increase consistency in integrating assessment in children's learning.
- Improved confidence in use of digital literacy (but dependent to an extent on improved connectivity).
- Adopt Aberdeenshire/cluster tracking tool that enables transitions to be more effective between secondary and primary, and supports improved recording, analysing, and use of assessment information to allow staff to share more easily with stakeholders.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To improve Learning, Teaching and Assessment at Auchterless by close collaboration with Cluster Schools:</p> <ul style="list-style-type: none"> • Staff to attend 4 x Authority L&T Twilights • Moderation supported by QAMSOs to support schools to develop their practice linking to effective moderation with the focus on developing holistic assessment to support teacher judgement • Moderation activities across the Cluster 	<p>For all pupils to have an improved learning experience and raised attainment.</p> <p>All Staff to be familiar with eg Shirley Clarke's Outstanding Formative Assessment</p> <p>Teachers will use QAMSO assessments effectively</p> <p>Increased confidence in teachers to sustain a consistent approach to assessment and to make professional judgement about levels.</p> <p>More effective tracking model so more effective monitoring of progressions and easier to share information appropriate with other stakeholders.</p>	<p>Learning Walks Pupil dialogue and Learning Journeys Focus Groups eg Pupil Council, ASPC Monitoring of pupil work, attainment and progress Emerging Literacy Benchmarking Analysis of SNSA and INCAS</p> <p>Whole school and cluster tracking tool in use as agreed with other cluster schools Cross stage moderation with other primaries and secondary</p> <p>Evidence from tracking meeting/discussions with staff, and informed appropriate interventions taken to raise attainment.</p> <p>HT Liaison with QIO, QAMSO, Cluster HTs Tracking model available for staff to access and input by September 2018</p> <p>Evidence of consistency in approach Staged moderation</p>
<p>2. Improving outcomes in the Early Years:</p> <ul style="list-style-type: none"> • Early Years Cognitive Training with EPS (Louise Goodall) 4 twilights, videos and gap tasks For Early Years Settings – P3 staff 	<p>Children will develop cognitive skills which underpin skills for life</p>	<p>Cognitive skills checklists (Developmental Overviews https://bumps2bairns.com/developmental-overviews/) Staff attendance and notes from Early Years Cognitive training</p>

	Familiarisation with Bumps to Bairns – Highland Council website https://bumps2bairns.com/preschool-children/	Use of Progressions/ Benchmarks especially in Literacy, Numeracy and HWB
3. Review, evaluate and revise 3 year rolling programme where necessary in the light of the Benchmarks and Aberdeenshire Curriculum frameworks; also review, evaluate and revise literacy and numeracy programmes as required.	Revision to the 3 year rolling programme so pupils challenged appropriately to raise attainment and to achieve individual next steps. Pupils experience a wide variety of learning contexts that allow for positive experiences Assessment opportunities across BGE Increased pace of learning and raised standards especially in Literacy and Numeracy	Raised attainment of pupils Staff long and medium term plans Learning displays Pupils' Learning Journeys
Evidence of progress/comments/identified next steps:		
Date:		
Date:		
Date:		

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Teachers' plans for learners' next steps and amended curriculum plans
- Evidence of outdoor learning and variety of contexts(from Pupils' Learning Journeys and teachers' plans)
- Tracking documents and models
- Reporting to parents and parent consultations
- Pupil achievement and attainment data from SNSA and INCAs
- Pupils' Learning journeys and parent feedback – informal and questionnaire
- Collegiate professional dialogue focused on learning in literacy, numeracy and HWB.
- Cluster/peer school moderation
- QIO feedback

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly and shared with pupils, parents and the wider community through our achievements wall, celebrations and monthly newsletter.
- Learners play an active role in the school and wider community and regularly take on leadership roles, sometimes leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement in the learning journeys across the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further development.

- Developing Number Sense training has been attended by a member of staff and has begun to be rolled out. This needs to be further developed and embedded to promote understanding and confidence in numeracy.
- Improved Approaches to reporting to Parents has been attended by a member of staff and changes have been made to the ways we report to parents. This will be reviewed and revised as required.
- Staff develop a high level of commitment to cross cluster working and sharing of good practice.

Level of quality for this QI: - 4 - Good

(HGIOS4 1-6 scale)

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

Relevant NIF priority: All

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

Overview:

- Children at Auchterless School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. Most parents feel they benefit from the level of care and support provided.
- The school is applying its PEF to support equity of outcome for learners who need support to become emotionally resilient and who require differentiated reading resources. Some is also to be spent on providing real life contexts to their learning.
- All staff are up to date and confident in GIRFEC and Child Protection procedures; they show real commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties regarding all aspects of the Equality Act.
- Children are enthusiastic and engaged learners. Active learning and outdoor learning opportunities are used alongside other methods such as digital technologies to motivate and challenge pupils. There is a strong focus on creativity and problem-solving in practical contexts – these allow children to develop a wide range of skills and attributes, and to become confident in a range of different situations
- Standardised data is used effectively to track progress and support teacher judgement about pupils requiring targeted support. Analysis of such data shows that most children are reaching or achieving beyond the expected progression in literacy and numeracy for their stage. Some are exceeding expectation and those requiring support are receiving it as early as possible to increase their chances of success
- The school is adopting the cluster-wide dyslexia and autism friendly approach. Tool-kits to support this are available in both classrooms.
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Key strengths:

- A restorative approach with all pupils creates an ethos in which all members – pupils and staff - are valued and cared for.
- The increasingly positive levels of attainment in P1, P3 and P5 particularly in literacy and numeracy, in particular with pupils who have additional support needs.
- The confidence and wellbeing of children across all years, and increasing emotional literacy
- A cohesive plan for wellbeing across all aspects of school-life that involves stakeholders and partners in relevant services eg NHS, Police Scotland and Social Work.

Identified priorities for improvement:

- To raise further levels of attainment in numeracy, especially in P5, P6 and P7.
- To increase the use of various digital technologies in spite of poor connectivity
- To join pilot schools for Northern Alliance Emerging Literacy, in order to raise early literacy attainment

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1.</p> <p>Cluster HTs will communicate shared vision for improved mental health for all to pupils, parents and stakeholders</p> <p>Cluster HTs to agree cluster resource that will develop age-appropriate tools and language for emotionally literate pupils</p>	<p>Staff use procedures for accessing services and training within E&CS and from other agencies</p> <p>Development of cluster policies, continue to develop and update ASN Turriff Toolkit throughout the session</p> <p>Develop Emotional Literacy across the stages in all cluster schools; develop pupils' resilience in all aspects of learning through use of programmes such as Mindfulness, Bounceback and Happy Secret company resources (Happy to be Me) to ensure consistent approaches within and across school and cluster</p> <p>Pupils, staff and parents share a common language – adhere to the Total Communication policy.</p> <p>Ethos is more inclusive, pupils and staff accept and celebrate diversity, pupils are listened to, feel safe and supported by staff modelling</p>	<p>All staff clearly understand their role and responsibility in supporting pupils' wellbeing. They understand the referral processes to access support within ECS and other agencies eg CAMHS</p> <p>Staff have a clear understanding of GIRFEC and Shanarri principles and the legislative frameworks relating to wellbeing, inclusion and equality.</p> <p>Evidence of calmer, more effective learning environments that enable improved individual attainment</p> <p>Pupils can understand and communicate their feelings and emotions in a clearer, age-appropriate way.</p> <p>Clear evidence of positive impact on relationships and social life skills through positive behaviour choices</p>

	<p>positive behaviours and using restorative approaches.</p>	<p>Pupils begin to empathise with others and staff start to use restorative conversations to resolve conflicts</p> <p>Pupils begin to employ self-calming strategies, at times with staff support. Pupil and staff views and attitudes sought.</p>
<p>2. Further develop inclusive strategies to meet the needs of all learners to achieve success – autism and dyslexia friendly schools</p>	<p>Inclusion and equality across the school and all children involved in the life of the school. Effective strategies in place which improve attainment and achievement for young people with ASN.</p> <p>Use of best practice resources, CALL Scotland, Mintlaw Cluster resources, develop cluster policy, Neil Mackay strategies, reflective toolkit.</p> <p>Working with parents to raise awareness of inclusive support offered in school and how parents can further support their child.</p>	<p>Attainment raised so overall levels of attainment are equal to or better than predictions</p> <p>Achievements celebrated Parent questionnaire responses Engaged learners Use of resources by staff and pupils Policy drafted and discussed</p>
<p>3. Further develop the Restorative Approaches in cluster schools.</p> <p>In session 2017-18, Auchterless will continue to develop whole school use of RP and share approaches with cluster colleagues</p>	<p>Implementing the use of RA as part of positive relationships the school community, particularly between staff, pupils and parents so that it becomes part of a whole school ethos, with a view to expanding and extending existing initiative in Academy, so enhancing transitions</p> <p>RP group to meet teaching and non-teaching staff over the year to access resources and cascade training</p> <p>All school staff will become more confident using restorative conversations in everyday conflicts in class, playground, out with the classroom</p>	<p>Staff feel more confident in having a restorative conversations with pupils, can share good practice and there is an improved climate of mutual respect</p> <p>All Primary Schools are using restorative approaches by June 2017 in at least 50% of incident involving unwanted behaviours. Approx 33% of Academy staff (not just teachers) are beginning to use restorative conversations in day to day contexts</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

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

Sources of evidence/evaluation activities undertaken:

- Positive behaviour around school and ethos of helping one another with staff and older pupils setting standards
- Positive stakeholder feedback, especially from Parents via ASPC or questionnaires, and feedback from visitors and speakers, gathered via formal and informal consultations.
- Positive ethos felt by pupils and parents and staff
- School awards for Citizenship and Endeavour.
- Analysis of attendance, LAC, Pupil Chronologies show appropriate levels of commitment and participation regardless of background
- Standardised assessment data indicated raised attainments
- Cluster/QIO/Peer moderation activities
- Clear Child Protection procedures in place

Overall evaluation of level of quality:

- Staff have a commitment to GIRFEC and use the SHANARRI wheel to ensure they meet their obligations
- Children are aware of Child Protection and Childline. Assemblies and PSE programmes raise awareness of wellbeing issues. Mindfulness strategies are used, and pupils and staff are aware of how to seek help and support on these issues.
- All staff are able to access information about how to support learners through communications from ASN and Pupil Support Staff, through MAAPM's and IEP's.
- Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.

- At times of challenge and difficulty the HT has accessed support from other agencies to ensure equity of outcome for all learners.
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through timetabled Learning Journeys, whole class PSE discussions and Philosophy for kids, review meetings, MAAPM (where appropriate to the age of the child) and pupils are encouraged to attend the parent consultation with parent;
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation.

Level of quality for this QI: 5 – Very good

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Parent questionnaires and verbal/written feedback also ASPC self-evaluation
- Partner provider/ visitor feedback/ Community feedback
- Staff questionnaires and PDRS/EAR reviews
- School self-evaluation and moderation visits to other schools
- analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of pupils' opportunities for wider achievements eg Greenpower Kit car project; Formartine Beginning to Blossom competition
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality :

- Attainment in the school has improved especially for those who have identified level of need. This is the case for all abilities and both female and male.
- The local Cluster are moving forward with moderation training in literacy this session, this will need to be embedded then in future and extended to numeracy.
- A tracking system has been in place but a more robust system is being developed which is more consistently used across cluster .

- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that in general progress is being made in literacy but less consistently in numeracy.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is used to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a few young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- A 'Developing Number Sense' approach is being developed to improve children's mental calculation skills. Thus far, impact is limited at the upper and lower ends of the school but it has increased confidence in middle stages pupils.
- More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems.
- To develop a robust but succinct format of planning for assessment which shows that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- There is a need to continue to look at how skills, needed throughout life, can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: 4 - Good

5. What is our capacity for improvement?

- **The overall capacity for improvement at Auchterless School is good.** This is based on the following aspects within the school:
 - The positive ethos in the school underpinned by shared vision and values
 - High levels of commitment and leadership by all staff and excellent collaborative working within school and across cluster
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Young people in the school who are learning to become successful learners who value and use their experiences in school.
 - Productive supportive partnerships with several parents, other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, parents, stakeholders and learners themselves that gives confidence in what we do.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Staff morale and health and wellbeing due to heavy workload
 - Intermittent supply staff availability so that staff cannot be released to attend training or collaborate with cluster colleagues
 - Connectivity issues which results in poor internet experience at times so reduced opportunities to develop digital literacy
 - Budgetary constraints regarding extending availability of differentiated resources

6. Record of updating

Date		By who	Comment
	Staff received SQuIP during October break and consultation on Monday 30 th October.	HT and CTs	No changes made.
Oct 2017	Shared with ASPC in October and discussed as ASPC meeting on 6 th November	ASPC Committee and attending members	No changes made.
Nov 2017	Information about SIMD data		Relevant sentence changed to reflect information sent by Gordon Lennon.