

Auchterless School 2019-2020

To be the best you can be!

IMPROVEMENT PLANNING SUMMARY

Self-Evaluation of Core Quality Indicators:	
QI 1.3: Leadership of Change	3/4
QI 2.3: Learning, Teaching and Assessment	4
QI 3.1: Ensuring Wellbeing, Equity and Inclusion	4/5
QI 3.2: Raising Attainment and Achievement	4
Strengths of the School	Core QI Focus
Improving Attainment of pupils, especially in Maths and HWB	3.2
Vision values and aims permeate the everyday life of the school – in the class, playground, canteen, wherever	1.3 and 3.1
Rigorous assessment to support tracking, monitoring, attainment and progression of pupils throughout the school	2.3, 2.4 and 3.2
Ethos of leadership for all and commitment of all staff to school improvement.	1.3
QI 1.3 Leadership of Change	
<p>We want to continue</p> <ul style="list-style-type: none"> To offer staff opportunities to learn with and from each other, and across cluster, in their learning and moderation, to ensure that future plans focus on improvements for all learners (cluster moderation, NAEL improvement plans for 2019-2020) To use staff's understanding of the social, economic and cultural context of the school to identify the school's strengths and areas for development, and to create a relevant rationale for future developments (know your school) To use data and evidence to monitor impact of improvements for all learners and staff, and to have high expectations of all. (NAEL, SNSA) <p>We want to develop</p> <ul style="list-style-type: none"> Opportunities for regular reflection, collectively and collaboratively, on the shared vision, value and aims, involving all stakeholders....(looking inwards, outwards and forwards) A simpler version of the SIP (here) so that staff, parents and pupils can contribute and therefore feel a sense of ownership. 	
QI 2.3: Improving Learning, Teaching and Assessment	
<p>We want to continue</p> <ul style="list-style-type: none"> Our moderation practices both in school and within the cluster in order to further develop a shared understanding of standards (continue cluster work on moderation and shared training for ICT, Numicon, Clevertouch tutorials) To increase pupil confidence in discussing their learning and/or identifying their next steps (use SeeSaw) To make effective use of assessment and to ensure progress is tracked and monitored so that the staff and learners can maximise their successes and achievements (continue to develop tracking model to include other areas of experience) To help our learners be aware of their contributions to the school and our wider community (Learning Journeys and learning wall?) <p>We want to develop</p> <ul style="list-style-type: none"> A more positive and consistent approach to feedback (each staff member has possible models) To develop the use of technology in supporting effective learning, teaching assessment and pupil self-evaluation (use Immersive reader and other ICT tools available on GLOW; use Live Library resources) 	

QI 2.4: Personalised support (because high level of need in the school)

We want to continue

- To identify learners' needs through robust assessment information including specialist input and to provide differentiated tasks, activities and resources (professional dialogue between HT, CTs and support staff)
- To use staged interventions effectively, at universal and targeted levels to have a positive impact on all children's learning (differentiation approaches)
- To support pupils to become resilient learners, to minimise the impact of potential barriers to learning (Learning pit and the power of ...Yet)

We want to develop

- staff capacity to increase flexibility and to use a range of approaches, to meet the needs of all learners (timetabling)
- Partnerships with stakeholders and parents to ensure appropriate depth, pace and challenge (use of local community skills)

QI 3.1 Ensuring Equity, Wellbeing and Inclusion

We want to continue

- To create an environment where pupils, staff and parents feel listened to, and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about (most of the time.. but not all!)
- To encourage staff to take part in regular professional learning that takes account of the legislative framework related to wellbeing, equality and inclusion (Wellbeing/ SHANARRI wheel)
- To use our outdoor space effectively to promote positive relationships and wellbeing as well as opportunities for fun and learning (develop use of outdoors in curriculum for maths and literacy, not just HWB)

We want to develop

- Consistent staff approaches to modelling behaviour that promotes and supports the wellbeing of all (doing, not just knowing)
- Our capacity as a team to best meet the needs of pupils with increased levels of need (use of SEEMIS Pastoral notes; collaborative support of each other)
- Work with partner providers to provide pupils with well-planned and progressive opportunities to explore diversity and challenge intolerance (Aberdeen FC Community Initiative -Positive playground behaviour)

QI 3.2 Raising Attainment & Achievement For All

We want to continue

- To raise attainment in Maths, using the principles of Maths mastery and to make use of resources and training in Numicon
- To track attainment over time, both in school and in active participation in the local community, of individuals and classes, to identify future priorities (SeeSaw?, Learning Journeys, Community engagement events, Links with community groups)
- To build in moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency to teacher professional judgement (Cluster moderation and collegiate working)
- To work collaboratively with stage partners to ensure effective transitions

We want to develop

- Better skills in tools for writing (cluster training in Reflective Reading and Story Kitchen)
- Our understanding and use of SNSA information, to target interventions and support learners appropriately.
- More confidence in use of the benchmarks (on last year, but still needs to be on this year)