 **EDUCATION & CHILDREN’S SERVICES**

**IMPROVEMENT PLAN**

**2019 - 2020**

**FOR**

|  |
| --- |
| Alehousewells School |

**Aberdeenshire Council Education & Children’s Services**

“Education & 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”

E&CS Services

Aberdeenshire Council and Education and Children’s Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an “inwards, outwards, forwards” approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

* How are we doing?
* How do we know?
* What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.

******

Alehousewells School will use How Good is Our School to support self-evaluation.

**Your Priorities**

Literacy – Emerging Literacy

Numeracy

Health and Wellbeing

**Aberdeenshire Priorities:**

* Improving Learning, Teaching and Assessment
* Partnership working to raise attainment
* Developing Leadership at all levels
* Improvement through self-evaluation

*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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Context of the School**  **Our vision**: Alehousewells School aspires to be a safe and supportive learning community, where everyone is respected, and can realise their full potential within a friendly and caring environment.    ***Our Values are;***  Alehousewells Primary and Nursery School is situated in the village of Kemnay, approximately 17 miles from Aberdeen and 6 miles from the town of Inverurie. The village is in a rural setting and has several shops and businesses. The school is non-denominational. The catchment area includes designated zoning of mainly local authority and some private housing within Kemnay and extends into outlying rural areas. On leaving Alehousewells Primary School, most pupils transfer to Kemnay Academy. The school is very much part of the Kemnay community and there are effective links with Kemnay Academy and the other schools in the cluster. There is an active Parent Council who supports the school effectively.  The school’s current roll is 140 with a projected roll of 130 for next session. The school roll has remained fairly stable over the last few years. Alehousewells School provides education for children aged 41/2 –12 in primaries 1-7, and from 2-5 in our two Nursery rooms. This session, we have 7 classes. Our team consists of a non-teaching Head Teacher, 7 full time equivalent class teachers, 6 PSA’s, an Administrator, an Admin Assistant, Kitchen Staff, Cleaners and a Janitor (all of whom are part time). Our own teachers deliver P.E. and ICT. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children. We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement. The school benefits greatly from parental involvement through the Parent Forum and volunteers.  ***SIMD profile:*** The majority of our pupils (62.5%) are in decile 5, based on the Scottish Government data from August 2018.  **Overall strengths of the school**: Here at Alehousewells School, we have a lot to be proud of but in particular we have noted the following key strengths:   * Effective collaborative working practices and collegiality across the school * Our continued improved approaches to reporting progress to parents * High quality Nursery provision, particularly the environment and staffing * Our positive and welcoming ethos throughout the school. * Pastoral care of the children. * Mental health and well-being of the children and families * Working in partnership with families. * Timely intervention to support educational and health outcomes.   **PEF money**:   1. We have increasing amounts of children with mental health issues so have created a Pupil Support Worker post (Mrs Hendrick) to provide support to children who are struggling. She works 15 hours a week. 2. We have also created the post of Family Support Worker and have released two teachers one day a week each in order to provide support to parents and carers. 3. We plan to train 4 members of staff in Seasons for Growth so will be able to offer sessions to support children suffering from loss or change.  |  |  |  | | --- | --- | --- | | QI 1.3  Leadership 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?**   * All staff engage in regular evaluation of progress, and the identification of future priorities. * There is an ethos of Leadership at all levels in existence across the school. * All collegiate activities are based upon working towards the outcomes on the school’s improvement plan and provide a focus for regular reflection and discussion on progress made. * The school has been part of cross cluster CLPL & moderation sessions to support a shared understanding of standards. * There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives, eg Library and Excellence time. | | | | **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * In nursery, the use of floor books to capture and respond to children’s interests and involve them in the planning process, has been introduced. * Outdoor learning area installed, Free books for school initiative involving the community, Alehousewells Challenge 500 fundraiser. * Playleaders, Monitors, Dinner dudes, Task force, Eco group (Acorns), House captains and Buddies. | | | | **Question 3**  **What could we do now? What actions would move us forward?**   * Continue to explore ways of involving the wider community in self-evaluation. * The Head teacher is to be more involved in regular discussions and monitoring activities with teaching staff, giving oral and/or written feedback and following up to evaluate progress made. * A rigorous QA Programme is to be put in place, with staff given regular feedback on the work they do. * In order to ensure continuous improvement, all teaching staff and PSAs will engage in yearly reviews through Professional Review and Development or corporate Appraisal, as appropriate. Teaching staff reviews are to be conducted in line with the Standard for Registration, giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session. * Need to think of new ways to engage parents to respond to any feedback requests as response is often poor. | | | | **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** | |  | |  |  |  |  |  | | --- | --- | --- | | QI 2.3  Learning, 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?**   * Teachers work together and have a shared understanding of CfE levels. They are now using the Aberdeenshire Progression Frameworks to support this. * We try to work with the community and make effective links to learning. * Learners feel safe and secure, and pupil participation is a feature. * The school has high expectations for all pupils, and staff work hard to provide a tailored curriculum to meet pupil needs. * Overall, our learners are developing confidence and life skills, resulting from the many opportunities and responsibilities eg. Monitors, Buddies, Task Force, Eco, Play Leaders, Dinner Dudes and Digital Leaders. * We use a range of teaching and learning approaches to motivate and engage with different learning styles. * We promote a positive growth mindset and resilience through our school values. | | | | **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Our values are embedded in everyday school life. Pupils are nominating others for termly Values badges, and this demonstrates the positive impact**.** * Pupils have access to PEF funded Pupil Support Worker and Seasons for Growth, which is supporting the children’s emotional needs therefore positively impacting on their learning**.** * A positive ethos is evident in each classroom. * Achievements both in and out of the nursery and school are celebrated in a wide variety of ways. * All classes are now using digital technology tailored to the individuals learning needs to motivate learners. This has been shared with parents and carers, where possible. * We are using Tracking, Monitoring and Reporting to identify pupils’ levels to ensure support and challenge for all learners**.** * Learners are engaged through the use of new equipment eg for PE and Numicon**.** | | | | **Question 3**  **What could we do now? What actions would move us forward?**   * Continue to use Visible Learning approaches from Nursery to P7 and continue to promote a growth mindset across our whole school community, with a view to raising attainment for all. * Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge. * Monitor our tracking of pupil’s wider achievements and the impact it is having on individual learners * More focus on challenging all children to meet their potential. * We need a more consistent and progressive system for assessment and recording. * Aim to enhance outdoor learning experiences through use of new outdoor learning arena. * Continue to work with the children on learning conversations with their peers. | | | | **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?** | | **4** |  |  |  |  | | --- | --- | --- | | QI 3.1  Ensuring 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?**   Everyone in our learning community is treated fairly and with respect, and we place importance on fostering positive, open and supportive working relationships based on trust.We actively utilise opportunities to promote diversity, and engage in global citizenship through our curriculum, whole school assemblies, focus activities and learning contexts.  * Global citizenship is reinforced through charity work carried out by pupils.  Individual Education plans (IEPs) are in existence for approximately 2% of the school in order to support individual pupils and ensure needs are met. IEPS contain very clear and succinct targets, are regularly reviewed and updated accordingly.Our Educational Psychologist is used to good effect, addressing concerns and supporting learners within our school. Other agencies including Health provide effective support, inorder to reduce barriers to learning. The School Nurse, Childsmile and Pupil Support Service also provide effective support in order to meet needs.Clear procedures are in place regarding Child Protection. These are annually reviewed, and all staff are involved in this. Staff have received training around GIRFEC, in order to ensure we are working to support pupils appropriately.The curriculum is differentiated to meet the universal needs of individuals and groups, and technology is used to support learners as appropriate.PSAs are targeted to need on a priority basis.  * A network Intervention and Prevention Teacher supports learners with complex social/emotional needs and vulnerable learners. * PEF money is used to effectively target groups/individuals to close the attainment gap | | | | **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?** We have a whole school approach to promoting positive behaviour, and sanctions and consequences are consistent throughout the school, with the flexibility to support individuals where necessary.Where staff identify learners who require support, we respond quickly, accessing available resources, and working closely with partner agencies where appropriate.The Task Force helps to identify the school’s chosen charity each year.  * Both parents and pupils are involved in formulating an IEP alongside staff. * Seasons for Growth is supporting the emotional needs of our pupils when they need it. * Evidence of Child Protection, with staff centrally recording information to gain a holistic view. * PSA allocation is responsive to new and developing need. | | | | **Question 3**  **What could we do now? What actions would move us forward?** Further develop Visible Learning across the school community; promote learning characteristics.  * Impact of our work on Visible Learning – eg The Learning Pit, Reflective Language, Growth Mindset etc. * Make the Charity of the year more visible around the school. * Rethink how PEF money is used as Writing support has not been featured yet this session. | | | | **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?** | | **4** |  |  |  |  | | --- | --- | --- | | QI 3.2  Raising 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?**   * Staff routinely plan together across levels and deliver learning collaboratively, where appropriate,   with learners in mixed or same stage groups, working together with different members of staff.   * A very effective transition programme from Nursery into P1 exists, maintaining good links with our   local early years’ partner providers.   * Pupil Support Assistants have excellent relationships with children throughout the school and work   closely with the class teachers to scaffold children’s learning.   * Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately   and links to the Schools ASN Audit.   * Parents feel well-informed about pupil progress and events in school, and are happy with the   accessibility of teachers and the HT.   * The improved approaches to reporting progress to parents has been extremely well received,   and we will continue to build on this again this session.   * The school is continuing to develop skills for learning, life and work. | | | | **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * A programme which ensures effective pastoral transition from P7 to S1 is in place, with strong   links to the Guidance and ASL teams at the Academy. As a cluster however, we recognise the  need to improve upon curricular transition and have begun to address this.   * Effective teamwork across the school and Cluster supports curricular development and CLPL. * Staff are engaging with Aberdeenshire Progression Frameworks to enhance learning and teaching   across the school. Staff have a shared understanding of expected standards in Literacy and  Numeracy.   * Effective transition arrangements are in place for pupils. Extended provision is available in our   Nursery. Pupil transitional postcards, where necessary, help establish positive relationships with  new teachers.   * IEPS are in existence for pupils, with pupils, parents, class teacher and ASL teacher being involved   in the process. | | | | **Question 3**  **What could we do now? What actions would move us forward?**   * Discuss with the Academy how best to use information that we pass on as part of the Transition   process.   * Consider subjects covered at Cluster collegiate meetings to ensure relevance. * Further develop staff’s understanding of, and confidence in, expected standards in literacy and   numeracy, through engaging with the SALs and the benchmarks within the Aberdeenshire  Curriculum Frameworks.   * Further develop processes to gather and act upon stakeholders views on their experience of the   work of the school.   * Focus on the national priorities of ‘Raising Attainment for All’ and ‘Closing the Gap’ by reviewing the use of available data to rigorously track individuals and plan appropriate, timely interventions. | | | | **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 | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement Focus No.** | | **1** | Numeracy  Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, Parental engagement, Assessment of children’s progress. | | | |  |
| **Identified Theme**  **(From S&Q / Self-Evaluation)** | | QI 2.2 Curriculum  QI 2.3 Teaching, Learning and Assessment  QI 2.5 Family Learning | | | | | |
| **Actions**  **Date started** | | **Who will take this forward at Alehousewells School?** | | **Intended Outcome (s) / Impact**  **What will change for Pupils at**  **Alehousewells School?** | **How will we**  **measure?** | **Expected completion date** | **Progress check** |
| Look at Numicon materials, Teachers manuals and workbooks already purchased for P1-4 to identify gaps. Rollout to P5-7? | | Staff | | * Enough resources for all pupils in P1-4. Better understanding of number for other concepts to be built upon. Pupils will use Numicon with confidence. | Classroom visits will show usage and increased confidence. | December 2019 | Enough resources in school meantime. Not rolled out to P4-7 yet. |
| Organise staff training on In service days on the use of Numicon in Early and First levels. Cost £920 for 35 delegates. | | HT | | * Staff to be knowledgeable and better able to use it with the pupils correctly. | Usage of Numicon will increase with staff confidence. | November 2019 | Training took place on 19.11.2020. |
| Liaise with Nursery to rollout Numicon into Nursery also. | | HT/EYSP | | * Nursery children will be familiar with Numicon and will hopefully start P1 with a better grasp of number. | Attainment at end of Nursery/start of P1. | December 2019 |  |
| Set up Numicon packs so that children can use Numicon at home. Parents’ information sessions needed. | | Staff | | * Pupils able to use Numicon at home to help embed and practise Number bonds and facts. * Parents will understand how Numicon works and can then support their children at home. | Improved homework and in class results.  Attendance at parents’ sessions. | February 2020  March 2020 |  |
| More Sumdog training on November In service day for staff to further use this resource better with pupils. | | Staff | | * Pupils will have individualised feedback and their skills closely monitored by staff to see an improvement in skills and attainment over time. | Improved attainment over time. | May 2020 | Training took place on 18.11.2020. |
| **Evidence of Progress / Comments / Next Steps** | | | | | | | |
| Date | | | | |  |  |  |
| Date |  | | | | | | |
|  |  | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement Focus No.** | | **2** | Literacy – Emerging Literacy  Relevant NIF priority: All  Relevant NIF driver(s):Teacher professionalism, Parental engagement, Assessment of children’s progress. | | | |  |
| **Identified Theme(From S&Q, Self-Evaluation)** | | QI 3.2 Increasing creativity and employability  QI 2.2 Curriculum | | | | | |
| **Actions**  **Date started** | | **Who will take this forward at**  **Alehousewells School?** | | **Intended Outcome (s) / Impact**  **What will change for Pupils at**  **Alehousewells School?** | **How**  **will we**  **measure?** | **Expected completion date** | **Progress check** |
| Rollout Emerging Literacy training to P2-7, using Highland Literacy website training videos. | | Staff | | * Improved attainment in Literacy over time. | Literacy attainment | February 2020 |  |
| To develop foundational literacy skills, in Listening, talking, reading and writing. | | Staff  SaLT | | * Solid foundational literacy skills for all pupils. | Literacy attainment | February 2020 |  |
| To understand the importance of adult/child interactions in supporting children’s language and communication. | | Staff  SaLT | | * Staff better able to support children’s   language and communication. | Literacy attainment | March  2020 |  |
| To support phonological awareness (and the teaching of phonics and spelling across the school) | | Staff  SaLT | | * Staff better able to use the materials to   support children with literacy difficulties.   * Staff to identify how phonological awareness can be planned for in a developmentally appropriate way as a whole school phonics and spelling approach. | Literacy attainment | May 2020 |  |
| To use pre-teaching vocabulary training to support a whole school approach to vocabulary teaching. | | Staff  SaLT | | * Staff to use the principles of pre-teaching vocabulary to develop children’s   understanding of expressive language. | Literacy attainment | June 2020  . |  |
| Review current provision of early readers to ensure they are more phonological and fit with an emerging literacy approach. | | Staff | | * Reading books purchased   that are a better fit with a phonological approach to reading (cost around £5k). | Reading attainment. | March  2020 |  |
| **Evidence of Progress / Comments / Next Steps** | | | | | | | |
| Date |  | | | | | | |
| Date |  | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Improvement Focus No.** | **3** | Health and Wellbeing  Relevant NIF priority: All  Relevant NIF driver(s):School leadership, Assessment of children’s progress, School improvement. | | | |  |
| **Identified Theme**  **(From S&Q / Self-Evaluation)** | QI 2.4 Personalised support  QI 3.1 Ensuring wellbeing, equality and inclusion | | | | | |
| **Actions**  **Date started** | **Who will take this forward at**  **Alehousewells School?** | | **Intended Outcome (s) / Impact**  **What will change for Pupils at**  **Alehousewells School?** | **How will we measure?** | **Expected completion date** | **Progress check** |
| £4000 spent on replacing and extending PE resources last session.  Staff training on new resources on October In service day. | Staff, especially Mr Swanson, P5/6 teacher who has been released 2 days a week to provide PE. | | Increased opportunities for all pupils for their entitlement of 2 hours of PE a week. | PE plans will show the new skills using the new resources. | March 2020 | Training took place on 11.10.19. |
| Resources also purchased to be used outside at breaktimes. P7 playleaders will use some, but other equipment will be for general use. | Mrs Fraser, P7 teacher, trains the Playleaders.  Playleaders will share information on resources at Assemblies. | | Children kept busy so less opportunity to get into mischief if occupied.  Children developing fine and gross motor skills while using the equipment outside. | Less behaviour incidents to deal with at breaktimes.  Improved fine and gross motor skills. | December 2019 | Playleaders used outside until December, stopped meantime but will be restarted in March. |
| Outdoor learning arena installed in August, driven by the Eco group. | Staff to use it during school time, pupils can play on it at breaktimes.  . | | Increased time spent learning outside, which will be a positive as our school can get very stuffy. | Usage of the learning arena. | October 2019. | Arena being used, by teachers and at breaktimes. |
| Some staff to attend Universal whole school Nurture in Primary schools course (2 days) then optional Targeted Nurture interventions day course in February.  Rights respecting schools award – Bronze level. Registered January 2020 | Staff attending the course who will then cascade this to all staff.  RRSA team of staff and pupils. | | School staff can have a positive impact on supporting vulnerable pupils, we can improve our classrooms and other spaces and make them more nurturing, we can reduce difficult behaviour and provide a calmer more nurturing environment for all.  Children are valued and have rights which we see as important. This fits in with a Nurturing approach. | Better behaviour.  Closing the poverty related attainment gap.  Achievement of Bronze level. | July 2020.  July 2020 | Day 1 attended in November. Feedback shared and possible changes in practise discussed. Staff commenting that the school feels a calmer place this session.  Staff information sharing on 11.10.19. Pupils shared information at Assembly on 2.12.19. Regular updates for parents/carers in Newsletters (Nov 19 & Jan 2020) |
| **Evidence of Progress / Comments / Next Steps** | | | | | | |
| Date |  | | | | | |
| Date |  | | | | | |