

Alehousewells School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Alehousewells school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Alehousewells School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Carol Hughes.

Carol Hughes

Head Teacher

The School and its context

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 144 with a projected roll of 140 for next session. The school roll has remained fairly stable over the last few years. Alehousewells School provides education for children aged 4^{1/2} –12 in primaries 1-7, and from 2-5 in our Nursery. 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 Early Years Senior Practitioner, an Early Years Lead Practitioner, four Early Years Practitioners, an Administrator, an Admin Assistant, Kitchen Staff, Cleaners and a Janitor. 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 usually, although COVID restrictions this session have meant that we have been unable to welcome any volunteers into school.

Data

The majority of our pupils (48%) are in decile 4, based on the Scottish Government data from November 2020.

Less than half of our pupils (32%) receive Free school meals.

A few (13%) pupils' attendance is less than 90%.

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.
- High quality Early learning and childcare 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.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2020-2021.

Key priority 2020-2021	Key actions undertaken		Impact (achieved throughout 2020-2021)
	Progress		
	On Track		
	Behind Schedule		
	Not Achieved		
To improve experiences and attainment in Literacy and Numeracy	<p>Engage in CLPL with staff using Numicon. Split into five learning modules, this programme aims to support staff in identifying and addressing gaps or inconsistencies in pupil's learning, as well as correcting errors and misconceptions from time lost at school.</p> <p>Review approaches to extended writing across the school. Compare what is used currently (Big Writing) with Big Writing Adventures from OUP. Ask pupils for their thoughts.</p> <p>Launch Skills programme created using consultation with staff, pupils and parents last session. Progression of skills created to support development of skills throughout the school.</p>	<p>Not all staff have completed the full five modules but those who have, have a greater understanding of how to use Numicon to address gaps and correct errors which has led to consolidation in pupils' attainment.</p> <p>After a free trial for staff to evaluate the resource, we decided to invest in Big Writing Adventures during lockdown so no opportunity to consult with pupils. This will be done this session.</p> <p>Skills launch all set for January 2020 then lockdown happened. Plan to launch this school session.</p>	
To improve Health and wellbeing for our pupils using a Nurturing approach, Rights respecting schools award (RRSA) and a revised Behaviour policy.	<p>Several staff attended the Universal Nurture course last session, two of which went on to attend the Targeted Nurture course. The main themes must be cascaded and then set up in our school, initially and an emotional check in and a safe space identified in each area.</p> <p>Next step is the completion of the baseline assessment by staff, which is repeated at the end of the session to see what changes have been made.</p>	<p>All staff, teaching and non-teaching, aware of and using Nurturing approaches. Therefore, this ensures consistency in this approach across the setting and a calmer, more settled environment for all.</p> <p>Baseline assessment wasn't completed. Now that the school has been using a Nurturing approach for some time, it may not be appropriate to complete this now.</p>	

	<p>One member of staff is to complete the Boxall Profile training then share this with all other staff and use. Rights respecting schools award (RRSA). Working party set up last session involving pupils and staff. Were working towards Bronze when lockdown happened. Group needs to complete work to achieve Bronze then continue on to Silver, ensuring all staff, pupils and parents are aware of this initiative and the difference that it makes.</p> <p>Review interim Behaviour policy set up at the end of lockdown for our return to school. Consult with all stakeholders before amending or adopting.</p>	<p>Boxall profile still to be shared. Trained staff member has not yet used this approach so may need a refresher in order to build up confidence in using and cascading this.</p> <p>Still working towards Bronze RRSA. Staff changes have resulted in a loss of continuity and drive, but a new team are keen to make progress and achieve Bronze as soon as possible.</p> <p>This was deliberately not tackled after lockdown, but staff are determined that this is a priority and will be reviewed and adopted at the earliest opportunity.</p>
<p>To improve experiences for all in returning to school after lockdown and keeping our school community COVID safe and secure moving forward.</p>	<p>Regular and transparent communication with all stakeholders of procedures and changes to these, thus offering reassurance and confidence in the safety of how our school runs.</p> <p>Look out for children, families and staff who are struggling in the return to school. Be quick to step in and offer support, using Pupil (PSW) and Family (FSW) support workers, Time to Talk and signposting to other agencies if needed eg Ed Psych, Social work, CLD etc.</p> <p>Nurturing approaches will help eg the emotional check in will be invaluable in assessing how the children are each day, as well as a safe space should a child need some timeout.</p> <p>Re-establish Assemblies, albeit virtually, to foster the sense of belonging and 'alldogetherness', as well as our school values and three new behaviour rules.</p> <p>Have the Cost of the school day information at the forefront of our minds, pointing parents in the direction of our foodbank outside as well as our free uniform stock and how to access Free school meals and clothing grants.</p> <p>Apply for chromebooks from Connecting Scotland programme. Assess if any training is required for those who are successful in securing one.</p>	<p>This has led to a smooth return after lockdown with staff, parents and pupils feeling safe and reassured.</p> <p>Several families used the Ed Psych service during lockdown and told us that it helped.</p> <p>Our PSW and FSW was busy supporting children and families which meant they could access the online learning or receive other information to reassure and solve any worries.</p> <p>All staff use emotional check ins to gauge how the pupils are and then provide any support that is needed ensuring the pupils are in a good place to learn.</p> <p>Assemblies have helped with bringing the school back together again, resulting in the reinstatement of our school as a complete entity and our values on a weekly basis.</p> <p>Families seem now to be comfortable with accessing our stock of preloved uniform or food bank without fear of prejudice, which means that our families are not going without.</p> <p>74% of our pupils have been provided with either an ipad or a chromebook. As a school, we found we needed some training in the use of Chromebooks, but</p>

With the removal of Seesaw, an alternative means of communication and profiling will need to be found, especially if we move to a Blended approach as Seesaw was successfully used during lockdown. This may require staff, pupil and parent training in any new system, which may have to be Teams meantime.

once up to speed, the devices have been an asset during lockdown and since. Having so many pupils with a device of their own has had a positive impact on connectivity and accessibility to the digital curriculum. Those who didn't receive a Connecting Scotland device can use the small amount of school devices that we have, meaning everyone in a class has access at the same time.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff engage in regular evaluation of progress, and the identification of future priorities.
- 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.
- All staff have a clear understanding of the context of our school community which in turn shapes how we support our pupils and families.
- There are opportunities for leadership across the school community with staff and learners taking the lead in a range of projects and initiatives, eg Rights respecting schools, Eco, Digital leaders and Task Force (Pupil council).
- CLPL is carefully planned to support the changes identified in our improvement priorities.
- Parents, children and staff are all involved and have the opportunity to share their ideas and suggestions as well as give feedback.
- Staff are confident in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge and where to seek support when necessary.
- Challenge meetings are held with teachers three times a year to discuss pupils' attainment. Teachers know their pupils well and can talk with confidence about their journey.

How do you know?

What evidence do you have of positive impact on learners?

- In our early years setting, child led learning is used, taking ideas forward and knowing children as individual learners.
- The use of online ILD's is well established in our early years setting where staff, children and parents can engage in recorded progress and meet individual children's needs within nursery and home.
- Outdoor learning area recently installed, Free books for school initiative involving the community last session, Alehousewells Challenge 500 fundraiser resulting in a huge investment in PE equipment and resources.

- Playleaders, Monitors, Task force, Eco group, House captains and Buddies provide leadership opportunities for pupils.
- The cost of the school day is at the fore front of everything we do, with families supported to access resources from school as well as from other avenues.
- Regular (fortnightly) PSA meetings and weekly Early learning and teaching staff meetings to allow all staff time for professional dialogue and collegiate learning.
- The School and early years setting have both used online Forms to seek feedback from parents. The uptake has been promising so will continue to use this over this academic year.

What are you going to do now?

What are your improvement priorities in this area?

- A rigorous QA Calendar 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.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

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

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- Teachers work together and have a shared understanding of CfE levels. They are now using the Aberdeenshire Progression Frameworks to support this.
- We 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.
- There has been a deliberate increase in Outdoor learning experiences for all pupils.

How do you know?

What evidence do you have of positive impact on 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 our PEF funded Pupil Support Worker, which is supporting the children's emotional needs therefore positively impacting on their learning.
- Parents and Carers have access to our PEF funded Family support worker, which in turn has an impact on their children's ability to attend school, focus and achieve.
- A positive ethos is evident in each classroom.
- Achievements both in and out of the early years setting and school are celebrated in a wide variety of ways eg At Assemblies, in Newsletters, via Social media.
- 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.
- All classes are using the outdoors for a variety of learning activities and the Learning arena is being used effectively by pupils during their social free time.

What are you going to do now?

What are your improvement priorities in this area?

- Review planning systems used to ensure high quality learning experiences for all pupils, especially in Literacy and Health and Wellbeing.
- Relationships, sexual health and parenthood (RSHP) review and incorporation into school policy.
- Review planning systems to reflect a commitment to children's rights (UNCRC – United Nations Convention on the Rights of the Child) and our school values.
- Achieve our Bronze Rights respecting schools award.
- Review Reporting format in light of amendments made last session and consultation responses from stakeholders.
- Consider bundling of Experiences and Outcomes in curricular areas other than Literacy, Numeracy and Health and Wellbeing to ensure coverage of all.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- 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 5% 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. She has also provided whole staff training on Emotion coaching which staff have used to good effect. Other agencies including Health provide effective support, in order to reduce barriers to learning. The School Nurse, Child smile 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 and the United Nations Convention of the Rights of the Child (UNCRC), 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 and regularly reviewed.
- A network Intervention and Prevention Teacher supports learners with complex social/emotional needs and vulnerable learners and provides guidance for staff.
- PEF money is used to effectively target groups/individuals to close the attainment gap.
- As we have returned to school after lockdown, there has been a focus on the wellbeing of all.
- All pupils know about the wellbeing indicators and these are referred to regularly.

How do you know?

What evidence do you have of positive impact on learners?

- 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, with a prominent notice board to show all how the fundraising has been achieved.
- Both parents and pupils are involved in formulating an IEP alongside staff.
- Seasons for Growth has supported the emotional needs of our pupils when they need it, but COVID restrictions have meant that we have been able to offer this this session.
- There is evidence of Child Protection, with staff centrally recording information in Pastoral notes to gain a holistic view.
- PSA allocation is responsive to new and developing need.

What are you going to do now?

What are your improvement priorities in this area?

- 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. This now requires to be reviewed through consultation with all stakeholders.
- Use of How good is our school to ensure all pupils play an active part in the continuous improvement of our school.
- Continue with a Nurturing approach that uses Emotion coaching. Share the Emotion coaching style with parents and carers.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- 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 our early years setting into P1 exists, maintaining good links with our local early years' partner providers. COVID did impact on this, but we will look again to see if any changes need to be made.
- 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 within COVID restrictions.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.
- The school is continuing to develop skills for learning, life and work.
- 74% of our pupils will have received a device (Chromebook or ipad) from the Connecting Scotland programme this session.
- Marvellousme has been introduced as a means of sharing positive news about pupils' achievements with parents and carers.

How do you know?

What evidence do you have of positive impact on 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. COVID has had an impact on this, however.
- 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 all pupils. 1140 hours and eligible twos are available in our Nursery.
- Pupil transitional postcards, where necessary, help establish positive relationships with new teachers at the transition point between one stage and another.

- IEPs are in existence for pupils, with pupils, parents, class teacher and ASL teacher being involved in the process.

What are you going to do now?

What are your improvement priorities in this area?

- Launch Skills progression following on from consultation with stakeholders last session.

PEF 2020-2021

Identified gap	48% of the school population at Alehousewells is in decile 4, with the rest in deciles 5-10 (November 2020). 32% are registered for Free school meals. This is a decrease of 2% from last session. 13% have an attendance rate of less than 90%. This is a decrease of 3% since last session.
Expenditure	£29,370 – to be used to fund: Pupil support worker working 15 hours a week to support pupils emotionally. Family support worker working 5 hours a week to support parents and provide advice, signposting and counselling where needed. Targeted PSA support for 15 hours a week for individuals on Reading, Spelling and Numeracy practise eg using resources like Word wasp, Hornet and the Power of 2.
Expected outcomes	Increased attendance. Happier families able to participate and support their child in school life eg Homework, Reading etc. Increased attainment, but this may take some time to be seen. Settled children who feel safe and ready to learn.
Impact Measurements	Feedback from staff, parents and pupils sought to see if these measures have made a difference via Forms. Please see responses below. Data analysed – some pupils/families seen but no longer being supported as managing to cope themselves.

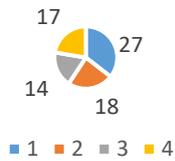
Pupil Equity Fund (PEF) consultation May 2021

A Questionnaire (Form) was sent out to all parents and carers, staff and pupils in May 2021. It asked for everyone's views on how the Pupil Equity Fund (PEF) money was spent in 2020/2021 and how it should be spent in 2021/2022. The questions are listed below with the responses.

Parents and Carers

1. This is what the money was spent on in school session 2020/2021 (15 hours Pupil Support Worker PSW, 5 hours Family Support Worker FSW and 15 hours Pupil Support Assistant PSA per week). Due to COVID -19, we were constrained by restrictions and could not offer some of the interventions we have done previously eg Breakfast club, Seasons for Growth or Lunchtime clubs eg Choir. Please choose which you think should continue to have money allocated to them in 2021/2022.

Which should continue to have money allocated?



27	1: 1-1 Pupil support	36%
18	2: Social Skills Group	24%
14	3: Family Support	18%
17	4: Extra PSA hours	22%

Staff

- Which of these services have you and your pupils accessed this school year? (Our money was spent on 15 hours PSW, 5 hours FSW and 15 hours PSA per week.)

Services accessed this year

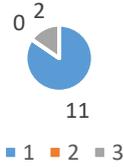


Services accessed this year

10	1-1 PSW Support	32%
4	Social skills Group	13%
9	Family Support	29%
8	Additional PSA hours	26%
0	Other	0%

- Do you think that these services had a positive impact on the Health and Wellbeing of your pupils?

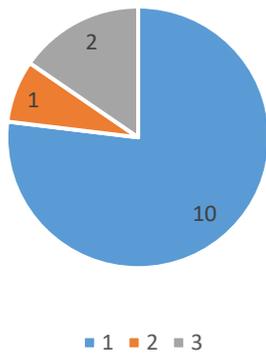
Have these services had a positive impact?



Yes	11	85%
No	0	0%
Not sure	2	15%

3. Do you think that the services had a positive impact on pupil attainment in your class?

Have these services had positive impact on pupil attainment?



Yes	10	77%
No	1	8%
Not Sure	2	15%

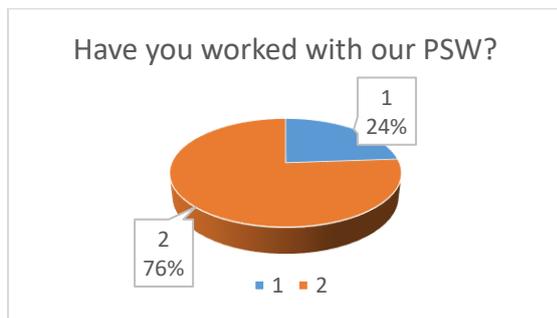
4. Which of these services should be continued?

Which services should be continued?



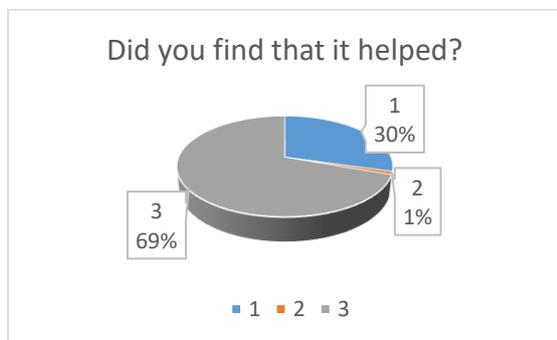
9	1-1 PSW	26%
6	Social Skills	18%
7	Family Support	21%
12	Extra PSA	35%
0	Other	0%

Pupils



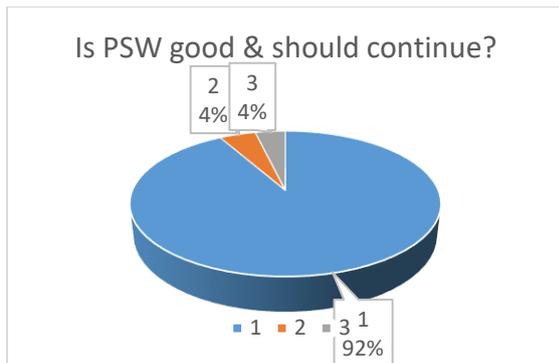
Have you worked with our Pupil Support Worker this year?

1) Yes	32	24%
2) No	102	76%



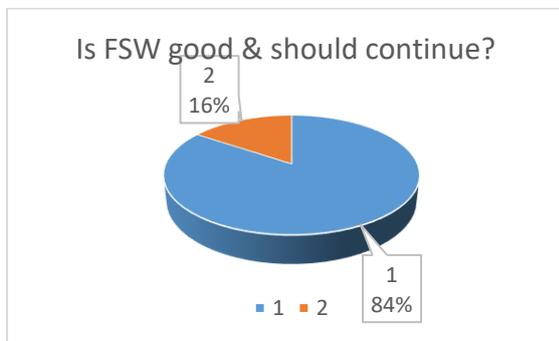
Did you find that it helped?

1) Yes	31	30%
2) No	1	1%
3) Didn't work with her	73	69%



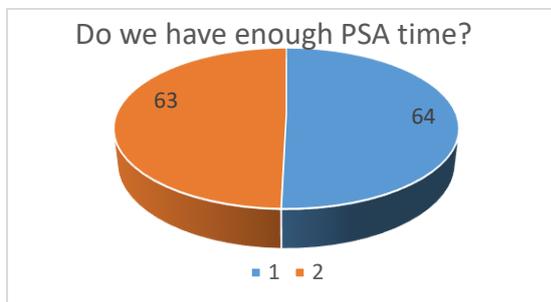
Do you think a Pupil Support Worker is a good idea and should continue?

1) Yes	123	92%
2) No	6	4%
3) Don't know	5	4%



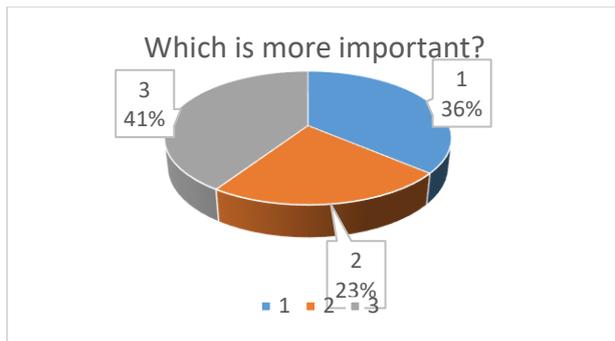
Do you think a Family Support Worker is a good idea and should continue?

1) Yes	98	84%
2) No	18	16%



Do we have enough PSA time?

1) Have enough time	64	51%
2) Would help to have more	63	49%



Which of these is more important?

1) Pupil Support Worker	49	36%
2) Family Support Worker	31	23%
3) PSA time	55	41%

We asked parents, carers and staff for suggestions for how the PEF budget could be spent differently in session 2021/2022.

- *Set up a Nurture group/room for children finding it difficult to adapt to the traditional school day.*
- *Extra staff to run a nurture space to work with children who would benefit from working in a calmer space.*
- *Discuss the idea about a nurture room a bit further.*
- *Jump ahead programme or something similar. It is a graded intervention programme devised for children with motor co-ordination difficulties.*
- *Breakfast and after school clubs would be a real advantage.*
- *Lunchtime clubs would be a very positive step.*
- *If/when restrictions allow, bring back Breakfast club, lunch club and Seasons for growth.*
- *Offering specific after school clubs for additional teaching opportunities (i.e. foreign language, sports etc) that can be done even once a week as an 'add on'.*
- *Provide resources so that the children can have say 2.5 hours homework per week to compliment the work the teachers are doing.*
- *Allow the parents to follow the learning experience and contribute to their education and raise the attainment level.*
- *More time with Support for Learning teachers and more resources.*

Overall, taking all the feedback into consideration, we have decided to spend our PEF allocation for 2021/2022 on the following as it is clear that people are satisfied that the current interventions are working and should continue:

1. *Continue with 15 hours of Pupil support worker per week.*
2. *Continue with 5 hours of Family support worker per week.*
3. *Add on 10 more PSA hours per week, making 25 extra PSA hours a week.*

4. *Take time to investigate other ideas once the school year is up and running from the suggestions above. Some of these are COVID dependant as we are unable to mix bubbles for Seasons for Growth or clubs at the moment.*

Capacity for improvement

School and Early years staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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 destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1: To improve experiences and attainment in Literacy and Numeracy</p>	<p>Data/evidence informing priority: Attainment reviews. Staff engagement using HGIOS4.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Engage in CLPL with staff using Numicon. Split into five learning modules, this programme aims to support staff in identifying and addressing gaps or inconsistencies in pupil's learning, as well as correcting errors and misconceptions from time lost at school.</p> <p>Review approaches to extended writing across the school. Compare what is used currently (Big Writing) with Big Writing Adventures from OUP. Ask pupils for their thoughts.</p> <p>Launch Skills programme created using consultation with staff, pupils and parents last</p>	<p>All staff</p> <p>All staff</p>	<p>Throughout the session</p> <p>Throughout the session</p>	<p>Attainment comparison from start of session, in February and again in May.</p> <p>Attainment review as above. Ask pupils via Task Force, collection of evidence using Wee HGIOS.</p>	<p>Behind Schedule</p> <p>Behind Schedule</p>

session. Progression of skills created to support development of skills throughout the school.	Led by KM, AB and JA.	January 2021	Consultation at end of school session with pupils, parents and staff.	Behind Schedule
Review planning systems used to ensure high quality learning experiences for all pupils, especially in Literacy.	All staff	November 2021	Review in February and again in April 2022.	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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 destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 2: To improve Health and wellbeing for our pupils using a Nurturing approach, Rights respecting schools award (RRSA) and a revised Behaviour policy.</p>		<p>Data/evidence informing priority: Parents feedback on Behaviour policy requiring updating, Nurture is a key approach to supporting the social and emotional wellbeing of our pupils and Aberdeenshire council has this as part of its framework, along with a Rights Respecting Schools Approach.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>		<p>Progress</p> <p>On Track</p>

			How will we evaluate impact? (Measurements of success)	Behind Schedule Not Achieved
<p>Several staff attended the Universal Nurture course last session, two of which went on to attend the Targeted Nurture course. The main themes must be cascaded and then set up in our school, initially and emotional check in and a safe space identified in each area. Next step is the completion of the baseline assessment by staff, which is repeated at the end of the session to see what changes have been made. One member of staff is to complete the Boxall Profile training then share this with all other staff and use.</p> <p>Rights respecting schools award. Working party set up last session involving pupils and staff. Were working towards Bronze when lockdown happened. Group needs to complete work to achieve Bronze then continue on to Silver, ensuring all staff, pupils and parents are aware of this initiative and the difference that it makes.</p> <p>Review interim Behaviour policy set up at the end of lockdown for our return to school. Consult with all stakeholders before amending or adopting.</p> <p>Review planning systems used to ensure high quality learning experiences for all pupils, especially in Health and Wellbeing.</p> <p>Relationships, sexual health and parenthood (RSHP) review and incorporation into school policy.</p> <p>Continue with a Nurturing approach that uses Emotion coaching. Share the Emotion coaching style with parents and carers.</p> <p>Review planning systems to reflect a commitment to children's rights (UNCRC – United Nations Convention on the Rights of the Child) and our school values.</p> <p>Use of How good is our school to ensure all pupils play an active part in the continuous improvement of our school.</p>	All staff	By November 2020	Through observation and discussion with pupils and staff.	On Track
	All staff	By December 2020	Results should show an improvement.	Behind Schedule
	SH	By December 2020	Boxall scoring used to improve outcomes for certain children.	On Track Behind Schedule
	JF, LG	By June 2021	Achievement of Bronze award. Pupils, staff and parents knowledgeable about this and the impact children's rights has.	On Track
	All staff	By March 2021	Stakeholders happy with changes as evidenced in consultation exercise.	Behind Schedule
	All staff	November 2021		
	All staff	February 2021	Forward plans will show improved outcomes for all.	
	All staff	March 2022	Pupils settled, feeling safe and ready to learn.	
	All staff	November 2021	Evidence of UNCRC in school life.	
	C Hughes	March 2022	Task force minutes will evidence the change.	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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 destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 3: To ensure continuous improvement for all at Alehousewells school.</p>		<p>Data/evidence informing priority: Annual audit of school strengths and areas for improvement, consultations with parents and carers, scrutiny of forward plans.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>A rigorous QA Calendar is to be put in place, with staff given regular feedback on the work they do.</p>	<p>C Hughes</p>	<p>February 2022</p>	<p>Calendar being rigorously followed resulting in regular and robust data gathering.</p>	

<p>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.</p>	<p>All staff</p>	<p>June 2022</p>	<p>Staff given opportunity for annual review meeting thus feeling valued.</p>	
<p>Review Reporting progress to parents and carers format in light of amendments made last session and consultation responses from stakeholders.</p>	<p>All staff</p>	<p>November 2021</p>	<p>Stakeholders consulted and majority pleased with changes made.</p>	
<p>Consider bundling of Experiences and Outcomes in curricular areas other than Literacy, Numeracy and Health and Wellbeing to ensure coverage of all for all.</p>	<p>All staff</p>	<p>November 2021</p>	<p>Forward plans will show improved coverage.</p>	

Wider Achievements

- The Eco group applied for our first Green Flag and, after a very busy year focussing on Litter, Biodiversity and Water, we were delighted to hear on the last day before the holidays that we had been successful.

Memories are made of this:



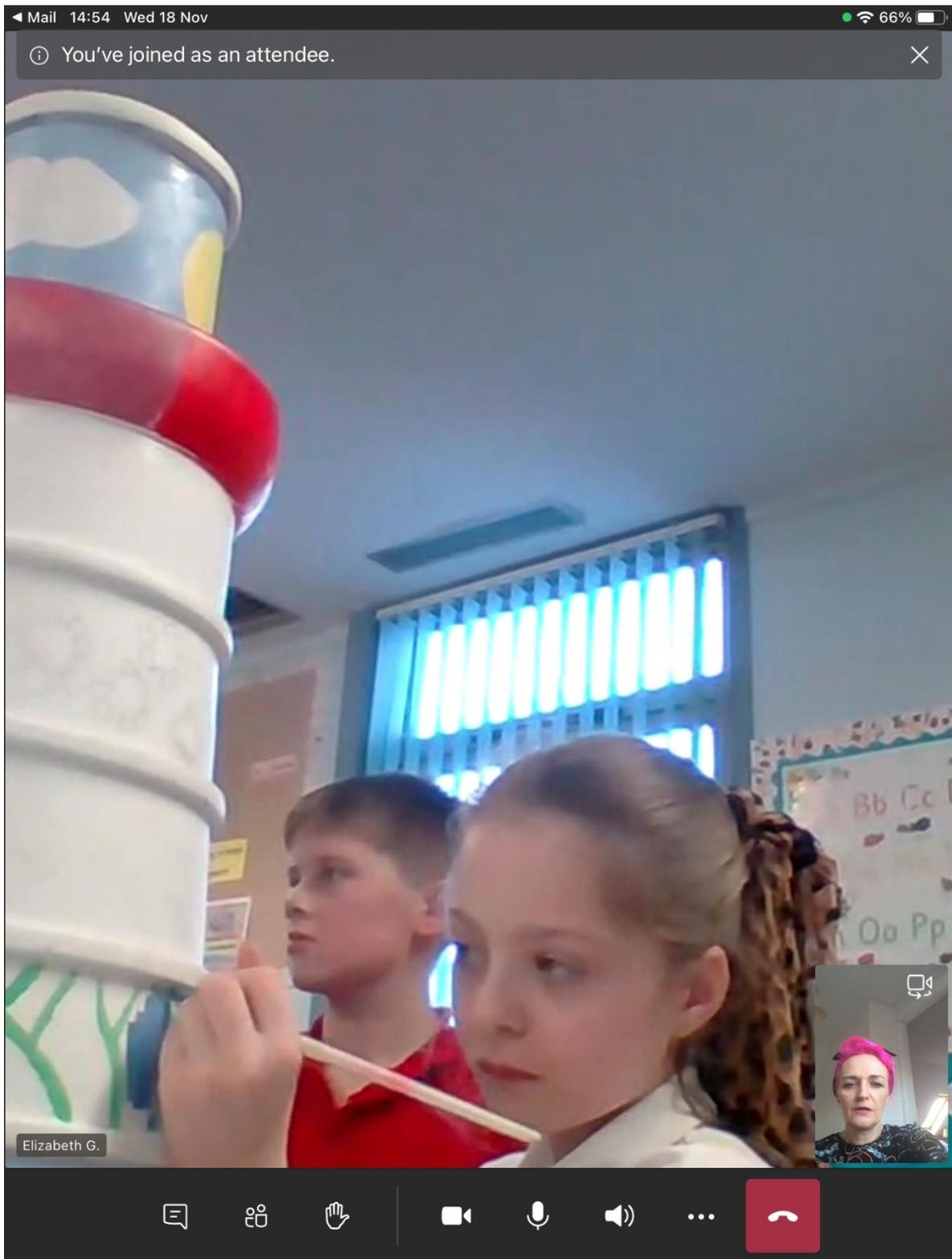
Litter pick at the River Don.



The Eco Group working towards their first Green Flag award.



Our lighthouse for Clan's Light the North trail called Hope Blooms.



Screen shot of virtual session with Lighthouse artist, Gail Robertson.



School badge on the top of our Lighthouse.

Wider Community Links

- The local Minister was unable to visit school to conduct Assemblies and Covid prevented us from attending the Church for our end of term services. Technology was used to replace this, and the pupils and staff thoroughly enjoyed virtual Assemblies throughout the year.
- We are lucky to get food waste from the local Co-op and are part of the Fare share scheme providing a community food bank to our parents, carers and staff. We also have a pop-up shop of household items alongside the food. All were thankfully able to continue during Covid and were most welcome.
- P2 sold poppies around the school and made £90 for the Poppy appeal.
- P2 and the Eco group applied for and were successful in being awarded £200 from the Litter Less Campaign. This included Litter picks along the River Don and at the local park.
- We designed and decorated a little lighthouse called Hope Blooms as part of Clan's Light the North trail. A highlight of this process was a virtual session with an artist, Gail Robertson, who decorated her own large lighthouse. Our completed Lighthouse is on display at the Garioch Heritage Centre.