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**Alehousewells School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**

http://arcadia.aberdeenshire.gov.uk/wp-content/themes/arcadia_lite/images/aberdeen.jpg

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the session 2023 -2024. 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.

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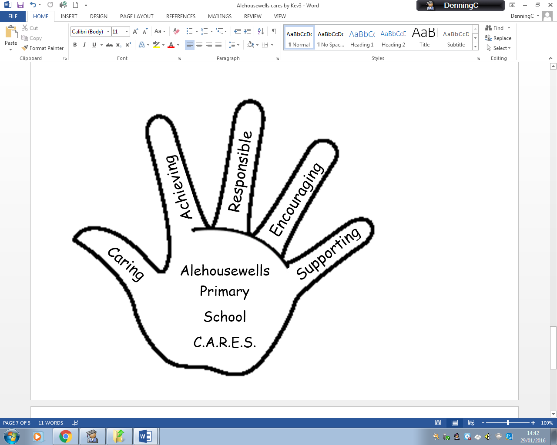
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Carol Hughes

Head Teacher

# The School and its context

**Our vision**: Alehousewells School aspires to be a safe and supportive learning community. Everyone is respected and listened to, enabling them to realise their full potential within a friendly and caring environment.

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***Our Values are:***

**Our Aims**: Alehousewells School aims to maintain and improve the quality and standards of caring, learning and achievement for everyone.

In so doing, we will:

Provide a broad, balanced and inclusive curriculum which encourages every child to be a successful learner. Promote and celebrate achievement and improve attainment.

Encourage each child to be confident in developing his/her potential. Nurture skills and interests for lifelong learning and personal fulfilment in order to effectively contribute to society.

Deliver a quality curriculum with effective leadership and enable all staff to develop their skills in a caring and supportive environment.

Support each child, academically, socially and emotionally. Encourage pupils to be responsible citizens through self-respect, respect for others within the school, the community and society.

Instil in pupils, parents/carers and staff a sense of identity, responsibility and pride in the school by providing a welcoming ethos where each person in the school community can work together in partnership.

Foster the ability to make healthy lifestyle choices and build resilience.

Create and maintain a safe and healthy environment for all children and adults in the school.

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 121 with a projected roll of 125 for next session. The school roll has remained fairly stable over the last few years with a recent slight dip. Alehousewells School provides education for children aged 41/2 –12 in primaries 1-7, and from 2-5 in our Nursery. This session, we have 6 classes. Our team consists of a non-teaching Head Teacher, 6 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, helping in classes, to run our Library or After school clubs.

***Data***

Less than half (44%) of our pupils are in decile 4, based on the Scottish Government data from September 2021. 12% are in decile 5, 1% in decile 6, 21% in decile 7, 9% in decile 8, 7% in decile 9 and 7% in decile 10.

Less than half of our pupils (36%) receive Free school meals.

A minority (21%) of our 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.
* 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 to support them educationally, emotionally as well as financially.
* 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 2022-2023.

|  |  |  |
| --- | --- | --- |
|  | | |
| **Key priority 2022-2023** | **Key actions undertaken**   |  | | --- | | **Progress** | | **On Track** | | **Behind Schedule** | | **Not Achieved** | | **Impact (achieved throughout 2022-2023)** |
| To improve learner experiences and attainment | **Review approaches to extended writing across the school. Compare what is used currently (Big Writing) with Big Writing Adventures from OUP. Ask pupils and staff for their thoughts.**  **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.**  **Review planning systems used to ensure high quality learning experiences for all pupils, especially in Literacy.**  **Consult with staff, pupils, parents and carers around the current provision of Homework to see if it meets the current circumstances of our families.**  **A rigorous QA Calendar is to be put in place, with staff given regular feedback on the work they do.** | All staff trialled Big Writing Adventures. Staff didn’t like the protracted approach compared to Big Writing and the limited experience of genre. Pupils had mixed views but more preferred Big Writing. Therefore, we will not be continuing with Big Writing adventures and will revert back to Big Writing supported by Cluster and school focussed work on achievement of a level. This should help to raise standards in writing.  Programme being used by staff to develop a slicker way of incorporating, awarding and recording skills progression. This will make skills more focussed for all.  Plans were reviewed and an agreed improved system is ready to be implemented as of August 2023.  Consultation in February with all stakeholders resulted in only Reading being trialled for the last term. Further consultation in June which suggests that the majority wish to keep Reading only as homework. Will consult again this session and scrutinise attainment for any negative impact.  In place and beginning to be used to gather evidence and provide feedback throughout the year. Peer observations started in March 2023 and again in May 2023, resulting in Features of excellent teaching and learning at AHW school for all staff to use. |
| To improve Health and wellbeing for our pupils using a Nurturing approach, Rights respecting schools award (RRSA) a revised Relationship policy and a Bereavement Policy. | **Rights respecting schools award. Working party set up last session involving pupils and staff. 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.**  **Review interim Behaviour policy set up at the end of lockdown for our return to school. Consult with all stakeholders before amending and adopting our new Positive relationship policy.**  **Review planning systems used to ensure high quality learning experiences for all pupils, especially in Health and Wellbeing.**  **Relationships, sexual health and parenthood (RSHP) review and incorporation into school policy.**  **Continue with a Nurturing approach that uses Emotion coaching. Share the Emotion coaching style with parents and carers.**  **Use of How good is our school to ensure all pupils play an active part in the continuous improvement of our school.**  **Create a Bereavement Policy that will enable us to provide the correct support to individuals when there is a bereavement in the school community. Provide staff training. Be aware of where and how to access other supportive resources.** | Bronze achieved but work still ongoing for the Silver award. The language of a Rights respecting school is much more evident both spoken and written around the school from pupils and staff.  Consultation took place, amendments made and new Policy adopted as of April 2023. Increased emphasis on establishing and restoring relationships through restorative practises has improved behaviour.  Plans were reviewed and an agreed improved system is ready to be implemented as of August 2023.  Policy written June 2023 but still to be shared with parents and carers for consultation before it can be implemented from Nursery to P7.    Parents and carers invited to session run by Education Psychologist at Kinellar school in April 2023.  This document is beginning to be used with the Task Force mainly (Pupil council) and at Assemblies to gather feedback from their class and then discuss with the HT at future meetings meaning pupils are involved in our self-evaluation.  Policy still to be finalised. Staff training ongoing. Pupil support worker to attend Inservice in November run by The Archie Foundation. Increased knowledge of available resources will help any child going through a bereavement. |
| To improve learning and teaching through the creative use of digital technologies. | **Use** [Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot)](https://education.gov.scot/media/cxwnqrma/nih312-features-of-highly-effective-digital-learning-and-teaching-01-22.pdf) **as a self-evaluation tool to assess where our school is at on our digital journey.**  **HT & Online safety officer (OSO) to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.**  **Implementation of Aberdeenshire device responsible use policy throughout the school.**  **Prioritise online safety throughout the school through the following actions:**   * **Online safety policy (360 SafeScotland template)** * **Undertake the 360 SafeScotland review to identify areas where online safety need improving (**<https://360safescotland.org.uk/>**).** * **Roll out Safer Schools App.**   **Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects, with regards to digital technologies, are fulfilled within the school.**  **Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.**  **Agree on number of hours required within the Working Time Agreement to develop digital pedagogy within the school.**  **Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.**  **Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. (Attendance at LoveLearning In service day on 15 February and other relevant CLPL courses offered by LoveLearning Team.)**  **Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas.**  **Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school – basic operation to support troubleshooting, and accessibility features to support pupils with ASN.**  **Parental engagement supported by LoveLearning team if required.** | Not yet completed.  Not yet completed.  Still ongoing.  Completed.  Completed.  Not yet completed.  Not yet completed.  Mobile phone acceptable use contract in place and being followed by most. Any who don’t are addressed immediately.  Completed. LoveLearning sessions prioritised and timetabled for session 23-24.  Not yet completed.  Calendar of CLPL identified for session 23-24 for teaching staff to attend.  Attended 15 February 2023. Staff excited by the opportunities ahead and the promise of the necessary infrastructure and support.  Jenny Alexander identified and carrying out this role. Pupil Digital leader role revised, job description created and regular meetings set up.  PSAs attended Lovelearning CLPL February 2023 but not suitable for all. Further session(s) run by Kemnay Academy staff on use of support apps to take place this session and possibly targeted individual support required by our Digital leader.  Not yet completed. |

# How good is our leadership and approach to improvement?

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| **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, pupils and staff are all involved and have the opportunity to share their ideas and suggestions as well as give feedback. * Staff confidence in using a wide range of assessment data is refreshed regularly, including standardised assessment results, to inform planning, target support and ensure challenge and where to seek support when necessary. * Tracking and monitoring 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 Learning Journals 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. * The work of the Eco group resulted in our second Eco flag being awarded. * Playleaders, Monitors, Task force, Eco group, House captains, Digital leaders 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 and financial help from school as well as from other avenues. * Regular (fortnightly) PSA meetings and weekly Early learning and teaching staff meetings 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 in place, with staff given regular feedback on the work they do. Features of an excellent lesson produced. Next steps to include reference to this during classroom visits and inclusion of assessment procedures. |

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

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| **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 using the Aberdeenshire Progression Frameworks and Education Scotland benchmarks 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 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. |
| **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. * 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 appropriate and appealing resources eg for PE, ICT and Numeracy**.** * All classes and the Eco group 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?** |
| * Relationships, sexual health and parenthood (RSHP) Policy written and now to be shared with Parents and carers for consultation before adopting. * Rights respecting schools award. Working party set up involving pupils and staff. Group has achieved Bronze and now working on Silver, ensuring all staff, pupils and parents are aware of this initiative and the difference that it makes. * Consult with staff, pupils, parents and carers again around the agreed provision of Homework (Reading only) to see if it still meets the current circumstances of our families and that attainment has not been negatively impacted. * Create a digital pedagogy and safety policy that includes a progressive programme of work led by staff who have current training in all aspects of digital literacy, pedagogy and citizenship. * Writing. Time spent looking at achievement of a level, moderation and improved use of Big Writing in order to increase attainment. * Numeracy. All staff to revisit Numicon as a resource and watch webinar. * Phonics/Reading. Trial use of Systematic synthetic phonics (SSP) to evaluate the impact on the teaching of reading and writing as a result. * Play based approach to be further developed in school. Visits to other schools for inspiration. Wider reading to increase knowledge. |

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

|  |
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| **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 and Child smile 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 continues to be a focus on the wellbeing of all. * All pupils know about the wellbeing indicators, and these are referred to regularly. * Staff trained in Braingym so that this intervention could be used to help pupils self-regulate. * Programme of Relax kids sessions was delivered to each class for coping strategies, resilience building and self-regulation so that staff and pupils can continue to use these going forward. |
| **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. * 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?** |
| New positive relationship policy introduced in January 2023. Review policy with all stakeholders for efficacy.  * Continue to use How good is our school to ensure all pupils play an active part in the continuous improvement of our school. * Create a Bereavement Policy that will enable us to provide the correct support to individuals when there is a bereavement in the school community. * CIRCLE Framework approach adopted, which will provide a robust and consistent foundation for inclusive practice in Alehousewells school. HT to attend workshop Sept 23. |

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| **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: 4**  **(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, fully involving P6 buddies, parents and carers. * 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 school is continuing to develop skills for learning, life and work. * 100 of our pupils received a device (Chromebook or ipad) from the Connecting Scotland programme since it began. * Marvellousme has been introduced as a means of sharing positive news about pupils’ achievements with parents and carers. * Effective use of Scottish Government funded extra teacher time to support targeted groups and individuals. * P1 teacher uses Emerging Literacy screener at the start of P1 to target support and again at the end to measure improvement. |
| **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. * Effective teamwork across the school and Cluster supports curricular development and CLPL. * Staff are engaging with Aberdeenshire Progression Frameworks and Education Scotland Benchmarks 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. * Pupils show that they are responsible citizens by contributing to the life of the school as Digital leaders, Buddies, Monitors and as part of the Eco group and Task force. * There is no obvious difference in attainment between those in receipt of Free school meals and those who are not. This shows that we treat everyone with the same expectations and that equity and inclusion are key to our approach. * Personal achievements of pupils and learners are recognised and celebrated in class, at Assemblies, in school displays and in newsletters. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Progression of skills created to support development of skills throughout the school. Slicker incorporation, awarding and recording of skills developed. |

# PEF 2022-2023

|  |  |
| --- | --- |
| **Identified gap** | 44% of the school population at Alehousewells is in decile 4, with the rest in deciles 5-10 (September 2021).  36% are registered for Free school meals. This is a decrease of 1% from last session.  21% have an attendance rate of less than 90%. This is an increase 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 supporting families (until staff member left in November).  Targeted and extra PSA support for 38.25 hours a week for individuals on Reading, Spelling and Numeracy practise eg using resources like Word wasp, Hornet and the Power of 2 and to support more pupils in classes. |
| **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. |

**PEF (Pupil Equity Fund) Consultation 2022/2023**

*A Questionnaire (Form) was sent out to all parents and carers, staff, and pupils in May 2023. It asked for everyone’s views on how the Pupil Equity Fund (PEF) money was spent in 2022/2023 and how it should be spent in 2023/2024. The questions are listed below with the responses.*

**Parents and Carers Evaluation**

1) **This is what the money was spent on in school session 2022/2023 (15 hours PSW, 3 hours FSW until Mrs Hendrick left, 34.5 extra PSA hours per week, a block of Relax kids for each class, paying for After school clubs run in our school and discretely paying for items for families). Please click on all those which you think should continue to have money allocated to them in 2023/2024 should our allocation be refreshed again by the Scottish government.**

|  |  |
| --- | --- |
| 1-1 and group Pupil Support Work | 19 |
| Family Support Work if possible | 12 |
| Extra PSA hours added to our existing allocation | 18 |
| Making After school clubs free if running in Alehousewells school | 14 |
| Discretely paying for items on behalf of families eg Leavers' hoodies, indoor shoes etc. | 10 |

2) **Do you have any further suggestions or comments on how you think the PEF money should be spent to help close the poverty related attainment gap?**

*PSAs are crucial to a school environment.*

*Is a leavers hoodie an essential item? Class support and additional classes ie music and art would be better use of the money. Those who are "struggling" have access to benefits, clothing grants and other government schemes.*

*Focus towards pupil and family education. A lot of external visibility is that the ‘free things’ are taken advantage of, but they sometimes offer smallest benefit to the children, I.e are parents interested to work with after school club in terms of activities and development or is this a means for ‘free’ childcare? I’d rather that sort of service is paid for and additional in school support is available to children via PEF money.*

*PSA hours are imperative for attainment!*

**Family Support Worker (FSW) Evaluation, Session 22/23**

1) **Have you spoken to the Family Support Worker (Mrs Hendrick) this school year? (August to November 2022)**

|  |  |
| --- | --- |
| Yes | 3 |
| No | 0 |

2) **How often did you speak with the Family Support Worker (FSW)?**

|  |  |
| --- | --- |
| 1. Weekly | 0 |
| 2. Fortnightly | 3 |
| 3. Monthly | 0 |
| 4. progressively less often until I no longer felt the need | 0 |
| 5. just when I have felt the need to do so | 0 |

3) **Did you have a clear understanding of why you were speaking with the FSW?**

|  |  |
| --- | --- |
| Yes | 3 |
| No | 0 |

4) **Did you feel you were treated respectfully when you spoke with the FSW?**

|  |  |
| --- | --- |
| Yes | 3 |
| No | 0 |

5) **During your calls were you given the opportunity to share your thoughts and opinions?**

|  |  |
| --- | --- |
| 1. always | 3 |
| 2. often | 0 |
| 3. sometimes | 0 |
| 4. rarely | 0 |

**6) Which of the following things were provided for you by the FSW?**

|  |  |
| --- | --- |
| 1. a safe place to talk and share my concerns | 2 |
| 2. advice to help my family | 3 |
| 3. an activity/activities to work on with my child | 3 |
| 4. a chart to help us track progress | 0 |
| 5. a connection with others who help/support my child | 1 |
| 6. help with a referral to another service or person | 1 |
| 7. a plan of co-ordinated support | 0 |
| 8. a feeling of being cared for/kindness | 2 |
| 9. Other | 0 |

7) **How would you describe your meetings with the FSW?**

|  |  |
| --- | --- |
| 1. helpful | 3 |
| 2. useful | 2 |
| 3. successful | 1 |
| 4. they were what I needed at the time | 1 |
| 5. difficult | 0 |
| 6. frustrating | 0 |
| 7. a waste of time | 0 |
| 8. other | 0 |

8) **Do you think the appropriate steps were taken to support your family?**

|  |  |
| --- | --- |
| 1. Yes | 3 |
| 2. No | 0 |
| 3. our work together is still in progress | 0 |

9**) If we were able to reinstate this service, would you like to work with the FSW again now or in the future?**

|  |  |
| --- | --- |
| 1. Yes - weekly | 0 |
| 2. Yes - fortnightly | 1 |
| 3. Yes - but only once a month | 1 |
| 4. No - but I know I can get in touch if I feel the need to | 1 |

10) **Anything to add? Please tell us about your experience of Family Support or that might help us to improve our service.**

*Mrs Hendrick was a legend, a seriously lovely woman, very compassionate and kind and always helped with anything and everything.*

**Pupil support worker (PSW) evaluation 2022/2023**

**1) How helpful did/do you find meeting with the Pupil Support Worker?**

|  |  |
| --- | --- |
| 1. Not very helpful | 0 |
| 2. little difference | 0 |
| 3. helpful at the beginning | 0 |
| 4. Quite helpful | 0 |
| 5. Very helpful | 1 |
| 6. Life Saver! | 2 |

2) **How did**/**do you** **feel about the time spent with the Pupil Support Worker?**

|  |  |
| --- | --- |
| 1. I feel/felt listened to | 2 |
| 2. I feel/felt understood | 2 |
| 3. I am able/was able to work out my problems | 1 |
| 4. I feel/felt better | 3 |
| 5. I didn’t get anything from the meeting/s | 0 |
| 6. I found some meeting/s helpful | 0 |

3. **Any other comments about the sessions?**

*“Could be done with more”.*

*“My son said he enjoyed the sessions & that they benefit him”.*

4. **What has been helpful?**

*"Helped both my children. "*

*"Having someone there to support me."*

*"Expressing his feelings more”*

5. **What has not been helpful?**

0 responses

6. **Is there anything you have felt unable to discuss?**

*“No"*

7) **How else could the Pupil Support Worker support you?**

*"I’ve always been supported. "*

**8) Do you think there is a need to carry on with these sessions?**

|  |  |
| --- | --- |
| 1. Yes | 3 |
| 2. No | 0 |
| 3. Yes, less often | 0 |
| 4. Not sure. | 0 |

**PEF Support Evaluation 2023 (Staff)**

1) **Which of these services have you and your pupils accessed this school year? Our money was spent on 15 hours PSW, 3 hours FSW until Mrs Hendrick left, 34.5 PSA hours a week, a block of Relax kids for each class, making all After school clubs run by Active schools in Alehousewells free and discretely paying for items for families in need eg Leavers' hoodies and indoor shoes**

|  |  |
| --- | --- |
| 1. 1 - 1 PSW support | 5 |
| 2. Group PSW support | 4 |
| 3. Family Support Work | 0 |
| 4. Additional PSA hours to top up our allocation | 4 |
| 5. Relax kids | 2 |
| 6. Free After school clubs | 3 |
| 7. Discretely paying for items | 2 |

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

|  |  |
| --- | --- |
| 1. Yes | 7 |
| 2. No | 0 |
| 3. Not sure | 1 |

**3)** **Can you briefly explain your response to the question above?**

*"Additional support has a positive impact as it allows those who need it to gain access to their learning and development. "*

*“The pupils are happy to come and see the PSW and always leave with a more positive attitude toward school and everyday activities. Teachers have also mentioned that the pupils have come back into class and are keen to complete the next task.”*

*“Gives the PSA’s more time to engage with the children.”*

*“The class got a lot out of Relax kids and really enjoyed the experience. The PSW has stepped in and helped a couple of my girls when issues have come up and this was very much appreciated. One pupil was really pleased to get a leaver's hoodie.”*

*“Support of PSW to work with children with social and emotional needs within the class has greater helped to firstly calm children down so that they are in a good place to talk about their emotions and then provide coping strategies to help deal with their anxiety or difficulties. When times were particularly challenging for the child/children, the PSW, if available, would remove the child from the classroom giving the rest of the class an opportunity to engage in their learning without the added distraction. The additional PSA hours have particularly been beneficial in supporting the early years classes when adult supervision is needed to support an activity. The free after school clubs and the discretionary payments have enabled all children to access the resources needed, making it more equitable across the board.”*

4) **Do think that the services had a positive impact on pupil attainment in your class?**

|  |  |
| --- | --- |
| 1. Yes | 6 |
| 2. No | 0 |
| 3. Not sure | 2 |

**5) Can you briefly explain your response to the question** **above?**

*“Getting extra help makes a difference”.*

*“Issues that might have rumbled on were resolved quickly because the girls got some time out of class to talk about it.”*

*“More time to assist the children”.*

*“Although the PSW has greatly benefitted the emotional and social aspects in helping children cope with anxiety and stressful situations, I have not seen an improvement in the children's progress and attainment. If anything, the child often returns from sessions spent with the PSW and either refuses to do their work or opts out completely. In trying to encourage the child to engage in their learning, this then causes more anxiety and stress for the child. Would it be an option if the PSW was to work with targeted children in class to support their emotional and mental well-being in amongst their peers as often this is where the source of the problem is.”*

**6) Which of these services should be continued?**

|  |  |
| --- | --- |
| 1. 1-1 PSW | 6 |
| 2. Group PSW | 5 |
| 3. Family Support Work | 2 |
| 4. Extra PSA hours added to our allocation | 8 |
| 5. Making After schools clubs free | 2 |
| 6. Discretely paying for items | 4 |
| 7. Relax kids | 1 |

7) **Do you have any suggestions as to how these services could be improved?**

*“PSA hours should be allocated equally amongst all classes so that every class gets the same amount of support (eg. every class gets 6hrs of PSA support). Any additional PSA hours could then be allocated to those classes with higher priorities. It is also important when allocating PSAs to classes that the PSAs skills and expertise is fully utilised to provide the best support for those pupils in that stage or age group. Asking PSAs which stages they would like to work with as well as some might want a change or challenge?”*

*8)* **Do you have any other suggestions for how the PEF budget could be spent in school session 23/24 if our allocation is refreshed?**

*“More PSA hours”*

*“Additional TJ Maths textbooks would be good OR look at investing in White Rose Maths. ORT has a numicon section that links with White Rose Maths on the teachers’ resources online section, if we are to renew or subscription.”*

**PEF Consultation – Pupils**

**1)** We have a Pupil support worker (PSW) (It was Mrs Hendrick and is now Miss McIntosh) and they work 3 days a week. They work with some pupils on their own and some in groups to try to help them manage at school better, especially with emotions, feelings and getting on with others. Do you think us having a PSW is a good thing as not every school has one? Please say how many agree **and disagree.**

|  |  |  |
| --- | --- | --- |
| Agree | 109 | 96% |
| Disagree | 5 | 4% |

**2)** **We have 6 PSAs (Mrs Ross, Mrs Storey, Mrs Michie, Mrs Allan, Mrs McConnachie and Mrs Fraser) and they help in the Lunch Hall, in the playground and in classes. Do you think we have enough PSA time? Please say how many agree and disagree.**

|  |  |  |
| --- | --- | --- |
| Agree | 91 | 79% |
| Disagree | 24 | 21% |

**3) We have spent some PEF money this year on Relax Kids. How many pupils in your class found it helpful?**

|  |  |  |
| --- | --- | --- |
| Helpful | 81 | 74% |
| Unhelpful | 28 | 26% |

**4) We also spent some money this year covering the cost of any Active schools After schools clubs. How many pupils think this is a good use of the money?**

|  |  |  |
| --- | --- | --- |
| Good Use | 47 | 57% |
| Not good use | 35 | 43% |

Comments: “*It would be a better use of money if there were more options of clubs”*

P1-2: “*Most children didn't know what this was, but one reminded the others about the after school club and said it was fun*”.

**5) Finally, we used some money to secretly pay for things that some families couldn't afford eg a Hoodie or towards a trip. How many pupils think this is a good use of the money?**

|  |  |  |
| --- | --- | --- |
| Good use | 110 | 96% |
| Not good use | 5 | 4% |

Comments: *P1/2 think it is nice to help people get things they can't buy themselves*

**6) Do you have any ideas for anything else that we could use the money for?**

* Help towards trips, larger portions of food for lunch as some pupils are still hungry, p7 only area outside or inside for learning, more PSA time - Mrs Allan sessions.
* More PSA time.
* More targeted PSA support
* More iPads that are up to date for each class. More/newer whiteboards and pens. More books for classrooms. Fidget/sensory toys. More art supplies (e.g. paint and paper). New toilets.
* outdoor learning, cooking, flagpole to fly our eco flag, things to improve our grounds, visitors doing workshops.
* We like having new toys and games to play with.' 'Can we get more building blocks' 'Sometimes our play dough is too dry to play with so can we get some more please?’

Overall, taking all the feedback into consideration, we have decided to spend our PEF allocation for 2023/2024 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. *Add on 3.75 more PSA hours per week, making 38.25 extra PSA hours a week.*
3. *Take time to investigate other ideas once the school year is up and running from the suggestions above eg Clubs, resources to support learning, visitors offering workshops.*

Many thanks to everyone who took the time to respond to this consultation. Your contributions are valued.

Mrs Hughes

HT

June 2023

# 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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1: To improve learner experiences and attainment.** | | | **Data/evidence informing priority: Attainment reviews. Staff engagement using HGIOS4. Parent forum and Parent council consultation. Pupil engagement using HGIourS.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Progression of skills created to support development of skills throughout the school. Slicker incorporation, awarding and recording of skills developed.  Consult with staff, pupils, parents and carers again around the agreed provision of Homework (Reading only) to see if it still meets the current circumstances of our families and that attainment has not been negatively impacted.  A rigorous QA Calendar is in place, with staff given regular feedback on the work they do. Features of an excellent lesson produced. Next steps to include reference to this during visits and inclusion of assessment procedures.  Writing. Time spent looking at achievement of a level, moderation and improved use of Big Writing in order to increase attainment.  Numeracy. All staff to revisit Numicon as a resource and watch webinar.  Phonics/Reading. Trial use of Systematic synthetic phonics (SSP) to evaluate the impact on the teaching of reading and writing as a result.  Play based approach to be further developed in school. Visits to other schools for inspiration. Wider reading to increase knowledge. | | All staff  All staff led by CH  All staff led by CH  All staff  All staff  All staff  All staff | | June 2024  January 2024  December 2023  December 2023  December 2023  June 2024  June 2024 | Skills certificates will show evidence of Skills achieved. Pupils can talk about skills used with confidence.  Ask pupils via Task Force, collection of evidence using Wee HGIOS.  Consultation will drive the way forward with next steps matching majority of responses. Attainment will not be affected negatively.  Teaching, learning and assessment at Alehousewells school will be improved for all learners.  Staff confidence in achievement of a level and in teaching writing is improved, thus resulting in raised standards in writing.  Staff confidence in teaching Numeracy and Numicon as a resource improved.  Using this structured and sequential strategy will show improvements in attainment through the increased pace and different approach.  Improved physical development, creative thinking, problem solving, socialisation and decision making. | |  |

# Action plan 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2: To improve the Health and wellbeing of our pupils.** | | | **Data/evidence informing priority: Aberdeenshire council has CIRCLE as part of its framework, along with a Rights Respecting Schools Approach.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Rights respecting schools award. Working party set up involving pupils and staff. Group has achieved Bronze and now on Silver, ensuring all staff, pupils and parents are aware of this initiative and the difference that it makes.  Relationships, sexual health and parenthood (RSHP) Policy written and now to be shared with Parents and carers for consultation before adopting.  Continue to use How good is our school to ensure all pupils play an active part in the continuous improvement of our school.  Create a Bereavement Policy that will enable us to provide the correct support to individuals when there is a bereavement in the school community.  CIRCLE Framework approach adopted, which will provide a robust and consistent foundation for inclusive practice in Alehousewells school. HT to attend workshop Sept 23.  New positive relationship policy introduced in January 2023. Review policy with all stakeholders for efficacy. | | Working party (JF & EG)  All staff led by JF  CH  All staff  CH initially then all staff  CH | | By February 2024  By October 2023  By Feb 2024  By Nov 2023  June 2024  June 2024 | Achievement of Silver award.  Pupils, staff and parents knowledgeable about this and the impact children’s rights has.  Forward plans will show improved outcomes for all. A revised curriculum will meet the needs of all learners.  Task force minutes will show evidence of pupil involvement. Pupils are engaged in self-evaluation.  Individuals feel supported when they have been bereaved. Staff feel better able to help.  Inclusive learning and collaborative working will result in all learners’ needs being met and participation in learning by all is high.  Consultation with all stakeholders. Improved perception of behaviour and relationships. | |  |

# Action plan 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3: To improve learning and teaching through the creative use of digital technologies.** | | | **Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.** | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | **Progress** | |
| **On Track** | |
| **Behind Schedule** | |
| **Not Achieved** | |
| Use [Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot)](https://education.gov.scot/media/cxwnqrma/nih312-features-of-highly-effective-digital-learning-and-teaching-01-22.pdf) as a self-evaluation tool to assess where our school is at on our digital journey.  HT & Online safety officer (OSO) to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.  Implementation of Aberdeenshire device responsible use policy throughout the school.  Prioritise online safety throughout the school through the following actions:   * Online safety policy (360 SafeScotland template) * Undertake the 360 SafeScotland review to identify areas where online safety need improving (<https://360safescotland.org.uk/>). * Roll out Safer Schools App.   Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects, with regards to digital technologies, are fulfilled within the school.  Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.  Agree on number of hours required within the Working Time Agreement to develop digital pedagogy within the school.  Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.  Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. (Attendance at LoveLearning In service day on 15 February and other relevant CLPL courses offered by LoveLearning Team.)  Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas.  Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school – basic operation to support troubleshooting, and accessibility features to support pupils with ASN.  Parental engagement supported by LoveLearning team if required. | | All school staff  HT & OSO  All stakeholders  All stakeholders  All staff  HT  HT and teaching staff  Teaching staff  Teaching staff and LoveLearning team  Staff, Digital leaders and the LoveLearning team  HT/OSO/PSAs/LoveLearning team  HT, OSO & LoveLearning Team | | Jan 23  March 23  March 23  April 23  Sept 23  Nov 23  June 23  June 23  June 23  May 23  March 23  Dec 23 | Self-evaluation activity will be carried out at key points throughout the year to assess progress.  All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting.  Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.  Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.  Majority of statements RAG’d green in “3.3 Increasing Creativity and Employability Statements of Practice” document, with wide ranging evidence to support.  HT will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes including: observations, professional dialogue taking place at PRD/professional update meetings, monitoring of forward plans, sampling of pupil work.  Quality assurance processes will highlight areas of good practise to be shared across the school and areas where improvement is needed will be identified quickly and support put in place.  Increase in digital skills across the whole of the school community. Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.  Protected time allocated will ensure priorities within this action plan are met.  Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.  Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team.  Pupils will be confident in using technology to support their learning. They will be able to talk about the extent to which they use digital technology to support their learning. Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways.  Pupils will be excited to share their work with peers, teachers and parents. An ethos of success and achievement will be evident within the school.  Pupils will be able to talk about who they can go to in school to get support with their device (Digital leaders). It will be evident from their use that devices are customised to meet individual needs appropriately and teachers will have confidence that pupils will be able to access their learning using features that enable that to happen. Pupils will be able to use and demonstrate those confidently.  Feedback from support staff will show that they are confident in supporting pupils to use their devices.  Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.  Pupils are able to demonstrate their progress across the curriculum to key adults. | **Behind Schedule**  **Behind schedule**  **On track**  **On track**  **On track**  **Behind schedule**  **Behind schedule**  Mobile phone acceptable use contract in place and being followed by most. Any who don’t are addressed immediately.  LoveLearning sessions prioritised and timetabled for session 23-24.  Behind schedule  Calendar of CLPL identified for session 23-24 for teaching staff to attend.  Attended 15 February 2023. Staff excited by the opportunities ahead and the promise of the necessary infrastructure and support.  Jenny Alexander identified and carrying out this role. Pupil Digital leader role revised, job description created and regular meetings set up.  PSAs attended Lovelearning CLPL February 2023 but not suitable for all. Further session(s) run by Kemnay Academy staff on use of support apps to take place this session and possibly targeted individual support required by our Digital leader.  **Behind schedule** | |