IMPROVEMENT PLANNING SUMMARY 2022-23

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| **Self-Evaluation of Core Quality Indicators:**  QI 1.3: Leadership of Change 4 (Good)  QI 2.3: Learning, Teaching and Assessment 4 (Good)  QI 3.1: Ensuring Wellbeing, Equity and Inclusion 5 (Very Good)  QI 3.2: Raising Attainment and Achievement 5 (Very Good) | |
| **Strengths of the School** | **Core QI Focus** |
| Collaborative working is evident from nursery to P7 through working groups, collegiate sessions and working within their own stage or remit. | 1.3 |
| In all classes, teaching is underpinned by the School’s Vision, Values and Aims, and staff are committed to getting it right for all pupils. This is evident in the range of teaching approaches visible in the school, including the use of technology to support learning. The school have implemented a new GIRFEC referral system to ensure consistency in identifying and targeting support. | 2.3, 3.1 |
| Regular tracking and discussion are done in collaboration with ASL and SLT to ensure appropriate support is in place. Aberdeenshire’s staged intervention process is used to support learners across the school. | 2.3, 3.2 |
| Pupil voice is a strong feature of the school and pupils enjoy the experience of being involved in pupil groups and taking responsibility for various roles across the school. | 1.3, 3.1 |
| Attainment across the school remains very good with MOST learners achieving expected level | 2.2, 2.3, 3.2 |
| **QI 1.3 Leadership of Change** | |
| We want to continue   |  | | --- | | * To work in partnership with our families to review expectations regarding behaviour to ensure a consistent and agreed approach across the school community | | * Develop pupil leadership and participation in evaluating the work of the school through use of How Good Is OUR School resource. |   We want to develop   * How we work in partnership with parents and the wider community to ensure best outcomes for our young people and families * Further skills in data interrogation, including the use of standardised assessments to inform professional judgements, plan next steps for learners and further develop a shared and consistent understanding of standards * Family learning and engagement, using the Seesaw App to support children in evaluating their own learning and next steps and using this as a tool to promote learning conversations at home | |
| **QI 2.3: Improving Learning, Teaching and Assessment** | |
| We want to continue   * To embed the use of play and open-ended learning approaches to promote skills-based learning across the school * To encourage children to be ‘leaders’ of their own learning and explore approaches to promote pupil engagement * To ensure assessment is integral in planning stages of teaching and learning, with a wide variety of assessment approaches to allow learners to demonstrate their K&U, skills, attributes and capabilities in different contexts across the curriculum.   We want to develop   |  | | --- | | * regular, planned and progressive outdoor learning experiences for all our children across curricular areas * Further our moderation practices across the cluster to ensure a shared understanding of standards and what a level looks like. This should include opportunities for planning with colleagues. | | |
| **QI 2.2: Improving the Curriculum (because curriculum drives attainment)**  We want to continue   * To embed literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum. * To increase pupil engagement by providing learning pathways which meet the needs and interests of learners and support raised attainment and achievement   We want to develop   * our revised curriculum rationale which is underpinned by our updated V,V & A and takes into account the current climate and needs of the children | |
| **QI 3.1 Ensuring Equity, Wellbeing and Inclusion** | |
| We want to continue   * To support children in building resilience * To look at the universal offer of support for all our children to ensure we are meeting individual needs and promoting an inclusive culture and positive relations. * A consistent and shared approach to managing behaviour to ensure it reflects our commitment to the Rights of the Child, GIRFEC and our nurturing approach   We want to develop   * The use of regular, planned restorative circles as a forum for embedding values and addressing difficulties * Our partnership working to promote a shared understanding of pupil needs and encourage consistency in approaches | |
| **QI 3.2 Raising Attainment & Achievement For All** | |
| We want to continue   * To monitor and track attainment, identify barriers to learning and to target support effectively, implementing the new GIRFEC referral process to ensure consistency   We want to develop   * A ‘Growth Mindset’ culture to increase pupil engagement and encourage pupils to challenge their learning by giving things a go! * The use of Seesaw as an individual profile of the learning journey from nursery – P7. * Approaches in reading and writing to support attainment  |  | | --- | |  | | |