 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Lumsden Primary School**

**LAST UPDATED: June 2017**

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

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  Our Vision for Lumsden Primary School is for all to have empathy, aspiration, respect and success.  We aim to develop this vision through the guiding principles of the four capacities - Confident Individuals, Responsible Citizens, Successful Learners and Effective Contributors  We believe in Mutual Respect and Rights and Responsibility for all.  The aims for our school are   * to be the pride of the community * to build foundations, which have been agreed by all stakeholders on which future developments will be based * for learning to be fun, the curriculum to be exciting, broad and balanced and the teaching to develop skills in Numeracy, Literacy and for the world of work * for everyone connected with Lumsden Primary School to have respect for each other   Analysis of SIMD data shows that the majority of children are in decile 5.  The PEF funding will be used to improve mental wellbeing in our children, in addition to raising attainment for all in Literacy and Numeracy. The fund will be allocated to make improvements to the GP room by installing hygienic cooking facilities so the community café can be developed and the children will have access to a breakfast club in school. The staff involved will undertake training in health and hygiene. Some money will be allocated to improving communication to parents of their children’s learning through purchase and use of IPads to share profiles.  Strengths of the school include:   * Every child at Lumsden is known well by all the staff. Through professional dialogue and strong Child Protection procedures, staff share concerns and successes of the children regularly. * Using data, benchmarks and professional judgement, support is regularly reviewed to ensure it is targeted towards children as and when required. * The vision of the school within the Inspiring Lumsden document is embedded and referred to regularly, which encourages a supportive and respectful atmosphere. The children feel listened to and understand they have a role in moving school improvement forward. We are working towards being reaccredited as a Rights Respecting School. * Technology is regularly used across the curriculum to enhance and support the children’s learning. Digital leaders have been designated in P4 and P7. A member of staff is also a technology ambassador who cascades new authority initiatives to staff. * Lumsden has strong community links. The children regularly work with staff from the Scottish Sculpture Workshop on projects, including sensory workshops and creating pottery for the school Community Café. The Moonlight Café is held monthly, run by the children, staff and parents. All members of the community are welcome and it is well attended. * There is an ethos of helping others and the school holds a charity café termly – this year we have supported MacMillan, Children in Need and Comic Relief. * Teaching and learning in Numeracy has improved this year, with a new programme being embedded. There will be further development this year of Mental Maths strategies and progression. |

2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  (narrative across this theme and various QI’s)   * The staff are aware of the social and economic backgrounds of the children in the school. * They are supportive of all the children and have developed strategies to help accommodate those children who require extra provision. * The staff engage in professional dialogue around the children’s learning as part of planned collegiate meetings, focussing on attainment or as part of our class sharing structure. * The staff, parents and children were involved in developing the aims and vision of the school in 2015. The inspiring Lumsden document that was produced is used to support expectations of behaviour and commitment from all in the school community. * Staff, parents and pupils have been open to the changes that have developed over the past 2 years. * Staff are honest and open about the need to develop the curriculum, teaching and learning. * The school invested in the Heinemann Active Learn programme. This has allowed the school’s Maths resources to be updated and gave the opportunity for the staff to develop their maths teaching. * The school and Parent Council put money towards IPads which giving us a 1:2 ratio of IPads to children. The IPads have been used to develop children’s profiles using the Book Creator app. * Child Protection procedures have been developed to improve communication of concerns and maintaining the children’s chronologies in a timely manner. * Some parents have attended many of the school events and Parent Council meetings during the year. * DYWF has been developed using a community café model   Key strengths:   * Knowledge of children as individuals and of their needs. * Careful management of purchased resources to best support teachers to develop teaching and learning and so to improve attainment. * Communication with parents. * Professional dialogue between all members of staff.   Identified priorities for improvements   * Transition from two classes to one * Reporting to parents |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.  To transition to a one class/one teacher school.  The HT & CT will develop the curriculum and planning to ensure standards of teaching and learning are maintained.  This will be developed throughout the year and embedded by term 4. | * Learners will maintain their level of attainment and in some cases increase their attainment. * Learners will receive equity of teaching time. * Parents will be satisfied their children are receiving a high quality of education. * Teachers will be able to plan teaching and learning that allows equity across the class. | INCAS data, SNSA and using benchmarks to support teacher judgement of attainment.  Scrutinising timetables to ensure all learners are receiving teacher/PSA input.  Seek feedback – written, verbal from parents to ensure they are satisfied with the quality of education their children are receiving e.g. Big Conversation  Monitor time spent on planning to ensure WTA is adhered to. |
| 2.  To develop the reporting calendar to find further opportunities for parents to be informed of their children’s progress.  The HT will develop the calendar in consultation with the CT.  This will be in place and running by the October holidays.  The impact will be monitored every term. | * All parents will feel informed about their children’s progress. * Learners will begin to have greater dialogue with their parents about their learning. * Learners will maintain their level of attainment and in some cases increase their attainment. * Teachers will develop greater confidence in reporting directly with parents. | Questionnaires to parents at the end of each term to gauge their level of satisfaction with the process and their interactions with their children about their learning.  INCAS data, SNSA and using benchmarks to support teacher judgement of attainment.  Professional dialogue. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Discussions with staff at PRD and EARS * SIP * Homework questionnaire * Feedback from café * Attendance at Numeracy open morning and follow up workshop * Parent council minutes * INCAS/PIPs data * Tracking spreadsheet * Collegiate diary   Overall evaluation of level of quality:   * Staff have high expectations of teaching and learning for all children * Staff are informed on SIMD data, free school meals and clothing grant statistics for school * The Vision, Aims and Values are displayed in areas around the school and referred to in restorative conversations * The staff have focused on developing Numeracy by embedding the new Active Learn programme and linking this with the benchmarks produced by Scottish government and Aberdeenshire curriculum frameworks. * North Lanarkshire Active Literacy Phonics and Spelling programme is fully embedded. * Staff undertook Reflective Reading training on February in-service day and have used this to further develop comprehension skills across the stages * Incas and PIPs data is shared and discussed to target support by PSA and ASL teacher * Collegiate meetings have been focused on fulfilling the targets set in the SIP. * Staff are dedicated to improving the teaching and learning in school and the outcomes for all the children.   Level of quality for this QI: 4 |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:  (narrative across this theme and various QI’s)   * All children and their families are known individually by the whole staff. * Concerns are shared carefully using the schools child protection policy. * Communication between parents and staff and vice versa is good and has improved using electronic methods of communication. * A good percentage of the school’s parents help out at the Community Café and will attend open events when they can see their children learning. * The PC is active and fundraises to provide many out of school trips. * The children’s learning is assessed and discussed regularly during professional dialogue. * Staff are encouraged to undertake relevant CPD to best support learning and teaching in the school * Strong procedures are in place to support children with medical needs.   Key strengths:   * Communication with parents * Flexible procedures for providing targeted support * Working with partner agencies and parents to ensure the welfare of our children * Strong ethos of Social Justice and restorative procedures   Identified priorities for improvement:   * Extend the school day by providing a walking bus and breakfast club * Continue to develop use of technology to share children’s learning and experiences with parents and wider community * Develop outside space and use of local woodland area to improve outdoor learning. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact learners | How will success be measured? |
| 1.  To develop greater use of technology for communication with parents.  Clerical assistant & HT – use of Groupcall  CT, HT, children – Book creator profiling and uploading children’s work to GLOW  In place by October and reviewed throughout the year. | * Parents feel informed about the school and their children’s learning * Parents feel they are kept up to date with their children’s progress * Children develop independence when maintaining their profile and sharing this with their parents. | Electronic records of emails sent to parents.  Children’s profiles shared with HT and available on GLOW for parents to view. |
| 2.  Develop the outdoor space for learning across the curriculum.  CT and Eco committee to continue to work on Eco award  HT in partnership with SSW to investigate available grants for developing space to the left of the building entrance.  Eco award ongoing from term 1.  Grant applications submitted by Easter break | * Children are motivated to learn using alternatives to the classroom and in turn attainment improves. * More reluctant learners are engaged with their learning. * Community feel involved in the school. | INCAS, SNSA, teacher judgment based on benchmarks.  Lesson observation.  Visitor log. |
| 3.  Introduce walking bus and breakfast club.  HT work with Aberdeenshire Council to update cooking facilities in GP room to be completed by November.  HT timetabling staff to accommodate earlier start.  All staff to undertake Health and Hygiene training to be completed on November in-service. | * Children will feel socially included. * Children will be ready to start the day at 9am. * Children will develop greater understanding of a balanced diet. * Parents will feel supported by the school encouraging punctuality and early morning routine. | Observation of children’s interactions with each other out with breakfast club time.  Observation of children’s engagement in lessons before 9.30am.  Questionnaires  Conversations with parents  Parental attendance at other school events. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * PIPs, INCAS, professional dialogue around the benchmarks – Aberdeenshire and National * Jotters, classroom observation and learning conversations with the children. * Professional development records * Achievements wall, photos, email evidence of e-certificates, eco and health displays   Overall evaluation of level of quality:   * The school Eco group have encouraged the children to recycle and develop the outside space to enable the school to attain their silver Eco School Award. * The school Pupil Council have begun to work towards reaccreditation as a Rights Respecting School * The school Health group have worked on encouraging healthy eating in the school community * The staff are becoming more familiar with both Aberdeenshire and National frameworks and benchmarks in Numeracy, Literacy and Health and Well-being and are developing procedures for using these to support the planning and assessment cycle. * The staff have focused on developing Numeracy by embedding the new Active Learn programme and linking this with the benchmarks produced by Scottish government and Aberdeenshire curriculum frameworks. * North Lanarkshire Active Literacy Phonics and Spelling programme is fully embedded. * Staff undertook Reflective Reading training on February in-service day and have used this to further develop comprehension skills across the stages * Some of the children are achieving at or above their expected level across the curriculum * All children who require support to improve their level of attainment are receiving support. This is reviewed regularly to target the support where most needed.   Level of quality for this QI: 4  ( HGIOS4 1-6 scale) |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  (narrative across this theme and various QI’s)   * Children are seen as individuals and support is targeted as and when it is needed * Children’s family situations are understood by staff and this is taken into account when providing support * Children are seen in a holistic manner and all skills and aptitudes are celebrated * Data is used to back up teacher judgment about levels and target support * Technology is used across the curriculum to support learning * Technology is used to aid communication with parents and to report learning regularly * We work with our community partners such as the Scottish Sculpture Workshop to provide further opportunities for creativity beyond the school * We work with our cluster partners to moderate   Key strengths:   * Good communication with our children and families * Use of technology to support and further learning * Data analysis used diagnostically to target support   Identified priorities for improvement:   * Develop resilience and self-motivation in our children * Develop learning, teaching and assessment of Health and Well being * Develop formative assessment strategies |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.  Implement ‘Bounce Back’ programme of resilience.  Undertake Network development of Mental Health and Wellbeing  Link Benchmarks in Health and Well Being to Bounce Back  Link Bounce Back to Inspiring Lumsden Policy  CT & HT will work towards this by December 2017 | * Children will be able to demonstrate resilience and problem solving in all situations at school – playground behaviour, self-help skills, overcoming problems independently * Children’s improved resilience and mental well-being will lead to improved motivation and in turn improved attainment for reluctant learners. * Parents will see improved mental well-being of their children. * Parents will see improved self-motivation in their children. * Teachers will be consistent with their approach to behaviour in school. | PSA and CT will have less need to inform HT about behaviour  INCAS, SNSA, teacher judgement using benchmarks, jotter evidence, profiles  Conversations with parents.  Improved motivation to complete homework tasks – reported by parents  Language used is consistent across the school. |
| 2.  Develop planning of Health and Well Being through bundling of outcomes.  CT & HT will work towards this by October 2017. | * Children cover all the outcomes on a rolling programme * Teachers can plan for Health and Well Being based on assessment * Teachers spend less time on long term planning * Improved quality of lessons | Tracking of outcomes  Lesson observations  Long term plans |
| 3.  Development of formative assessment  This will be developed throughout the year.  CT & HT will attend twilights and In-service training to support this.  The children will be involved in the process and this will tie in other work on mental resilience and RRSA. | * Children demonstrate they can reflect on their work and show improvements * Children will show improved attainment * Teachers will reduce the amount of written feedback in jotters * Children will begin to create profiles more independently * Teachers will become more confident in using learning intentions and success criteria | INCAS, SNSA  Jotters  Parent feedback  Book Creator Profiles  Classroom observation |
| 4.  Continue to work towards further achievement as an Eco School.  Be reaccredited as a Rights Respecting School.  The Eco group will drive the Eco School work led by CT.  The Pupil Council will drive the RRSA work led by HT. | * Children will show an understanding of their local and global environment and how to care for it. * Children will use |  |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Minutes of MAAPM meetings * Medical form records * Attendance records * PPR information regarding individual children’s needs * Records of meetings with partner agencies * Collegiate timetable * Whole school meeting minutes   Overall evaluation of level of quality:  (brief description)   * The school Eco group have ensured the school have attained their Silver Eco School Award. * The school Pupil Council have begun to work towards reaccreditation as a Rights Respecting School * The school Health group have worked on encouraging healthy eating in the school community * The staff are becoming more familiar with both Aberdeenshire and National frameworks and benchmarks in Numeracy, Literacy and Health and Well-being and are developing procedures for using these to support the planning and assessment cycle. * The staff have focused on developing Numeracy by embedding the new Active Learn programme and linking this with the benchmarks produced by Scottish government and Aberdeenshire curriculum frameworks. * North Lanarkshire Active Literacy Phonics and Spelling programme is fully embedded. * Staff undertook Reflective Reading training on February in-service day and have used this to further develop comprehension skills across the stages * Robust procedures being developed to record health and welfare concerns and communications with parents * Communication with parents is based on trust and understanding   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale)  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * INCAS and PIPs data * Tracking records * Jotters, profiles and learning conversations with children * Achievement wall * Photograph wall   Overall evaluation of level of quality:  (brief description)   * Some children are attaining appropriate levels and a few have exceeded these evidenced using PIPs and INCAS data * CT judgments are in line with assessment data and are used to target support * Attainment levels in Literacy, Numeracy and Health and Well-Being are a priority for our school * Progress is demonstrated through robust tracking of attainment in Numeracy and Literacy * Tracking of Health and Well-being is one of the school’s priorities * Children are encouraged to reflect on their learning through profiles suing Book Creator * Formative assessment is a priority this year * Children are encouraged to develop resilience and a can do attitude to their learning * Attendance levels improved last year * The children are active in the community – litter picks, community café, upkeep of community planters   Level of quality for this QI: 4  (HGIOS?4 1-6 scale) |
| 5. What is our capacity for improvement?   * All teachers will participate in network twilights and in-service training to develop skills to support our young people’s Mental Health. PDRS and EARs will help to support all staff in their development. Staff have an input into the school development and set CPD targets to support their personal and school development. A collegiate calendar is set in advance to allow staff to prepare for discussion and development. * Staff are encouraged to lead developments – ownership of development drives initiatives forward. * The new reporting calendar will give parents greater opportunity to see their children’s learning and development. Through work on formative assessment and further development of Book Creator profiles children will increase their confidence in talking about their learning and how to make improvements. |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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