



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Clatt School

September 2018

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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

The positive ethos of the school is the foundation on which we build and develop the children's learning. Clatt offers a broad and balanced curriculum taking into account the needs and interests of the individual children within the school. The opinions of all stake holders are regularly sought and listened to. Children are given a positive, happy, safe and secure environment in which to thrive; there is a mutual sense of trust, respect and shared values and vision.

The ethos of the school is reflected in the vision, values and aims:

Clatt School Vision

At Clatt School we aim to create an environment where:

- All members of the school community develop confidence through an ethos of high aspirations and expectation
- Learning is highly valued amongst all members of the school community
- Co-operation enables us to share, celebrate and enhance individual strengths and abilities
- A climate of responsibility and mutual respect ensures that all members of the school and wider community are valued and pupils play their part in society
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Clatt School Values

Responsible

Ethos

Supportive

Polite

Enthusiastic

Caring

Try your best

Clatt School Aims

At Clatt School we aim to ensure a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to become:

- Responsible Citizens
- Effective Contributors
- Successful learners
- Confident Individuals

Clatt School has no allocation of **PEF** funding. However the school has a clear commitment to excellence and equality and values the learning of all children.

Analysis of the **SIMD data** shows that all the children are in decile 7. Although the school does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

Strengths of the school:

High quality, responsive learning experiences

At Clatt school children can behave well and work hard; they are encouraged to try their best at all times. The children are generally enthusiastic and engaged in their learning. The children respond well to the wide and varied range of opportunities with which they are presented.

Levels of achievement

The children are making very good progress in all curricular areas, especially in reading and story writing.

The inclusive and nurturing ethos

The children's individual needs are met through the breadth, depth and challenge of the curriculum. Additional support is provided when required. The children benefit from high quality care and support. Children are encouraged to exercise Clatt Values. The school has a very inclusive nature and are very good at including one another.

Quality of support provided

Staff know the children very well and parents are encouraged to make staff aware of any circumstances which might affect children or their learning. Strong home/school links are forged and maintained. Staff track children's learning, constantly assessing whether children are making progress and provide support and challenge as required. Staff work hard to ensure that all children's needs are met.

The engagement of all staff, pupils and partners in improving the school

Staff, pupils and parents at Clatt school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners.

2. How good is our leadership and approach to improvement? QI 1.3

Relevant NIF priority: All

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

Overview:

The school engages in a rigorous self-evaluation process which involves all stakeholders. We do this by carrying out parent consultations, parent questionnaires, parent forum meetings and feedback from parents. We have created a shared vision in consultation with all stakeholders. We encourage the children to take responsibility for decision making and contributing towards school improvement. We do this by having a Pupil Council, carrying out pupil questionnaires, pupil feedback and pupil voice.

Staff are committed to taking lead roles in school improvement initiatives such as 1+2 and science. We continually evaluate the quality of learning and teaching and the impact of changes. Parents feel that staff are approachable and that their opinion of staff and school developments are listened to and acted upon.

HIGIOS 4th edition has been introduced and relevant quality indicators used to inform monitoring and evaluations.

Staff engage with CPL opportunities. Leadership roles are encouraged and taken on by all staff e.g. 1+2, Science and PDR.

Key strengths:

- The improvements in performance made by the school are based on effective self-evaluation
- The school is focussed on our shared vision, values and commitment to learning
- Effective relationship with parents in partnership

Identified priorities for improvement:

- Using assessment data as basis for curriculum planning and target setting
- Reporting to parents

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Reporting to parents Ongoing to June 2018	Continue to develop improved process of reporting learners' progress to parents. Implement a reporting calendar. Less emphasis on annual report in term 3. Increased pupil and parent's involvement.	Improved reporting process. Parental feedback.
2 Implementing SNSA. Ongoing to June 2018	Analysis of attained data forming a coherent part of planning for improved learning. Progress and attainment improved for all learners	Analysis of and response to data consistently integrated into learning. Staff liaison with parents on revised approaches.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

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Overall evaluation of level of quality:
(brief description)

Level of quality for this QI:
4 (prior to implementation of Improvement actions)

3. How good is the quality of care and education we offer? QI 2.3

Relevant NIF priority: All

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

Overview:

All staff show commitment to the development and wellbeing of learners as individuals. We ensure that all children are safe, treated fairly and protected. We have a Child Protection Policy.

Aberdeenshire Frameworks are being introduced to inform planning and identify next steps in learning. Transitions are well-supported and we are working with the secondary to ensure a more effective curriculum transition.

Positive engagement with parents encourages them to take an interest in their child's learning.

ICT is used widely across the curriculum to support teaching and learning experiences.

Teachers track children's progress carefully and we use group work and personalised tasks to give learners appropriate support and challenge.

Key strengths:

- Positive relationships in school based on the shared vision, values and a respect for learning
- Individual learners needs are met through support and/or challenge
- Positive engagement with parents encouraging them to take an interest in their child's learning

Identified priorities for improvement:

- Fully implement the use of Aberdeenshire frameworks and benchmarks for assessment
- Improve the Health and wellbeing curriculum

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Fully implement Aberdeenshire Frameworks and use benchmarks for assessment. Ongoing to June 2018</p>	<p>Clear progression for learners. More effective system for identifying next steps for learning. Raised attainment.</p>	<p>Frameworks fully implemented Benchmarks used for assessment Evaluation of termly plans</p>
<p>2. Develop cohesive, strategic plan to promote wellbeing across the school. Ongoing to June 2018</p>	<p>A revised curriculum which will better meet the needs of all learners. Curriculum will be broad, balanced and relevant. Learners will have increased knowledge and skills related to health and wellbeing. Learners will report feeling more secure, confident and resilient in dealing with change and challenge. Learners will experience curricular transition which ensures progression and builds on prior learning.</p>	<p>Implementation of a HWB program based on SCARF materials. ALEC educators will have supported staff. School and staff CPD records will show engagement. QA session and classroom discussions with learners. Ongoing assessment.</p>
<p>3. DYW – develop links with the community and its workforce/employers to help children recognise the link between their learning and life beyond the classroom Ongoing throughout the year</p>	<p>Children will gain an understanding of learning in the context of their future. Learning experiences enhanced by links within the community and employers.</p>	<p>Links developed with employers within the community. Children will be able to talk about their learning in the context of its impact on their future – know the value in terms of its link with a life skill</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

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Overall evaluation of level of quality:
(brief description)

Level of quality for this QI:
4 (prior to implementation of improvement action points)

4. How good are we at improving outcomes for all our learners? QI 3.2

Relevant NIF priority: All

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

Overview:

Children at Clatt School are included, happy and engaged. They benefit from a level of care and nurture. The staff commitment to meet the children's individual needs enhances their learning experience.

All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. The whole school community is fully committed to its statutory duties and codes of practice. Relationships across the school community are positive and supportive.

The children are engaged and enthusiastic about their learning.

Standardised data is used to track and monitor progress and identify areas requiring targeted support. Analysis of data shows that the children are in line with progression expectations in Numeracy, Literacy and Health and Wellbeing.

The school uses the Dyslexia and Autism toolkits.

Key strengths:

- Our staff make effective use of assessments to ensure progression
- Staff have a shared understanding of standards and make professional judgements on learning and progression
- Overall our learners are successful, confident and making good progress

Identified priorities for improvement:

- Develop a robust tracking and monitoring system
- Further develop celebration of achievements

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Develop a robust tracking and monitoring system. Ongoing to June 2018	Cluster wide tool for tracking and monitoring. Tool being used effectively.	Staff being able to quickly identify attainment and progress made. Early intervention to address needs.
2. Further develop celebration of achievements. Ongoing to June 2018	Achievements inside and outside of school will be more fully recognised and celebrated. Equity for all learners.	Evidence in school of celebration of achievements. Aligning achievements with future aspirations.
3.		

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

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Overall evaluation of level of quality:
(brief description)

Level of quality for this QI:
4 (prior to implementation of Improvement plan)

5. What is our capacity for improvement?

The overall capacity for improvement at Clatt School is good. This is based on the following aspects within the school

- High level of commitment and leadership by all staff
- Children are committed to learning
- Positive ethos
- Shared vision and values
- Supportive stakeholders
- Positive feedback from all stakeholders

Aspects that could have an adverse effect on capacity for further improvement

- Changes in staffing
- Connectivity issues
- Budgetary constraints

6. Record of updating

Date	Amendment made	By who	Comment