 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Clatt School**

 **2019-2020**

**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 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 VisionAt 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

Clatt School ValuesResponsibleEthosSupportivePoliteEnthusiasticCaringTry your bestClatt School AimsAt Clatt School we aim to ensure a positive, respective 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 experiencesAt 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 achievementThe children are making good progress in all curricular areas, especially in reading, story writing, music and art.The inclusive and nurturing ethosThe 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 providedStaff 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 schoolStaff, 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?

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| Relevant NIF priority: AllRelevant 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. 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. Relevant quality indicators from HIGIOS 4 are 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:* Renew our shared vision
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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? |
| Develop a shared vision relevant to our unique setting in consultation with all stakeholders including staff, pupils and parents. Ongoing to June 2020 | Members of all stakeholder groups feel a sense of ownership of new shared vision.School environment will reflect the new shared vision.Positive impact on learners’ achievement of the school ethos. | Members of all stakeholder groups will adopt the new shared vision.Members of all stakeholder groups can articulate our new shared vision.The new shared vision will reflect the ethos of the school. |

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| 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:   |

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

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| Relevant NIF priority: AllRelevant 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 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
* Aberdeenshire’s Frameworks and benchmarks are being used to support assessment

Identified priorities for improvement:* Improve DYW opportunities
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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? |
| DYW – develop links with the community and its workforce/employers to help children recognise the link between their learning and life beyond the classroomOngoing to June 2020 | Children will gain an understanding of learning in the context of their future.Learning experiences enhanced by links within the community and employers. | 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 |
| 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:   |

3. How good are we at improving outcomes for all our learners

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| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  All staff have a good knowledge of pupils, their families and the community. We try to ensure that all pupils are treated with respect and there are procedures in place to support pupils. Targeted support is in place for pupils when required..Key strengths:* Everyone is treated fairly and with respect.
* We have an ASN audit of need. School responds quickly to pupils needs.
* All staff complete annual update of Child Protection training
* The schools HWB programme promotes our inclusive ethos
* Planning is differentiated to meet pupil needs
* Parents feel well-informed about pupil progress and are happy with the open door policy

Identified priorities for improvement:* Develop more effective transition from P7 to S1
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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? |
|  Develop more effective transition between P7 and S1 – work with all cluster school to improve the transition process.Ongoing to June 2020  | More effective transition allowing the pupils to be sufficiently prepared for Secondary.Transition Calendar will ensure that our pupils are involved in all transition activities/events therefore improving their experience. | Pupils and staff will have a shared understanding of the transition process well in advance.Pupils will be involved in all transition activities/events.Positive feedback from staff, pupils and parents. |

Evaluation of QI 3.1 – Ensuring wellbeing, equality and inclusion:

Sources of evidence/evaluation activities undertaken:

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Overall evaluation of level of quality:

(brief description)

Level of quality for this QI:

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

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| 4. How good are we at improving outcomes for all our learners? Relevant NIF priority: AllRelevant 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:  |

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? |
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| Evidence of progress/comments/identified next steps:Date:Date:Date: |

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| 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:  |
|  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
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