 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Clatt School**

**2021-2022**

**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 Vision  At Clatt School we will give children opportunities to develop skills for learning, life and work to empower them to make informed choices to live a happy fulfilled life.  (Adopted by parents, pupils and staff 2020)  Clatt School Values  Responsible  Ethos  Supportive  Polite  Enthusiastic  Caring  Try your best  Clatt School Aims  At 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 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 good progress in all curricular areas, especially in reading, story writing, music and art.  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

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| 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. 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, STEM and PDR.  Key strengths:   * The improvements in performance made by the school are based on effective self-evaluation * Being a small school we have the capacity to drive pace and challenge and support pupils to achieve     Identified priorities for improvement:   * Challenge for all pupils |

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? |
| Ensure that pupils learning experiences are appropriately challenging and enjoyable and well matched to their needs and interests  Teacher CLPL | Approaches to develop challenge   * Sharing challenging learning intentions so the pupils have a clear understanding of their learning journey and how they will progress through it * Support pupils to work for increasingly extended periods of time without support * Develop pupils questioning and participation in group discussion to improve their thinking * Offer a range of tasks with different levels of challenge * Group pupils to facilitate challenge * Informed feedback so that pupils take responsibility for improving their own learning * Staff to engage in any CLPL activities/personal research to enhance challenging pupils | * Learning intentions for every lesson * Pupils are able to work for extended periods without support * Tasks are set that reflect different levels of challenge (daily/weekly/termly plans) * Pupils achievements in and out of school are recorded and recognised |

Evaluation of QI 1.3 How good is our Leadership and approach to improvement?

Challenge

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: 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 used 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:   * To deliver the vision set out in Developing the Young Workforce |

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? | |
| Skills for Learning, Life and Work to be embedded across the curriculum  Teacher CLPL  DYW calendar of activities  Ongoing to June 2022 | * Pupils are given opportunities to talk about their skills for learning, life and work * Learners are supported to aspire to a positive destination in the future, identifying their own skill set in relation to aspects of work * Ensure that pupils are able to make links between what they are learning and skills in the wider world * Agree with all staff the key DYW ‘I can statements’ to be focused on and developed throughout the year * Production of agreed skills list * Promote discussion with staff about how to support pupils to articulate their skills * Engage with parents about the importance of skills * Identify opportunities for selected activities * Staff to participate in identified DYW, My World of Work CLPL events * Survey pupils – what sectors/careers do they want to know more about | * Pupils aspirations are displayed * Relevant and meaningful links between what the children have learned and how this links to employability * Upper stages can access the World of Work website * Discussion with pupils | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Developing the Young Workforce  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: All  Relevant 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 Nursery - P1 and P6 - S1 |

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 Nursery and P1  Develop more effective transition between P6 and S1 – work with all cluster school to improve the transition process.  Ongoing to June 2022 | * The new entrants will be better prepared for their new school environment and will have a better understanding of routines and expectations * More effective transition allowing the pupils to be sufficiently prepared for Secondary. * Develop opportunities for pupils to meet with other pupils for cluster schools * 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:

Transition

Level of quality for this QI: