

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Charleston School

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Charleston School

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CONTENTS

PART ONE: Standards and Quality Report 2017-18

- School Context; School Vision, Values and Aims
- Review of School Improvement Plan Progress 2017-18
- Pupil Equity Fund - Evaluation of Intervention Impact 2017-2018
- Core Quality Indicator Evaluations 2017-2018
- Capacity for continuous improvement statement

PART TWO: School Improvement Plan 2018-19

- Key Priorities informing Improvement Planning - National, Local and Service / School 2018-19
- School Improvement Plan 2018-19 Action Plans
- Pupil Equity Fund Rationale 2018-2019
- Professional Learning QI 1.2 Leadership of Learning 2018-2019
- Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Context of the school:

Charleston School is located in the community of Cove, an area to the south of Aberdeen city. The school is situated in the private, residential area of Charleston. Future housing developments will lead to further expansion of the school roll which is currently standing at 234 plus 60 nursery pupils. In addition to the main school building, which opened in 1999, there are three temporary classrooms which were put on site in 2002. This year the school is configured around 11 classes as detailed below.

These are currently sitting at the following -

P1	P1	P2	P2/3	P3	P4	P4/5	P5/6	P6	P7	P7
22	20	23	22	22	25	22	22	27	16	17

The nursery has three classes – two in the morning and one afternoon session. The school is managed by the head teacher, depute head teacher and a principal teacher. During this 2017-2018 session, we have had run with a lower compliment of staff than we are entitled to. This has been due to recruitment difficulties across the authority and the wider country. The Senior Management team have all had to take on greater teaching commitments due to staff movement to other posts and the lack of supply staff in the city. This has impacted slightly on the effective implementation of the school improvement plan. Within the nursery, a Senior Early Years Practitioner was appointed in February 2018 together with three Early Years Practitioners and a Pupil Support Assistant, they have worked hard to implement the nursery curriculum and development plan. The school currently has 7 full and part time pupil support assistants, who support in class, in small groups and individually, as well as attend to pastoral needs during breaks and throughout the day. As well as classes having weekly music sessions, pupils have the opportunity to apply for individual and group lessons for piano, brass, woodwind and violin. Across the week, we aim to give pupils two hours of PE. Class teachers and a part time PE specialist take this. We had an Art specialist teacher until April 2018. In term 4, a specialist teacher taught classes Global Citizenship.

Parental engagement is a key feature in our school and parents are encouraged to be fully involved in the life and work of the school and their child’s learning. The majority of parents are very supportive of the school and our Parent Council meets regularly to discuss educational matters as well as social and fundraising events. Across the session, parents were invited to express their views on a number of topics relevant to the school via online surveys and questionnaires. They also accompanied pupils on trips, led “Bikeability” classes for P6 pupils, and both led and supported activities during our Extraordinary Experiences time.

Pupil participation is a key priority in our school and pupils have many opportunities to be involved in the work and life of the school. Pupils have a sense of pride in their school and almost all are keen and motivated learners. This is an area that is often highlighted by visitors to school, assessors from various accreditation schemes and parents and partner agencies.

The school is building closer links with the community and agencies in the community. These are used to support learning and teaching. Our pupils are involved in a range of activities in their community, such as taking part in the Christmas Community Concert, as well as community initiatives such as developing the cycle track locally, etc.

This session, in term 4, all Charleston pupils undertook a whole school topic based on the Cove community. Pupils had trips to various places in and around Cove, did comparative studies on how Cove has changed over the decades, had local personalities come in to school to enhance their learning and learned about the evolution of their suburb within the city.

The ethos of the school is very good. The school is welcoming, friendly and has a positive atmosphere. This is commented on frequently by visitors to school, parents, new staff and pupils. The staff are committed to working well together and reflecting on practice to provide a high quality experience for our pupils. The school is part of

the joint Kincorth and Torry Associated Schools Group, which will become the Lochside ASG in August 2018, with the opening of the new Academy which will serve the communities of Cove, Kincorth and Torry. We have close links with all of the schools in the ASG. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events.

Achievements within the school include

- Being awarded the Bailie John Porter Cup for raising attainment consecutively over two years.
- Gaining our level 1 Unicef UK Rights Respecting School Award
- The Pupil Council securing support from ConocoPhillips to clear and develop the wooded area in the playground

Latest Care Inspectorate Inspection - January 2016 available at:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=280795>

School vision statement:

Vision statement:

“Inspire excellence in all”

School values and aims:

Our aims:

- To provide a welcoming, safe and stimulating environment for all.
- Ensure an inclusive approach to meet the needs of all, in partnership with parents and other agencies.
- Nurture an ethos of achievement in a supportive environment.
- Respect each other, our property, our school community and our world.
- Be reflective and ensure continuous improvement.

Our values:

- Respect
- Responsibility
- Honesty
- Motivation
- Co-operation

The school aims were reviewed during session: 2015-16

The school aims vision and values will be reviewed during session: 2018-19

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Develop comprehension skills in Literacy and Numeracy, with a focus on listening and discussion.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

Action – Collegiate discussion surrounding the importance of skill application and the ability of pupils to share their knowledge and understanding effectively. Introduced Reading Comprehension and Problem Solving Boxes.

Impact and Evidence – Discussion with staff at August Inset, sharing data analysis which highlighted reading comprehension as an issue. Reading and maths comprehension/problem solving boxes of cards were introduced. All classes engaged in using these cards. They have enabled all pupils to work at their own individual level when working on comprehension. SNSA showed good progress in all areas of reading comprehension for almost all children except in the area of 'inference'. Comprehension across the curriculum has been a key focus and has been shared in assemblies, through Twitter feed, through work with the Parent Council and in class room observations. During pupil progress discussions, teachers have shared strategies being used to develop this and the impact that they have had for specific pupils. In the annual reports to parents, a few children wrote comments in which they said they had a better understanding of their reading after the focus this session. A number of pupils mentioned their enjoyment of the comprehension boxes. When SLT observed pupils independently completing SNSA assessments, in particular problem solving questions, the majority of pupils appeared confident and showed understanding in breaking down written questions and identifying the processes involved.

Action - Revisit and embed Number Talks.

Impact and Evidence – Experienced class teacher shared how to implement Number Talks with all class teachers at a staff meeting. All new teachers accepted the offer of observing another teacher using Number Talks with her class. Almost all children across the school have been using Number Talks within their class at least weekly. Through observation, almost all children are able to explain the steps that they take to arrive at an answer and can therefore understand where mistakes have been made.

Termly forward planning reflected the focus on comprehension in Literacy and Numeracy with all teaching staff

explicitly planning experiences which involved the teaching of the strategies and their application. In some classes plans show application of these skills across the curriculum.

Next Steps

1. School to develop pupil ability to infer whilst reading. Books have purchased for staff to use to support this. New Curriculum Design and Rationale will ensure that the curriculum is relevant to context of the school and thus should support children in making links to their own life when reading across the curriculum. Evidence of improved inference will be gained through SNSA results from 2018/2019.
2. Pupils to be supported in applying their ability to work step by step in maths to their written work. New staff will be encouraged to observe and work alongside a stage partner to develop their understanding and confidence in the delivery of Number Talks.
3. Further develop problem solving across the curriculum through work on IDL and specific assessments.

• **2017-2018 Improvement Priority 3:**

Develop emotional literacy of pupils using Shanarri Wellbeing Wheels, Boxall profiles, Social Skills Development, Adventure Aberdeen and play therapy training for staff.

As part of the ASG, introduce the Bounceback programme to enhance resilience.

NIF Priority

- 1 Improvement in attainment, particularly in literacy and numeracy
- 2 Closing the attainment gap between the most and least disadvantaged children
- 3 Improvement in children and young people's health and wellbeing
- 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
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- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

Adventure Aberdeen sessions were accessed through funding from the new ASG Partnership. Pupils were identified who struggled to cope in social situations.

- PSAs report that children who had this experience are coping more independently with playground issues.
- Pupil feedback stated increased confidence. IEP for one pupil shows target met re. positive social interactions. No further info from parent regarding 3rd and 4th child's confidence in making and maintaining friendships.
- Shanarri results pre and post intervention show increases in achieving, active, respected and included following participation in the 6 week block.
- For 3 out of 4 children after engagement in the sessions, teachers no longer felt the need for Boxall intervention.
- Evaluation of experience (5 months after the sessions). Pupils very enthusiastic and boosted in confidence. Built friendships within the group. Since Dec '17 there was a decrease in the number of pupils requiring support from SLT in managing behaviour. In the 2 terms before this a greater level of SLT intervention had been required. Pupil comments included; "I now have confidence to try new things." "Gave me experiences like Cromdale for a practice." "I'm scared of Cromdale things. But I'll try after being there."

Action

- All staff (PSAs and teaching inc nursery) attended inset training with ASG partners. PSAs also attended 'Behaviour is Communication' training.
- DHT used Bounceback as a focus for her research project. She worked alongside and led ASG partners to make a progression and shared terms, to allow smooth transition to Lochside Academy.
- Implementation in school held back until January 2018 as books were out of print.
- DHT developed term plan for terms 3 and 4 for use in classes. Each assembly was planned around a theme and pupils were set class challenges to complete and feedback at assembly.

Impact and Evidence

- Pupils (particularly in P3) are able to state the Bounceback acronym and can give examples of how to be resilient and integrate with peers.
- Incidents of groups of children unable to deal with playground troubles reporting to SMT has significantly reduced to less than one per week.
- Although exclusion rates have significantly increased this session due to new P1 pupil who needed lots of support to enable him to engage fully in class, since Bounceback was introduced in January there has only been one exclusion. Class teacher uses Bounceback strategies in whole class teaching sessions to support this child in developing strategies to use in difficult situations.
- Leuven Scale of involvement being used with target group. Too early for post assessment.
- Boxall profiles (will be post assessed in June 2018).
- Shanarri results to track impact on pupil skills. Discussion with pupils and teachers suggests that the apparent drop in Shanarri responses in Term 4 is in fact a positive from the Bounceback experience as the pupils now better understand the language of Shanarri and can interpret their own feelings better and therefore are giving a 'truer' response. This will be monitored and if true and having a positive impact, we would expect a rise in result at the next asking.

Anti-Bullying policy has been updated and ratified by ACC. A focus group of parents has been given the opportunity to review this. SLT are now clear on how to record incidences of bullying on SEEMIS. Incidences of bullying behaviour are managed in a restorative manner. There were a number of reported incidences prior to the introduction of this but since January 2018 there have been no incidents reported.

Next Steps:

To focus on 'respected' across the wider school community and family.
Post assessment using Leuven Scale and analysis of results to inform next steps.
Continue to record and analyse SHANARRI responses to track impact of Bounceback on Wellbeing.
Continue to develop progression across ASG in 2018/2019.
Integrate the 'Bounceback' language and approach across the curriculum.
Develop bank of strategies to support children through a range of social/emotional issues.

2017-2018 Improvement Priority 4:

Develop children's self-evaluation of learning and involvement in their planning.
Continued development of outdoor space.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership (Leadership)
- Teacher professionalism (Learning and Teaching)
- Parental engagement (Families and Communities)
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Impact and Evidence:

Action

- Children were consulted with understanding of nursery aims and values and what they liked and wanted to improve in nursery setting.
- AiFL input for all nursery staff provided at PM Nursery meeting.
- Trialled traffic light feelings cards linked to what activities they liked during their nursery session and identifying what they would like to better.
- Use AiFL strategies in restorative discussion with children linked to evaluation behaviour – 'what happened?' 'what was the outcome?' 'what could we do better next time?'
- Talking and Thinking Floorbook refresher training was delivered at PM Nursery meeting by DHT. Exemplar created and shared with nursery team.
- Staff trialled 'mind map' planning with children in key worker groups and revisiting these at end of a period of learning.
- Use of 'Big Questions' helped to inform planning to meet children's needs, demonstrating what they want to know and gave opportunity for staff to access prior knowledge and understanding. This was revisited at the end where children were able to add to this to show what they now know, linked to magnets and weather.
- Talking and Thinking floor books evaluated by SMT with next steps for development shared with nursery team.
- Talking and Thinking Floor Books made available for parents and carers to share learning.
- Staff created picture cards for snack time ordering. Children have made use of these to plan for what is going to be ordered.
- Children were consulted in how they wanted to arrange the outdoor space and where resources should be located.
- Staff used time allocated during INSET day to audit and clear out nursery shed and cupboard to improve accessibility and use of resources for outdoor play
- Pallets, pipes and loose parts were sourced through Balfour Beatty to assist the creation of a sensory and water wall.
- Children wrote letters and took pictures of the space to support their appeal to local businesses (Cove Bay Nurseries, Homebase and B&Q) for plants and supplies for the garden area. £50 of free plants was secured and

planted with children.

- Children created crafts to make the space more inviting.
- End of term garden party was planned for with children and all parents/carers were invited to celebrate the space.

Impact and Evidence

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- Observations have shown positive behaviour management strategies, giving opportunities for developing self-awareness and responsibility in children. AiFL strategies used to allow children to begin to self-assess what they did and what they could do better next time. This has led to children more aware of how they have contributed to conflicts and develop strategies, so they can manage this better next time. Most children in AM session have become very settled with less conflicts arising. Some children have become more self-aware of their behaviour as a result of these approaches.
- Mind Map approach to planning used within Talking Thinking Floor Books evidences children's contributions to planning at the start and sharing what they now know at the end of an area of interest. Increased child led learning has been observed through monitoring. Learning 'theme' has become more evident across the nursery environment at times.
- Deconstructed role play has given opportunity for children to develop their creativity and imagination and lead their own learning.
- Garden Party was attended by 100% of children and families available to attend on that day

Evaluation and Next Steps:

- Discussion of values and aims to be revisited regularly and re-established in Term 1 and for new starts throughout the year. Link to RRS and Bounce Back. Wall display to be refreshed and evidence child involvement through pictures, observations and comments. When this was first visited with children, children understood and could talk about the values and what these meant.
- Improve consistency in approaches to behaviour management. Further training in restorative practice, ASN behaviour management and strategies would further support this
- Talking and Thinking Floor Books need to show greater evidence of children's 'journey of experiences' through a theme. These should give children opportunity to revisit what has been previously learned in the topic and demonstrate clear links to adults picking up on children's 'big questions' created in the initial mind maps with children.
- Use of AiFL strategies to be expanded, looking to encourage greater use of self and peer assessment of their work, play and conflicts. Evidence of this should be used by adults to inform, plan for and report next steps for learning.
- Talking and Thinking Floor Books should involve children's comments, work and pictures throughout the theme to evidence learning and child involvement. AiFL opportunities should be planned for to link developments and inform clear child focused next steps for learning. These should be well matched to reporting to parents on ILD.
- The profile of the floor books needs to be raised across the nursery by all staff to enable all children to gain an understanding of what the big book is for and how they can be involved in their learning.
- **Planning** – consideration of Book Creator app for electronic Talking and Thinking Floor books to be researched.
- Adult 'responsive' planning format to be created and trialled. This should be well matched to floor books (children's planning, assessment and identification of next steps for themselves, others and the environment).
- Although Mind Map planning has increased evidence of involvement of children in planning through gathering their interests, knowledge and understanding, this is yet to be shown in adult responsiveness to how the environment is set out, experiences provided or staff questioning in a timely and well-paced fashion. *Monitoring* of Planning and observations of application of these across the nursery environment, is to be planned for and carried out by SEYP and SMT. Next steps to be identified and included as a standing 1x per month point on nursery meeting agenda.
- Deconstructive Role Play to be evaluated with children, parents and staff. Success/areas for improvement to be identified
- CPD in PM nursery meetings to be developed to increase staff capacity to develop literacy, numeracy and HWB and loose parts through outdoor learning.
- Evaluate end of term garden party and success/area for improvement as a way to celebrate the year and congratulate leavers/P1 starts. Gather feedback from children and stakeholders Term 1 of new session.

Pupil Equity Fund 2017-2018 (Budget £8400)

Evaluation of Intervention Impact

Plan 1: "To introduce SEAL training for staff and purchase related resources."

Aim - "Identified pupils at all stages will have improved Numeracy ability."

Plan 2: "Research ReadingWise and the possible impact on closing the gap in reading for key pupils."

Aim – "Identified pupils will reduce the attainment gap in reading between their reading and chronological ages."

Impact and Evidence

Action:

- DHT at Muirfield shared their experience of Readingwise, including implementation strategy and impact.
- Readingwise introduction and trial period given by Caroline Shepherd (Readingwise)
- Acting Depute Head Teacher (GG) and PSA (ML) trained in Readingwise through interactive online sessions.
- GG trained DH (P7 class teacher to enable a further trial of implementing Readingwise within a class environment).
- Readingwise purchased following initial procurement issues.
- INCAS results used to identify pupils with a reading age > 1 year below their chronological age. A range of assessment tools were used to identify children with reading ages 1 year below their chronological age.
- An identified group worked 3 x per week for 20 mins on Readingwise with a PSA from December 2017.
- A further trial group of 3 pupils was started in April 2018 following positive initial results from the trial group and areas of improvement identified about these pupils during 'Pupil Progress Discussions' following SNSA assessments and update of CfE levels.
- Pupils completed pre and post reading age assessments.
- Pupils completed post completion questionnaire.
- Parents completed post completion questionnaire.
- Observation of pupils and monitoring of success on online dashboard to support and adapt to meet pupil need. Some pupils at certain points working 1:1 with Acting DHT to get the most out of Readingwise.

Impact and evidence:

- Data shows increase in reading age after first 4 months of trial. Average reading age increase of 14 months (Burt Reading Age assessment).
- Anecdotal evidence during Pupil Progress Discussions: " Similar discussions during review meetings with parents and Educational Psychologist.
- Results of pupil post participation questionnaire:

Average /10 how much enjoyed Readingwise	Has Readingwise taught you to read new words? (%)	Has Readingwise helped you to read more in class? (%)	Have you moved up a level in reading? (%)	How do you feel about reading? Has this changed?
9.4	100%	100%	100%	"I like reading." "I like Readingwise." "It made me beter at reading." "Yes reading is fun." "I reely like it bicos it helps me reed." "I like it every day. It is good." "Yes reading is good."

Evaluation / Next Steps:

- To make comparisons (data and anecdotal from professional discussion) between extraction and in class approaches to Readingwise.
- To block off time in ICT suite 3 x per week next session to allow all Readingwise pupils to participate at the same time with a PSA.
- To gather data (Readingwise and Burt) following completion of first block. Analyse and discuss with pupils, parents and class teachers to decide if another block is required.
- Use SNSA, INCAS, CfE levels and Pupil Progress Discussions to identify further pupils to participate in a 2nd year of Readingwise.
- Renew and continue to monitor and reflect on impact in 2018/2019.

Plan 3: "Introduce Bounceback to school. All staff will be trained in Bounceback approaches and resources will be purchased to support its implementation."

Aim – Identified pupils will develop self-esteem and resilience, showing improvement in peer relationships and ability to cope in conflict.

Impact and Evidence

Action

- All staff (PSAs and teaching inc nursery) attended inset training with ASG colleagues. PSAs also attended 'Behaviour is Communication' training.
- DHT used Bounceback as a focus for her research project. She worked alongside and led ASG partners to make a progression and shared terms, to allow smooth transition to Lochside Academy.
- Implementation in school held back until January 2018 as books were out of print.
- AC developed term plan for terms 3 and 4 for use in classes. Each assembly was planned around a theme and pupils were set class challenges to complete and feedback at assembly.
-

Impact and Evidence

- Pupils (particularly in P3) are able to state the Bounceback acronym and can give examples of how to be resilient and integrate with peers.
- Incidents of groups of children unable to deal with playground disputes reporting to SMT has significantly reduced to less than one per week.
- Although exclusion rates have significantly increased this session, since Bounceback was introduced in January there has only been one exclusion.
- Leuven Scale of involvement being used with target group (which includes PEF children). Too early for post assessment.
- Boxall profiles (will be used to assess in June 2018)
- SHANARRI results to track impact on pupil skills. Discussion with pupils and teachers suggests that the apparent drop in SHANARRI responses in Term 4 is in fact a positive from the Bounceback experience as the pupils now better understand the language of SHANARRI and can interpret their own feelings better and therefore are giving a 'truer' response.
- In term 1 on average 12.5 pupils per week required SLT support to manage their behaviour. In term 3, on average, 9 pupils per week were sent to SLT.

Evaluation and Next Steps

- Post assessment using Leuven Scale and analysis of results to inform next steps.
- Continue to record and analyse SHANARRI responses to track impact of Bounceback on Wellbeing.
- Continue to develop progression across ASG in 2018/2019.
- Integrate the 'Bounceback' language and approach across the curriculum.
- Develop bank of strategies to support children through a range of social/emotional issues

Plan 4: "Introduce Adventure Aberdeen support for pupils identified by staff"

Aim – "To help to develop self-confidence and self-esteem."

Impact and Evidence

Action –

- Provided by ASG Partnership rather than PEF funding. Children were selected who were having social difficulties which were impacting on their learning. Trips to Adventure Aberdeen were organised for small groups.

Impact and Evidence –

- PSAs report that children who had this experience are coping more independently with playground issues.
- SHANARRI results pre and post intervention show increases in achieving, active, respected and included following participation in the 6 week block.
- After engagement in the sessions, teachers felt that most pupils no longer felt the need for Boxall intervention.
- Evaluation of experience (5 months after the sessions). Pupils very enthusiastic and boosted in confidence.
- Pupil comments included; “I now have confidence to try new things.” “Gave me experiences like Cromdale for a practice.” “I’m scared of Cromdale things. But I’ll try after being there.”

Evaluation and Next Steps –

- Beneficial in terms of confidence and resilience. Good for PEF child to gain wider life experiences to make the thought of away week less daunting.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Raising attainment and achievement	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	2
3.1 Ensuring wellbeing, equity and inclusion	3
3.2 Securing Children's Progress	3

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

Capacity for continuous improvement statement

Over the past year Charleston has continued a comprehensive and focused programme of development identified through continuous self-evaluation and reflection. All stakeholders are well-informed, involved in the development process and have opportunity to view and share comment on progress made. This session, Twitter was rolled out across the whole school, as a means of communication between school, parents and the wider community. This has been an effective way to share learning and achievements, and one which the majority of parents have engaged with. The Twitter feed is aligned to our school website also.

A programme of targeted CPD opportunities, reflecting school improvement priorities, has supported staff in building confidence. All teaching staff selected a working group, Literacy, Numeracy, Health and Wellbeing or ICT, linked to the identified school improvement priorities and regular meetings are held to work towards the fulfilment of the priorities. Regular opportunities for collegiate discussion are planned to take the school forward and to ensure that all practitioners are aware of, and in agreement with, progress. In order to develop this work further, in 2017/2018, additional hours were allocated to working groups and a more focused planning format was introduced, to ensure the best use of each individual's time.

All pupils are actively involved in Pupil Participation Groups which aim to raise pupil voice and take forward developments within the school. A few parents have regularly supported the work of some of these, further enabling achievement of targets set by the groups themselves. Following our achievement of UNICEF Rights Respecting Schools Level 1, this way of working was commended and recognised as good practice. However, as a response to feedback and pupil and teacher evaluation, there have been fewer groups this session, some of were split by age to differentiate more effectively and promote progress more effectively.

The management team currently consists of a newly appointed acting Head Teacher, a long serving DHT who has recently returned from maternity leave and two part time Principal Teachers (one who was acting Depute Head teacher for the last year).

This session CfE levels reflect a better understanding of level achievement and progression across the school and nursery, leading to a truer reflection of progress made. Steady progress in attainment continues, as current data shows. Targeted support and challenge through TalkBoost, Accelerated Reader, Readingwise, Word Wasp/Hornet, PSA and SfL numeracy groups and SEAL maths recovery programme, as well as groups supporting social and emotional wellbeing, have contributed to increasing attainment and achievement. Identified areas of development, as detailed below, will allow for continued progress in all areas.

IMPROVEMENT PLAN 2018-2019

Charleston School



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> Provide age appropriate employment skills for children and young people in schools Survey aspirations to sharpen our pre and post school supports Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> Learner Pathways

2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- **Assessment of children’s progress**
- **School Improvement**
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- **Children are getting the best start in life**
- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- **Closing the Gap**
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS4 QIs

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| <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p> | <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> | <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children’s progress (ELC)</p> <p>3.3 Increasing creativity and employability</p> |
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Curriculum for Excellence – Entitlements for all children and young people

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| <p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p> <p>2. Every child and young person is entitled to experience a broad general education.</p> <p>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</p> | <p>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</p> <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.</p> <p>6. Every young person is entitled to support in moving into a positive and sustained destination.</p> |
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Improvement Priority 1: Improvement in attainment - literacy and numeracy To further develop effective practice in planning, learning, assessment and moderation in Literacy and English + Numeracy and Maths. Lead Responsible: Michael Middleton HT Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much?				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track Behind Schedule Not Actioned
Tracking of CfE performance in place for 100% of pupils in all areas of Literacy and Numeracy. Evidence from pupil progress discussions of robust analysis and moderation of data on learners' progress, informed by progression frameworks and benchmarks. Tracking of progress in numeracy and literacy to lead to increased attainment. Teacher pre and post audit will indicate increase in use of benchmarks and progression pathways to inform planning and assessment across numeracy and maths and literacy and English.	Tasks to Achieve Priority 1	PEF/ SAC	Resource	Who?	By When?	
	Embed the use of ACC progression frameworks across all areas of the curriculum and review planning assessments.			HT/DHT	March 2019	
	Introduce whole school 'Pupil Progress Tracker' to track individual pupil progress over time in numeracy and maths and facilitate analysis of CfE and wider assessment data.			HT	November 2018	
	Termly Pupil Progress meetings to be held between SLT and class teachers, to analyse data on individuals/groups/class/year group level to inform interventions/management of resources and improvement processes.			HT/DHT – lead Working with all teaching staff	Ongoing 4 meetings by June 2019	
	Further develop staff confidence in using CfE Benchmarks to support moderation decisions on pupil progress, particularly in Numeracy and Maths and Literacy and English.			All Staff	June 2019	

	Access and use Education Scotland moderation activities with staff to support self-evaluation on each aspect of the moderation cycle.			HT/DHT	May 2019	
<p>Numeracy and Maths</p> <p>Teacher pre and post audit will indicate increase in frequency of number talks sessions across the school, and increase in most teachers confidence in employing the strategy effectively.</p> <p>Pupil CfE attainment in numeracy and maths to increase as a result of improved consistency of high quality learning and teaching across all stages.</p> <p>Increase in pupil confidence in discussing and employing efficient/error proof mental maths strategies evident through classroom observations and teacher feedback.</p>	Review range of assessment data/tools used by staff in for each area of numeracy and gather/introduce additional tools as required. Each class teacher to collate assessment results for maths and use to inform ongoing planning.			Numeracy Group Leader	January 2019	
	Whole school agreement regarding the frequency of maths sessions and number talks session to take place each week.			HT	October 2018	
	Ongoing focus on 'Number Talks' strategy. Focus for SLT/peer observations/ pupil focus groups and staff meetings. Development of support materials for Number Talks to provide consistent approach to vocabulary used for strategies.			HT/Numeracy Working Group	May 2019	
	Audit materials numeracy and maths materials used across the school to support active approaches to numeracy and maths. Identify gaps and provide supplementary resources where possible.			HT/Numeracy Group Leader	June 2019	
<p>Literacy and English</p> <p>Pupil CfE attainment in reading and writing to increase as a result of improved consistency of high quality learning and teaching across all stages.</p> <p>Emergent Literacy assessment benchmark and final assessments will evidence improvement in pupils</p>	Assess all new P1 pupils using Emerging Literacy, POLAAR, reading Benchmarking as appropriate.			P1 Teachers	October 2018	
	CLPL for nursery staff on Emergent Literacy approach. Nursery to develop play based approaches to developing early phonological awareness/fine motor skills/scissor skills in line with Emergent Literacy approach.			GG/Nursery Staff – SEYP - Lead	December 2019	

phonological skills.	Review range of assessment data/tools used by staff in for each area of literacy and gather/introduce additional tools as required.			DHT/Working Group	January 2019	
	Introduction of inference comprehension resources working with all staff to ensure a consistent understanding of what inference is/how it can be taught. Consolidation of work on reading and maths comprehension boxes.			DHT	October 2018	
	Whole school agreement regarding the frequency of 'big write' writing sessions to take place each week.			HT/DHT	October 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQIP 2019-2020)

Impact and Evidence – Priority 1

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2018-2019 Improvement Priority 2: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

- 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
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- **Assessment of children’s progress**
- **School Improvement**
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

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- **Children are getting the best start in life**
- **Children are respected, included and achieving**

The ICS primary drivers have guided the formation of 4 key priorities for action:

- **Closing the Gap**
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS4 QIs

- 1.6 Self-evaluation for self-improvement
- 1.7 Leadership of learning**
- 1.8 Leadership of change
- 1.9 Leadership of management and staff
- 1.10 Management of resources to promote equity**

- 2.1 Safeguarding and child protection
- 2.2 Curriculum**
- 2.3 Learning, teaching and assessment**
- 2.4 Personalised support**
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement**
- 3.2 Securing children’s progress (ELC)**
- 3.3 Increasing creativity and employability

Curriculum for Excellence – Entitlements for all children and young people

- 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.**
- 2. Every child and young person is entitled to experience a broad general education.
- 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

- 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.**
- 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
- 6. Every young person is entitled to support in moving into a positive and sustained destination.**

Improvement Priority

Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy

To further develop interventions identified in Pupil Equity Plan to promote and evaluate improvements in attainment in literacy and numeracy, wellbeing and resilience.

Lead Responsible: Gemma Greaves

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Teaching staff will have a greater understanding of children who require targeted interventions to meet their needs.
- Teaching staff will have access to and ownership of data relating to this target group and will plan teaching and learning opportunities which work towards the targets set.
- At least 9 months increase in reading age of target pupils following sessions of Readingwise/Nessy/Accelerated Reader.
- Target group will be able to use SEAL strategies to independently add and subtract within 20 by May 2019.
- SHANARRI responses will increase by at least 5% in target group of pupils by April 2019.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Data	Tasks to Achieve Priority 2	PEF/ SAC	Resource	Who?	By When?	
Increased staff ownership/use of data to track interventions. Staff will be more aware of pupils with vulnerabilities/support needs. Staff will contribute data to tracker and use to influence class planning.	Add additional information columns to PEF tracker and include conditional formatting to highlight priority areas.			HT/PT (GG)	November 2018	
	Identify pupils with vulnerabilities which may not relate to poverty/SIMD and include them in PEF tracking.			PT (GG)		
	Share tracker with staff as appropriate via Google Drive to enable update/reflection by staff regarding ongoing interactions with pupils.			PT (GG)		
Attainment Literacy and English	Continue subscription to Readingwise	PEF		HT	November 2018	
	Introduce Nessy Reading and Spelling	PEF		DHT/PT (GG)	November 2018	

To increase reading decoding and spelling ages of targeted pupils by at least 9 months in or target pupils. (Burt Reading test/SWST Spelling test)	programme for school and home use by target pupils. To be used in classes at least 3 times weekly. Target pupils across P3 – P7.					
	Continue to subscribe to Accelerated Reader programme for P7 and introduce to P6.			HT	August 2018	
	Parent introduction sessions and 'share a session' with children on Readingwise, Nessy and Texthelp.			DHT/PT (GG)	December 2018	
	Further PSA training to ensure pupils receive appropriate support where required.			PT (GG)	December 2018	
	In house CPD offered to teaching staff to enable links to be made to teaching in class.			HT/DHT/PT's	December 2018	
	Monitoring of pupil accuracy and activity, ensuring that Sfl intervention is provided where either of these fall below 60%			PT (GG)	Ongoing	
	Further develop approaches to using Texthelp tool through Google Classroom as a universal support across school – to include pupil Texthelp champions.			HT	March 2019	
Numeracy and Maths		PEF		HT		
Evidence via classroom monitoring of wider use of visual approaches to learning and teaching in numeracy and maths.	Provide additional concrete maths resources (Numicon) to support visual/tactile approaches within numeracy and maths lessons.				November 2018	
Increased recall of multiplication facts and ability to tell/understand units of time evidenced via in game assessment and Big Maths progress drives.	Introduce Nessy Numbers programme for school and home use by target pupils. To be used in classes at least 3 times weekly. Target pupils across P3 – P7.	PEF		PT (GG)/PSA	November 2018	
	Provide additional Abacus numeracy and maths materials to support learning and teaching approaches across numeracy and maths at First Level.			HT	November 2018	

<p>Engagement</p> <p>Termly tracing of target pupil engagement using the Leuven engagement scale on PEF tracker will indicate improvement in pupils' general levels of engagement in class.</p> <p>Increase of SHANARRI responses of target pupils.</p>	Purchase additional play resources to enable teacher to provide additional structured play based learning experiences.	PEF		DHT	September 2018	
	6 pupils engagement in STEP Physical Literacy programme – twice daily 1-1 activities to develop academic performance, resilience and self esteem.	Fully Funded		DHT/PSA/PT(GG)	December 2018	
	PSA and SLT training in STEP programme for delivery with target pupils.			DHT/PSA/PT(GG)	February 2018	
	Parent engagement event on STEP programme.			HT/PSA/PT(GG)	March 2018	
<p>Participation</p> <p>Teacher feedback will indicate a decrease in PM class learning time lost to dealing with playground incidents.</p> <p>Tracking of target pupils' attendance and participation in at lunchtime clubs and post lunchtime life skills activities shows increased pupil participation and opportunities for achievement.</p> <p>Increase of SHANARRI responses of target pupils.</p>	Analysis of Boxall results, using PEF tracker, to inform planning to support the emotional and social development of target pupils.			PT(GG)	October 2018	
	Seek out additional PSA staffing for two hour period over/after lunch period on Tuesday, Wednesday, Thursday, Friday.			PT (JB)	December 2018	
	Develop a range of structured 'club' opportunities for pupils to participate in over the lunch break, with club themes identified based on pupil interest. Where possible pupils to run clubs but be supervised by adults.	PEF		PT (JB)	December 2018	
	Provide resources for lunchtime clubs as necessary per the theme.	PEF		PT (JB)	December 2018	
	Actively seek out/PVG parent volunteers to provide additional support over lunch period to provide additional focused 'club' activities.			PT (JB)	December 2018	
	Use additional PSA time to provide targeted real life skill experiences for identified pupils in first hour of afternoon.	PEF		DHT/PT (GG + JB)	December 2018	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence – Priority 2

2018-2019 Improvement Priority 3: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

<p>NIF Priority</p> <ul style="list-style-type: none"> ● 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 ● Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> ● School leadership ● Teacher professionalism ● Parental engagement ● Assessment of children’s progress ● School Improvement ● Performance Information 
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<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> ● Children are safe and responsible ● Children are getting the best start in life ● Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> ● Closing the Gap ● Youth engagement and inclusion ● Health and wellbeing ● Community safety and environment
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HGIOS4 QIs

<p>1.11 Self-evaluation for self-improvement</p> <p>1.12 Leadership of learning</p> <p>1.13 Leadership of change</p> <p>1.14 Leadership of management and staff</p> <p>1.15 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children’s progress (ELC)</p> <p>3.3 Increasing creativity and employability</p>
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Curriculum for Excellence – Entitlements for all children and young people

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Improvement Priority 3:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

To develop our curriculum rationale and design to reflect national guidance and the needs of Charleston community.

Lead Responsible:

Jill Burdette (PT 0.4) Michael Middleton (HT)

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Increased engagement in curriculum planning and school self-evaluation/improvement for all pupils.
- All staff develop professional skill and confidence to develop and facilitate pupil led learning experiences within the framework of curriculum tools such as progression pathways.
- Development of IDL experiences which are clearly based on the principles of curriculum design and prepare children for future life, learning and work.
- Engagement with parent body/school community to develop links to real life learning experiences/experts.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 3	PEF/ SAC	Resource	Who?	By When?	
Evidence of new school vision/values in place, based on audit of all stakeholders. Staff have increased knowledge/understanding and confidence in using progression pathways to support planning across all areas of the curriculum. Evidence of 100% of pupil views being sought to inform curriculum planning and appropriate approaches employed for	Development and implementation of whole school/nursery vision/values and aims through engagement with pupils/ staff/ parents/ community.			HT - Lead	January 2019	
	Increased engagement with the Aberdeen City Council progression pathways to support staff to plan for progressive experiences across all curriculum areas			HT – Lead All Staff	May 2019	

<p>each age/stage. E.g. Floor book planning, cross stage creative topics, STEM themes, lunchtime clubs, genius hour.</p> <p>Planning for interdisciplinary learning across all stages evidences a focus on skills for life, learning and work (DYW) e.g. Literacy, Numeracy, Health and wellbeing, creativity, digital literacy and employability, enterprise. Evidence from SLT/staff planning discussions/classroom monitoring/ pupil focus groups.</p>	<p>Introduction and review of 1 year whole school bundling of experiences and outcomes. Staff use of these bundles to plan blocks of IDL/Cross Curricular/Discrete learning experiences based on pupil interest/curriculum design principles/skills for life, learning and work.</p>			HT/JB	May 2019	
<p>Pupil/staff participation/leadership development groups include 100% of all staff and pupils. Evidence from group action plans/evaluations of impact on development theme.</p>	<p>Introduction of new planning format for IDL. Ongoing review with staff through collegiate planning/annual planning overviews/termly SLT/staff planning meetings and audit of whole school overview to ensure the Broad General Education is offered in a progressive and cohesive manner across the stages.</p>			HT/JB	July 2019	
<p>Evidence of development in pupil engagement evaluations using HGIOURS. Use of Leuven engagement scale with a sample of pupils across the school to benchmark initial engagement levels.</p>	<p>Development of joint staff/pupil development/leadership groups. Groups to include all pupils and all staff and have an identified improvement theme linked to school improvement planning. Evidence of group work kept through action plans/floor book planning or using other appropriate tools, e.g. book creator.</p>			JB/All Staff/Pupils	May 2019	
<p>Increase in opportunities for parents to support development/delivery of the curriculum.</p>	<p>Development of approaches to pupil participation in school self evaluation using HGIOURS. To be embedded in classroom approaches and pupil/staff leadership/participation development groups. Pupils participating in Young Inspectors programme as part of this work.</p>			HT/JB	December 2018	

	Development of digital approaches to enabling parents/families from the school community with skills/knowledge (particularly in relation to the world of work) to volunteer and participate in the development/delivery of the curriculum.			HT	December 2018	
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence – Priority 3						

2018-2019 Improvement Priority 4: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

- 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
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
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- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS4 QIs

- 1.16 Self-evaluation for self-improvement
- 1.17 Leadership of learning**
- 1.18 Leadership of change
- 1.19 Leadership of management and staff
- 1.20 Management of resources to promote equity**

- Guarding and child protection
- 2.2 Curriculum**
- Learning, teaching and assessment
- Personalised support**
- 2.5 Family learning**
- 2.6 Transitions**
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion**
- 3.2 Raising attainment and achievement**
- 3.2 Securing children’s progress (ELC)**
- 3.3 Increasing creativity and employability

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6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 4:
Closing Improvement in attainment - literacy and numeracy
Development of the planning, assessment and evaluation cycle across the nursery to ensure that children’s experiences and opportunities are high quality .
Lead Responsible: Anna Cartlidge DHT
Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- By November 18 clear personal plans will be in place for all pupils.
- By November 18 pastoral notes will be used for chronologies for all pupils.
- By May 19 pupil enjoyment levels will have improved for most pupils as a result of developing staff skills/share values/expectations around the nursery learning environment/provision.
- By January 2019, Literacy, Numeracy will have an increased profile across all areas of nursery provision/experiences, both indoors and outdoors.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 4	PEF/ SAC	Resource	Who?	By When?	
Learning Environment/Provision Evidence of increased parent awareness of nursery improvement/local services support/engagement opportunities gathered via feedback at informal coffee morning opportunities. Periodic benchmarking and tracking of pupil engagement using Leuven scale shows improvement in engagement levels for most pupils. Tracking of self-evaluation activities based on play contexts evidences	Clearer organisation of information available for parent and staff throughout the nursery - Curriculum info - GIRFEC - School information - Nursery/school development - Parental consultation /feedback/actions - Parent involvement - Local services/support			DHT	OCT 18	
	Engagement with support from ACC, organised via QA visit to provide guidance/best practice regarding learning environment.			Nursery Team/SLT	Oct 18	
	Weekly agenda item for all staff meetings				ONGOING	

<p>improvement in provision based on the ECERs criterion scale.</p> <p>Classroom monitoring/pupil focus groups with SLT will evidence improvement in quality of provision and record an increase in literacy and numeracy opportunities across the nursery play contexts.</p>	<p>regarding numeracy and literacy</p> <p>Staff to benchmark pupils using Leuven engagement scale.</p> <p>Staff to review pupil engagement using Leuven scale with pupils each term and track ongoing progress of improvements.</p> <p>Ongoing engagement with HGIOELC during monthly self-evaluation activities with staff. Introduce and use ECERS scale with staff to evaluate learning contexts on a rolling programme to record progress and set next steps.</p> <p>Regular (monthly) HT/DHT classroom monitoring with specific written feedback, required actions and timescales based on observations. Numeracy and literacy provision key agenda within observations.</p>			<p>DHT/CT</p> <p>Nursery Staff (To be collated by SEYP)</p> <p>Nursery Staff (To be collated by SEYP)</p> <p>DHT/HT lead – All nursery staff</p> <p>DHT/HT/SEYP</p>	<p>NOV 18</p> <p>TERMLY</p> <p>MONTHLY</p> <p>MONTHLY</p>	
<p>Care Procedures</p> <p>DHT/SEYP checks termly to ensure a clear personal plan in place for 100% of pupils which contains relevant information on all areas of pupils' health and wellbeing in one document.</p> <p>Pastoral notes in SEEMIS being used by all staff as a necessary, to keep appropriate chronologies of key</p>	<p>Introduce new Personal Plan for all pupils via 1-1 meeting with parents to ensure all relevant information is up to date. Care plan review with parents 6 monthly.</p> <p>Staff training on how to use pastoral notes in SEEMIS – via HT/DHT. Interim arrangement with office administrator to input data using 'pink slips' as school procedure for PSAs.</p>			<p>Nursery Team</p> <p>Nursery Team: Training Full Implementation</p>	<p>OCT 18</p> <p>OCT 18 NOV 18</p>	

<p>events for 100% of pupils.</p> <p>Evidence in pupil IEPs of planning of increased targeted support for pupils with an identified additional support need.</p>	<p>Clear IEPs in place for all pupils with an identified additional support need.</p>			DHT/Nursery Team	OCT 18	
<p>Career Long Professional Learning</p> <p>A clear set of vision and values for the nursery are established through collaborative dialogue with stakeholders/wider community which are on display in nursery and are referenced by all staff during planning for provision/improvements.</p> <p>Staff will have a stronger understanding of what is expected to ensure high quality provision in each learning contexts through use of the ECERS criterion scale.</p> <p>Peer/SLT observation schedules evidence increase in staff participation in 'high impact on learning' roles.</p> <p>Evidence of a range of targeted CLPL opportunities for staff, managed by SLT to ensure staff are suitably developed.</p>	<p>Consult all staff/ parents/ children and any available local community groups on school vision/values/aims and what they should look like in Charleston nursery.</p> <p>Visits to other settings (centres of best practice) organised by SLT to enable staff to gather new ideas/consider methods of improving practice. (Fernielea school using ECERS scale – priority visit)</p> <p>Termly peer observations using agreed formats to further develop the impact of adult support/interactions on pupils learning.</p> <p>Targeted management of staff CLPL time (including additional time supported via school staffing) to increase staff skill set/knowledge of high quality provision. Building the Ambition to be used as a key document to guide identification of staff CLPL needs.</p> <p>Remits to be reviewed to ensure all nursery staff take responsibility for key areas of planning/provision.</p>			<p>HT/DHT</p> <p>All Nursery Team</p> <p>All Nursery Team</p> <p>All Nursery Team</p> <p>DHT – to gather evidence/target CLCP</p>	<p>NOV 18</p> <p>MARCH 19</p> <p>DEC 18/ FEB 19 /MAY 19</p> <p>ONGOING</p> <p>NOV 18</p> <p>OCT 18</p>	

Staff have zones of responsibility in nursery and are able to justify evolution of provision based on observations of pupils learning/next steps.						
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence – Priority 4						

Pupil Equity Fund Budget Allocation April 2018 - £7200

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation):

In Charleston School we have identified a Principal Teacher who has responsibility for working with stakeholders to identify Charleston’s poverty related attainment gap and to support the team in developing plans to intervene to interrupt the cycle of deprivation and therefore impact positively on children’s progress. We have identified pupils for support through analysis of SIMD, FSM and knowledge of families through working with and supporting them. The progress of individual pupils has then been discussed with relevant staff and CfE levels, SNSA, INCAS and SHANARRI data analysed to identify key areas of developmental need.

In session 2018-2019, data analysis has identified pupils social and emotional development and ‘readiness to learn’ along with learning needs in reading/spelling decoding and basic numeracy skills as the key issues for pupils affected by poverty.

In Charleston School we do not have issues with attendance, punctuality or exclusions with our pupils affected by poverty. Our families affected by poverty also engage positively and well with school and participate in school events with minimal additional support. The key areas therefore to be focused on this session are attainment and engagement.

As shown in the analysis and evaluations above; 2017-2018 interventions, despite being in the early stages, are showing strong signs of positive impact, particularly in the Readingwise and Bounceback interventions. For this reason and in conjunction with further data analysis and discussions with staff and pupils this session, many of the interventions will be further developed and enhanced in session 2018-2019. These will be enhanced through further staff training, closer work with parents of pupils involved, and closer linking of discrete interventions with day to day class work. We will also introduce a number of new approaches which will build alongside existing interventions.

5 Key Areas: Attainment; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

Attainment

Analysis of data indicates that in Charleston school we have a small number of children in school for session 2018/2019. Of these children, two thirds are performing at or above national expected level in CfE and a third are not on track to achieve their level. Those not achieving national expectations require additional support across their learning in numeracy and literacy. Interventions are necessary to provide additional opportunities for target pupils to reinforce basic age appropriate numeracy and literacy skills to allow them to fully access the curriculum.

Engagement and Participation

Teachers report that ‘readiness to learn’ or engagement of pupils can be a key barrier to pupil engagement for pupils identified in the target group. This impacts upon their ability to meet their full academic potential, and can be seen to impact on pupils’ self-esteem over time. Lunch time social issues in particular have been found to impact on pupil engagement levels, particularly in afternoons, consequently limiting productivity of learning and teaching. Some pupils within the target group also have limited access to participation in extra curricular activities or wider achievements. Interventions will focus on providing opportunities for structured activities through lunch breaks to enhance pupil participation and support pupil engagement in class learning experiences.

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- Continue Readingwise and develop further in terms of pupil identification, involvement of parents, involvement of class teachers. Track the progress of target groups and measure impact on reading decoding. Look to develop the reading comprehension skills of these pupils once established in decoding skills. Introduce Nessy Reading and Spelling for targeted pupils to provide additional opportunities for pupils in school and at home to develop reading/spelling/decoding skills.
- Plan and implement a more rigorous approach to the use of SEAL with two focus groups. Introduce Nessy Numbers to provide additional opportunities to consolidate multiplication/time skills/knowledge of target pupils. Introduce new materials for first level maths which support visual perception of numerical concepts.
- Continue to develop ASG approach to Bounceback. Work to train PSAs in supporting target pupils in “Relationship First Aid” alongside Loirston school. Plan for target groups of pupils to support in specific aspects of Bounceback, supported by Boxall, Leuven and Shanarri data.
- Develop school wide approaches to lunchtime ‘clubs’ to increase pupil participation and engagement in leadership/wider achievement opportunities. Target pupils for ‘club’ experiences to support positive lunchtime experiences for all.

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Charleston School**

QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Staff Working Groups Curriculum Design – Jill, Alison, Louise/Kay Numeracy and Maths Mike, Lizzie, Jessica Literacy and English Anna, Rachel, Technologies Dan, Sarah, Health and Wellbeing - Gemma, Caireen, Joanna, Natalie	
Pupil Participation Groups Eco P1-3 Eco P4-7 Pupil Council P4-7 Pupil Council PN – P3 Rights Respecting P1-3 Rights Respecting P4-7 Enterprise/Fairtrade/Maasai P1-7 Curriculum Design P1-7 Technologies P1-7 Outdoor Development P1-3 Outdoor Development P4-7	Caireen Joanna Mike Anna Louise Lizzie Alison Jill/Jayne Sarah Jessica Dan
ASN	0.6 Principal Teacher (GG) + DHT (AC)
Health and Wellbeing	PT (GG)
Literacy	DHT

Transitions	DHT/HT
Nursery	DHT (AC) SEYP (Currently vacant) Class Teacher (JS)
Curriculum Rationale, Developing Young Workforce, Pupil Participation	Jill (PT)
Numeracy and Maths	Mike (HT)
Science	Lizzie
MLPS 1+2	Emma
Technologies	Dan

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	Review of Positive Behaviour Policy Review reporting arrangements School Improvement Priorities for 19/20	Nov 18 May 19 May 19
Children / Young People	Review of Positive Behaviour Policy	Nov 18
Parents	Parent Support Google Form Meeting Learners Needs Sessions PEF Interventions Review of Positive Behaviour Policy Literacy Parent Event Numeracy and Maths Parent Event Curriculum Rationale IDL Event	Oct 18 Nov 18 Nov 18 Dec 18 Jan 19 June 19
Partners and Volunteers		
Associated School Group		
Partnership Forum Group		

Date uploaded onto website: