IMPROVEMENT PLAN 2019-2020

Charleston School

National Priorities	Local Authority Priorities
Cross cutting themes	- Expand Early Learning and Childcare by 2020. - Establish Aberdeen as a UNICEF Child Friendly City. - Implement the recommendations of the child protection inspection - Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026
NIF Priority 1: **Improvement in attainment, particularly in literacy and numeracy**	- Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. - Senior phase /Learner Pathways - Increase data literacy at all levels of the system
NIF Priority 2: **Closing the attainment gap between the most and least disadvantaged children.**	- Close the Gap through effective multi-agency working 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
NIF Priority 3: **Improvement in children and young people's health and wellbeing.**	- Improve mental health services and understanding of the affects of trauma - Reduce youth crime - Increase pupil participation 85% of children and young people will report that they feel mentally well by 2026.
NIF Priority 4: **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	- 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 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Overview

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

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

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 1: Improvement in outcomes for pupils, through ongoing development of learning and teaching and assessment, particularly in literacy and numeracy. **Lead Responsible: M Middleton** **Partnership Forum (where appropriate):**	**Expected Outcome(s) for whom, by when, by how much?** ● Increased consistency in understanding of high quality learning and teaching expectations for all staff. Raised standards evidenced through classroom observation HGIOS scores. ● Development of staff ability to use measure impact of improvements in learning and teaching approaches trough evidence evidence based enquiry projects. ● Staff will have increased confidence in their judgements of attainment, and will be more independent in gathering and using data to track individual pupils progress. ● Improvement in pupils engagement in reading and understanding of comprehension strategies across the senior phase.

Impact Measures How will we know?	QI		Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
				Time Resource	School Budget Resource £			On Track / Behind Schedule / Not Actioned
Measures of 'change' from Practitioner Enquiries and resultant staff reflections and next steps. Staff pre and post survey regarding the impact of the Practitioner Enquiry on their practice, and their understanding of impact measures.	1.1 2.3		- CPD on 'Practitioner Enquiry', particularly on 'impact measures' to be provided for all staff. - Working with stage partner, teachers to use attainment data to identify focus areas for practitioner enquiries (linked to SIP improvements if possible). - Staff to complete brief action plan - gather benchmark data, then implement change.	Staff meetings and planning time		HT Lead - All teaching staff	SEP 19 Ongoing - OCT 19 - FEB 20 FEB 20 - JUN 20 Ongoing - Oct - Feb Feb - June	

		- Staff to present evidence from PE to colleagues, and share with parents if appropriate.				FEB 20 and JUN 20	
All staff aware of learning and teaching expectations. Classroom monitoring reflects increased consistency of approach across levels/stages.	**2.3** **3.2**	- Consultation with pupils, parents staff to develop school policy/position statement on high learning and teaching. Make use of Excellence in Teaching guidance. - School policy/position paper to support clear expectations during classroom monitoring discussions.	Staff meeting time		HT HT	AUG 19 OCT 19	
		- Writing moderation project across ASG. - Plan moderation trios from across stages and the ASG - Plan out moderation sessions including a planning format. - Use shared criterion scale across ASG to support moderation. - Use Google Drive to share planning - Wednesday 18th September 3.30 - 5pm - Wednesday 30th October 3.30 - 5pm - Wednesday 22nd January 3.30-5pmo					

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Assessment data held by staff/the school on individual pupils supports 'triangulation' of evidence on which to make moderation judgements.	**2.3** **3.2**	-	Timetable created for periodic implementation of whole school assessments for areas of literacy and numeracy.			HT	AUG 19
		-	Bank of assessment resources to be gathered and stored centrally for areas of literacy and numeracy to ensure all staff can access these as necessary.			HT/DHT	NOV 19
		-	Pupil progress tracker to be to include a consistent way of storing/comparing evidence from assessments.			HT/All Teaching Staff	NOV 19
Pupils working at First Level, requiring additional literacy supports are able to access numeracy and maths activities with greater independence due to reduced language load in Rapid Maths resources.	2.4	-	Introduction of Rapid Maths resource to be used to structure approaches to learning maths in school and at home for small groups of pupils working in First Level.	Time for staff to explore resource		Teaching Staff - First Level	JUN 19
Classroom observations evidence increased consistency in vocabulary used by staff and pupils when carrying out Number Talks sessions.	**2.3**	-	Further development of 'Number Talks' approach though the introduction of a vocabulary booklet (focused on the vocabulary of strategies), to ensure a consistent approach throughout the school.	Time for creation of Vocab Book		All Teaching Staff/PSAs	Ongoing - DEC 19

Numeracy will have a greater presence across the nursery provision - evidenced by ECERS scores.	2.3	- Use of ECERS scale guide and consultant (Jaclyn Philips) to identify ideas for the inclusion of additional numeracy and mathematics stimulus resources.			DHT/SEYP	NOV 19	
Classroom observations evidence increased consistency approach to teaching comprehension skills across school, particularly around the use of vocabulary related to comprehension strategies.	2.3 3.2	- Audit existing whole school approaches to teaching reading comprehension.	Staff meeting time		HT	OCT 19	
		- Seek out examples of best practice at other settings and visit to review practice.	Time to visit other settings		HT/DHT	NOV 19	
		- Development with staff of position paper on expected approaches to teaching comprehension skills at different stages throughout the school.			HT/DHT	DEC 19	

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)
Impact and Evidence:

Pupil Equity Fund Budget Allocation April 2019 - £10,800 (plus carry over from previous session)

Pupil Equity Fund Rationale 2019-2020
'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)

Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation
Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

Analysis of data indicates Pupil Equity Funding will be used provide additional resources to support gaps in: (re-word to suit)

- Attainment data for numeracy and maths indicates a need for additional support to ensure at greater number of pupils reach national expectations. For a number of pupils, delayed literacy development is seen to undermine their ability to achieve their full potential in maths due to the reading load in some maths resources. Furthermore, additional support in targeting gaps in understanding of early mathematical concepts, using concrete/pictorial materials is essential for a number of these pupils. This will be provided via wider use of SEAL approaches and resources. This resource is currently used by PSAs to target individuals and small groups, but has potential to have a positive impact if used more widely by all staff to support and challenge learners in numeracy and maths. Additional funding for maths resources has been accessed via alternative means, therefore key SEAL, SFL resources will be purchased from an alternative fund, while staff training in the SEAL approach will be funded by PEF.

- Attainment in reading for target pupils is an area in need of support. Pupils motivation to read is limited due to lack of new, motivational reading materials for pupils throughout the school. Spend will targeted on two key areas:
- Texts which may be used to focus, contemporary novel studies which enable explicit teaching of reading comprehension strategies and support discussion on relevant issues.
- Motivational extension SFL texts to use with children struggling to make progress in reading, particularly for pupils who may need to work for extended periods at one colour banding.
- Continued use of the Nessy Reading and Spelling programme with will provide targeted pupils with additional exposure to phonic blending activities and support their phonological awareness.

- ICT provision across the school is limited, which has impacted on the frequency of pupils ability to access online support tools such as Nessy, Reading Wise and Texthelp. Although most pupils demonstrate motivation to use these tools, impact is lessened due to inability to consistently maintain frequent access. Consistent access to ICT resources will become even more important if additional school wide programmes such as Sumdog are to be implemented effectively to support attainment in numeracy and maths. ICT access in some homes for target pupils is limited, therefore these resources will be purchased to enable more frequent access through school time.

- Aberdeen City has made a number of 'Cost of the School Day Pledges'
- No child or young person will start school without a breakfast
- All children and young people will have access to affordable school uniform and appropriate clothing for the North East
- Costs will not prohibit the participation of children and young people in the life of the school
- Parents, carers and children and young people will have easy access to financial advice
- Therefore planning for PEF spend will include budgeted spend for food to ensure that school is able to provide pupils have daily access to fruit, if they have not had breakfast. School will also purchase a stock of school uniform and run a 'uniform swap' stall, to enable families to access subsidised/free uniform where necessary. A proportion of the funding will also be set aside to enable subsidy of costs related to experiences such as trips to ensure these do not prohibit the participation of children and young people in the life of the school.

- Positive pupil engagement in school
- Due to the locality of the school, extracurricular activities within the local area are limited and tracking indicates that access and uptake of extracurricular activities for target pupils is limited. Funding will be used to support additional provision of these opportunities for wider achievement through the school.
- Provision of storage for engaging playground resources and loose parts will support more positive engagement over break and lunch times, enabling positive engagement in afternoon lessons.
- These are key areas which parent survey on PEF spend has identified as a priority.

Improvement Priority 2:	Expected Outcome(s) for whom, by when, by how much?
Closing the attainment gap between the most and least disadvantaged children / young people. **Lead Responsible: A Cartlidge** **(See PEF Spending Plan for continuation items)** **Partnership Forum (where appropriate):**	● At least 9 months increase in reading/spelling age of target pupils following sessions of Readiwise/Nessy by May 20. ● Target group will be able to use SEAL strategies to independently add and subtract by May 20. ● SHANARRI responses will increase by at least 5% in target group of pupils by April 2019. ● Improvement in mental maths skills for most of target group evidenced through Sumdog measurement tool, by May 20.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress On Track Behind Schedule Not Actioned
			Time Resource	PEF £			
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)	2.4 3.2	- Continued implementation of Readingwise Reading and Decoding programme with target pupils. - Introduction of Readingwise with larger group, including younger pupils.	Ongoing use of PSA team	£0	DHT	Ongoing	
	2.4 3.2	- Continued implementation of Nessy Reading and Spelling programme with target pupils. - Ongoing monitoring of 'commitment levels' to ensure maximum progress is made. Provision made for pupils to access the programme on a timetable if necessary to ensure access is frequent and consistent.		£450	HT HT	Ongoing	

STEP physical literacy tracking demonstrates improvement in levels..	2.4 3.2	- Continued implementation of STEP with target pupils to complete 2 year programme. Ongoing monitoring of 'commitment levels' to ensure maximum progress is made.			£0	DHT	Ongoing
Pupil pre and post survey indicate improvement in pupil motivation towards reading.	2.3 3.2	- Gather feedback from senior pupils on contemporary novels of interest. - Purchase sets of novels to be used across second level in line with development of approaches to teaching reading comprehension.			£2000	PT	June 19
Tracking tools included in Sumdog package provide evidence of improvement in ability to perform calculations using the four operators.	2.3 3.2	Introduction of Sumdog numeracy and maths online resource. - Staff CPD on how to support pupils to use Sumdog/how to track pupil progress using the programme. - Parent session on the Sumdog tool and how it can be accessed and used from home.	Staff training Parent workshop		£720	HT/PT	June 19 Aug 19
Pupils and teachers more regularly access online support tools such as Readingwise, Nessy, Texthelp, Sumdog.	1.5	- Purchase additional Chromebooks to ensure that pupils have ready access to online support tools. - Request additional capacity be added to school network points to ensure they can			£4600	HT	June 19
Pupil pre and post SHANARRI tracking demonstrates improvement in scores.	3.1	- Purchase additional texts linked to 'Bounce Back' health and wellbeing scheme to provide additional materials			£300	DHT	June 19
	3.1	- Educational Psychologist to train a number of PSAs in Emotional Literacy Support Assistant (ELSA) approach. - Identify key pupils to work with ELSA trained PSAs. - Review PSA timetable to include time for ELSA sessions with target pupils.			£0	DHT	Nov 19

-No child or young person will start school without access to breakfast (fruit). - Children and families will have access to reduced cost/recycled uniform. - Costs will not prohibit the participation of children and young people in the life of the school.	**1.5** **3.1**	- Purchase spare uniform in a range of sizes and add to 'uniform swap' rail in school reception. To be refilled as necessary. - Set up ongoing order of fruit each week. To be placed in a central area accessible to all pupils who may not have had breakfast/have a snack. Track uptake. - Use participation fund as necessary to subsidise costs of experiences/trips for families as appropriate.		£300 £300 £500	HT	Ongoing Ongoing Ongoing
Increase in number of extracurricular activities available to pupils. Tracking of target pupils shows increase in participation with these activities.	**1.5** **2.7**	- Evaluate working time agreement with staff to include a block of time to run extracurricular activities. - Engage with parent volunteers to increase provision of extracurricular activities. - Provide funding/purchase materials required to run extracurricular sessions. - Publicise increased offer/track uptake.		£1000	HT	Aug 19 - Ongoing
Decrease in behavioural referrals to SLT due to playground incidents.	**3.1**	- Purchase outdoor storage solutions to accommodate outdoor play equipment (to be provided by Parent Council) and a range of loose parts. - PSA training in supporting loose parts play. (either external or via nursery staff)		£1770	HT	June 19

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)
Impact and Evidence:

Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
Literacy		
Reading	Readingwise - Reading and Decoding- subscription paid for two further years	£0
	SFL Texts - Rapid Reading	£1229
	High interest class novel sets	£2000
Writing	Nessy Spelling	£450
Numeracy		
Numeracy	Sumdog	£720
	SEAL training for all staff	£1000
HWB		
HWB	**ELSA (Emotional Literacy Support Assistant)**	£0
	Fruit supplies/breakfast provision	£300
	Participation budget	£500
	Mediation training - Culter - transport costs	£80
	Spare school uniform/clothing support budget	£300
	Nurture PSA group resources	£50
	Bounce Back library update	£300
	Additional after school clubs - resourcing/staffing	£1000
	Outdoor storage for playground equipment/loose parts	£1000
Staffing		
Additional	ICT Provision (Chromebooks)	£4600
	Total	£14300

Improvement Priority 3:

Continued development of curriculum rationale with a focus on progressive planning for pupil leadership and skills development.
- Development of relevant, engaging learning contexts which support pupils to develop skills linked to DYW.
- Development of approaches to pupil profiling and reflection to ensure they understand/lead their next steps in learning.

Lead Responsible: J Burdett

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?
- Most pupils will have a greater understanding of their own learning progress and next steps through the use of target setting discussions/profiling.
- Interdisciplinary learning experiences planned from nursery - P7 present relevant learning experiences linked to real life skills (DYW)
- Increase on opportunities for personal achievement through expansion in offer and uptake of extracurricular activities.
- Rise in engagement of most pupils working across 'early level' through the development of play based approaches to active learning.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	**School Budget Resource £**	**Who?**	**By When?**	On Track Behind Schedule Not Actioned
Termly target setting discussions held between teachers and pupils. Targets shared with parents at parent meetings/via pupil profiles.	**2.4** **3.2**	- Develop age appropriate formats to support target setting from P1-7 - Staff development session on how benchmarking/other tools can be used to support target setting. - Creation of timetable for termly target setting between pupils and staff. To be planned in advance for parent meetings so targets can be shared.	Staff meeting	-	PT	SEP 19 SEP 19 Ongoing (termly)	
Consistent approach to pupil profiling in place from P1-7. - Upcoming termly learning overviews	**2.3** **2.7**	- Consultation with staff, pupils and parents to agree on format for pupil profile/learning log. - Expectations to be set out in a 'position paper'.	Staff meeting		HT	SEP 19 SEP 19	

- Samples of pupil work - Next steps in learning for Literacy, Numeracy and Health and Wellbeing.		- Timetable to be created to reflect agreed frequency of updates to pupil profile/learning log. - Staff to introduce and use profiles in all classes.				OCT 19 OCTt 19	
Clear expectations developed and shared with nursery staff regarding planning /observations, based on 'Planning in the moment' methodology.	**2.3** **2.7**	- Consultation with staff and Jaqueline Philips (consultant) regarding next steps with planning and observations. - Agreed expectations to be set out in a 'position paper'. - Information sharing with parents regarding 'Planning in the moment' and development of new approaches to observations. - Ongoing monitoring of observations to ensure breadth of curricular coverage.	Parent session		DHT DHT DHT/Nursery Staff DHT/SEYP	AUG 19 AUG 19 AUG 19 Ongoing (termly)	
Pupil participation structures have been reviewed and redeveloped. Pupil and staff surveys evidence greater engagement and relevance in participation sessions.	**3.3**	- Review of existing pupil participation structures to identify strengths/areas for development. - Develop new model of pupil participation which supports greater engagement and authentic leadership for all staff and pupils.			PT/HT		
YLLs continued use of HGIOURS to identify key improvement themes. Actions identified are followed through/included in future improvement planning.	**1.1** **3.3**	- Continued use of HGIOURS document with Young Leaders of Learning to identify key themes of improvement throughout school. - Further development of relationship with peer school (Culter) to identify/develop improvement themes.			PT PT	Ongoing Ongoing	
Curriculum bundles reviewed by staff and adapted as necessary	**2.2**	- Staff review and development of bundles/curriculum pathways and identify next steps.	Staff meeting		All Staff	JUN 19	

15

based on feedback regarding depth /breadth. ILD topics selected by classes provide for relevant /meaningful learning.	3.3	- 19-20 whole school themes to be identified (in collaboration with pupils/parents) and shared. - Annual overviews to be completed by all staff at the beginning of the session to 'map out' key learning themes across the year. - Planning meetings to focus on discussion of 'relevance' when identifying IDL themes.	Audit of pupils/ parents/ staff		PT/HT All Staff SLT - All Staff	AUG/SEP 19 SEP 19 Bi-annual	
Increased evidence through classroom observations of staff working collegiately with stage partners to support/meet the needs of learners across stages.	1.4 2.3	- Remove classroom boundaries between paired classrooms. - Support development of team teaching approaches across stages by restructuring physical environments to open plan and developing collegiate approaches to learning and teaching.	Collegiate planning time		All staff (janitorial support) All staff	JUN 19 Ongoing	
Leuven engagement tracking indicates an increase in engagement levels of pupils participating in play based learning approaches.	1.3 2.3	- Visits to centres of good practice in ACC and Ayr to identify features of effective practice in play based learning approaches. - Develop guidance for staff regarding key features of high quality play provision, which differentiates how this may look at different stages. - Use 'test of change' model to trial gradual development of approaches to play based learning access the early years, particularly in P1+P1/2. - Provide parent engagement sessions/information to ensure parents understand the purpose/impact of these changes.	Visits Parent engagement session		DHT/Early Years Staff DHT DHT/Early Years Staff DHT/Early Years Staff	JUN 19 NOV 19 NOV 19 - onwards DEC 19	

Increase in the school/community offer of clubs outwidth regular school hours. Tracking demonstrates the number of pupils participating in extracurricular activities has increased.	**2.7** **3.3**	- Consult with staff/parents on ways of introducing/providing supervision/adult support for new extracurricular activities. - Provide funding where necessary to enable access to resources required for new extracurricular activities. - Publicise new extracurricular activities across the community to ensure maximum uptake.			HT HT HT	JUN 19 Ongoing Ongoing	
All pupils in P7 have used the 'MyWorldOfWork' online tool to create their P7 online profile.	**2.6** **3.3**	- P6 + P7 pupils to use 'MyWorldOfWork' online tools to scaffold reflection own learning and develop their P7 profile for transition to S1.			P6 + P7 CTs	JAN - JUN 20	
Monitoring Progress and Evaluating Impact							
(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)							
Impact and Evidence:							

Improvement Priority 4:	Expected Outcome(s) for whom, by when, by how much?
Further development of the approaches to enhance parental engagement with school which meet the needs of Charleston community. **Lead Responsible: M Middleton** **Partnership Forum (where appropriate):**	● Most parents will have a greater understanding of their child's progress and next steps in learning. ● Increased presence of parents in school, through volunteering opportunities/decision making. ● Increased attendance of parents at curriculum/information events.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress On Track / Behind Schedule / Not Actioned
			Time Resource	School Budget Resource £			
Communication Parents have a greater knowledge of the range of strategies employed by school to encourage engagement.	2.7	- Write brief 'Parental Engagement Strategy 19/20' leaflet and share with parents at the beginning of the year. To include key parent engagement dates (although flexible) to provide advance notice to families.			HT	AUG 19	
Increased attendance at parent engagement events.	2.7	- Termly drop in 'coffee mornings' for parents, where a curricular focus/school improvement will be discussed.	Termly sessions		HT	Ongoing	
Parental Support Feedback from attending will demonstrate a greater understanding of home/ school supports for pupils with ASN.	2.5 3.1 2.7	- Drop in session with SLT/Educational Psychologist twice annually to support discussions of any concerns which parents may have. - Additional sessions on how parents can support pupils at home with literacy/numeracy.	Parent sessions		EP/HT/DHT HT/DHT	DEC 19 and MAY 20	
Sharing Learning Parents will be more aware of pupils next steps in learning via	2.7	- Pupil profile/learning log introduced through P1-7 to provide ongoing information to parents regarding pupils learning progress and next steps.			All Staff	SEP 19 Ongoing	

profiles, open mornings and and parent meetings.		- Termly open mornings/afternoons to enable pupils to share learning with parents in their classrooms. - Parent meetings three times annually to encourage ongoing dialogue regarding pupils learning/next steps throughout the year. - Review and develop school homework policy with parent, pupil and staff stakeholders.			All Staff All Staff All Staff/HT	Termly OCT - FEB - MAY JAN
Decision Making Increase in number of parent partners participating actively in decision making on improvement themes.	**1.3**	- Targeted recruitment for Parent Council members from existing parent body and new P1 intake. - Organisation of 'short life' parent development groups on key improvement themes which enable flexible participation to minimise ongoing commitment required.			PC/HT HT/DHT	JUN 19 Ongoing
Volunteering Increase in the variety of roles available to parents and in the number of parents taking on volunteering opportunities.	**2.7**	- Targeted involvement of parents in ongoing school volunteering roles. - Specific roles presented to parents as part of 'Parental Engagement Strategy 19/20' leaflet at the start of the session.			SLT	Ongoing
Collaboration with Community School has clearly identified community/charity partners selected by the 'charities group'.	**2.7** **3.3**	- Set up a 'charities' group, including pupils, staff and parents, to identify and maintain a relationship with local charities. - Develop an education and fundraising link with an Aberdeen based charity to maintain a longer term connection too.			HT	DEC 19
Monitoring Progress and Evaluating Impact *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*						

Impact and Evidence:

QI 1.2 Leadership of Learning 2019-20	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	**Leader(s)** **Promoted and Unpromoted Staff**
Numeracy	Dan Hall
Literacy	A Cartlidge
Health and Wellbeing	Jill Burdett
Assessment and Moderation	Anna Cartlidge
Nursery	A Cartlidge
ASN	A Cartlidge/Dan Hall

Rights Respecting	J Burdett
2+1	J Pringle
Science	J Burdett
Technologies	D Hall

Date uploaded onto website: