



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

LAURENCEKIRK PRIMARY SCHOOL

And

LAURENCEKIRK NURSERY

LAST UPDATED: October 2020

Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities:

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

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

1. Introduction

We are pleased to present both our Standards and Quality Report for Session 2019-2020 and our School Improvement plan for the current session 2020 - 2021. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Laurencekirk School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

- **Looking inwards** to analyse our work
- **Looking outwards** to find out more about what is working well for others locally and nationally
- **Looking forwards** to gauge what continuous improvement might look like in the longer term

At Laurencekirk School we continue to be committed to working closely with our community and all other stakeholders that support and enrich the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and experience a curriculum which enables them to reach their fullest potential.

Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Jill Smith
Head Teacher
Laurencekirk School



2. Context of the School

Our vision for the school is for everyone working together to be the best we can be.

Values that underpin our work

At Laurencekirk Primary School we aspire to be a school where everyone has the right to be: safe, healthy, achieving, nurtured, active, respected, responsible and included.

Parental and community involvement is actively sought to enhance and enrich the life of the school.

Our children have a voice in line with the United Nations Convention on the Rights of the Child.

We have collectively identified (with our stakeholders) 4 core values which guide our thinking, behaviour and actions in school and beyond. These are Respect, Resilience, Relationships and Responsibility. We promote these values at all times and they shape our culture, ethos and priorities.

We aim to achieve for our children/pupils

Laurencekirk Primary aims to enable our pupils to become:

Confident Individuals	"I matter"
Achieving Pupils	"I can do my best"
Responsible Citizens	"I care"
Effective Contributors	"I play my part"

Our school's Vision, Values and Aims were reviewed in this year (2019-2020) as part of our 'Moving Forward Together' School Improvement Plan.

Context

Laurencekirk School is in South Aberdeenshire serving the Mearns rural community. It is the largest primary school in the Laurencekirk cluster. We have 13 mainstream classes, an Enhanced Provision class and two nursery classes.

We have 16 class teachers and in addition we have five Additional Support Needs teachers. Children are supported by 10 Pupil Support Assistants, some of which are employed through Pupil Equity Funding. Our cluster of schools share an Intervention and Prevention Teacher and Education Psychologist who support the staff and children. In the nursery we have a two Senior Early Years Practitioners who share the post with 0.5 responsibility each. They also have 0.5 responsibility as Lead Early Years Practitioners. There is a further Lead Early Years Practitioner who is seconded to this post on a full time basis. We have an Early Years Assistant who is working towards a qualification to become a trained EYP. We have a visiting specialist who delivers drama in school and additional teaching staff to deliver teachers' NCCT which focuses on PE, French and RME. Mrs Smith is the Acting Head Teacher who took up the post in April 2020 during lockdown, there are two Acting Depute Head Teachers. We currently have two probationer teachers and an additional teacher who is funded by the Scottish Government as part of a nationwide commitment to support school recovery.

Our school building closed on the 23rd March 2020 as directed by the Scottish Government as part of the national response to the Covid-19 Global pandemic. We delivered online learning to all our pupils and continued to support our families in a variety of ways. Our school building was used as a Critical Childcare Hub to support key workers and vulnerable families.

We are passionate about working with our families and some of the many ways that our parents are involved in the life and work of the school include leading Bikeability, helping on local trips, stay and play sessions and resource creation. Parental views are sought in a variety of ways and are used to shape the school's direction of travel.

The Parent Council are integral to the work of the school - 'Laurencekirk Primary Partnership' (LPP) provides a valuable support for the school; engaging in discussions and consultations on school life, raising a significant amount of money through fundraising activities and working on behalf of all parents to discuss educational matters that are of importance to all. Activities this session have included a Christmas Fayre and a GLOW disco. There are plans to work together to acquire land adjacent to the school via a community asset transfer, to support our outdoor learning and community partnership aspirations. During lockdown, LPP supported our school community significantly by providing a pop up foodbank and resource station, contributing to food parcels for those in need, organising a time capsule, promoting a community caterpillar, a family treasure trail, ensuring our school grounds were immaculate for school return and a wonderful campaign to celebrate our Primary 7 children leaving our school. Monthly meetings continued virtually. We have developed a strong relationship with Active Schools and work together to provide a range of extra-curricular activities in term time and in the holidays. We have football, streetdance, tennis and netball clubs run by school staff for our P5-7 children and an art club for younger pupils run by parents. Games and athletics clubs are offered via senior pupils from Mearns Academy at various points during the year. We have a school choir for the middle stages which meets at lunch times.

The school uses Mearns Library to enhance Teaching and Learning through visits to the library with planned activities as well as the librarians coming to school to deliver story sessions. We have benefited from Bookbug sessions and fortnightly library sessions in the Nursery. Each year we promote the Summer Reading Challenge to encourage family learning and reading for enjoyment.

Throughout the school day we facilitate different learning experiences for children, taking into account varying needs. We use areas of the school such as sensory rooms (light and deep) and the outdoor spaces we have to enhance learning. We have a morning social skills group ('Club'), a Lunch Club and a gardening club to support our learners.

Our school has Eco School status with learners encouraged to voice their ideas and opinions on eco concerns for our school and the environment around us. There is an Eco Group who are elected for this role and they gather/present data and run campaigns to promote Eco issues. We have a gardening club who take care of the area at the front of the school.

We explicitly plan leadership opportunities for our Primary 6 and 7 children. Cheery Chums, Zone Leaders and Young Leaders are defined groups that promote leadership and responsibility within our school. Young Leaders lead playground games and are trained and supported by our Pupil Support Assistants.

PEF (Pupil Equity Fund) funding is distributed to schools based on the number of pupils receiving free school meals and is aimed at supporting schools to reduce the impact of poverty on outcomes for learners by raising attainment. We have received funding from the government and have used this money in a variety of ways. We share a Pupil Support Worker with our cluster schools and she supports children with social, emotional and behavioural difficulties to engage and thrive. Furthermore, we channelled the funding into improving literacy and numeracy skills, providing targeted nurture and sensory diets to specific groups. Strategies included additional staffing and physical resources. Evaluation indicates that this was successful and will be developed further next session. Vulnerability is emerging in different ways across the school as a result of Covid-19 and PEF resources will be used flexibly to support our quest for excellence and equity for all.

SIMD (Scottish Index of Multiple Deprivation)

SIMD combines data from seven different domains of deprivation; income, employment, health, education, access, crime and housing.

To provide a way of measuring relative deprivation geographical areas (postcodes) are used, with Q1 representing the most deprived 20% areas up to Q5 representing the least deprived 20%.

The following data is for Laurencekirk School (% of pupils in each quartile):

- Q1 – 0%
- Q2 – 0.3%
- Q3 – 2.13%
- Q4 – 48.48%
- Q5 – 39.94%

9.15% of pupils are not included in the above information as their postcodes were not available for the national database in 2016.

SIMD statistics are used to help schools, local authorities and the Scottish Government measure the success of initiatives and interventions to reduce the impact of deprivation on learners' outcomes.

Progress made in addressing the key priorities for session 2019-2020

In this section we will outline the targets we set last session and identify the progress we have made during session 2019-2020.

Focus Area 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>Focus Area 1: Promote a high quality learning experience</p>	<ul style="list-style-type: none"> • Expanding outdoor learning opportunities. • Talk for Teaching Approach introduced • Opportunities for team teaching introduced in middle stages. • Curriculum progressions in place for all areas. • Cluster improvement - Cluster Transition Groups. • Making Thinking Visible training for all teaching staff. • Developing the use of holistic assessments within IDL at planning stage • Exploring reporting approaches 	<ul style="list-style-type: none"> • Higher numbers of children engaged in regular outdoor learning. Also more evidence of structured, planned learning taking place outdoors across the school. • Peer observations and peer feedback via Talk for Teaching approach leading to the development of new understandings through collaborative evaluation. • Targeted intervention in Primary 4 to support children experiencing challenges in the four operations of mathematics via Team Teaching funded by PEF leading to more individualised teacher support. • A more consistent approach to the planning and delivery of teaching and learning which will promote the development of the necessary knowledge, skills and understanding to progress within and across the CfE levels. • Resources and expertise shared, teacher leadership and social capital built to work together to deliver and improve education in all curricular areas in CfE. Heightened understanding of knowledge and skill progression from early to BGE. • Teachers equipped with the strategies to develop independence in their learners and create a culture of thinking in their classrooms. Lessons where teachers are scaffolding and supporting learners thinking taking place in all classrooms.

		<ul style="list-style-type: none"> • All staff planning one holistic assessment as part of each IDL topic which enable learners to demonstrate breadth, challenge and application. • Pilot of See Saw in some classes to share key learning from school. Evaluations show this is an effective reporting strategy which can be developed to fulfil further aims. 	
Focus Area 2: Approaches to develop literacy and numeracy skills	<ul style="list-style-type: none"> • Embed literacy and numeracy progressions. • Teaching for Mastery in Maths approaches. • Develop reading comprehension skills. • Engage with Emerging Literacy Project. 	<ul style="list-style-type: none"> • A more consistent approach to the planning and delivery of teaching and learning which will promote the development of the necessary knowledge, skills and understanding to progress within and across the CfE levels. • CPD for staff on maths mastery. All children work through the same content and differentiation occurs through the depth of difficulty in all classrooms. Concrete materials were purchased and are used in all classrooms to support all learners to work out problems in a variety of ways. • Consistent approach developed on shared and guided reading instruction and recording. Resources purchased to enhance teaching and learning. 	
Focus Area 3: Ensure learners develop skills for learning, life and work	<ul style="list-style-type: none"> • New school solution programme • Increase access to digital technology • Embed intergenerational work • Increase community links 	<ul style="list-style-type: none"> • Ipads purchased for each level in the school. All teachers provided with an ipad to support teaching and learning. • Primary 6 making weekly visits and working on a shared project with Residential Home. • Working with Mearns Larder over lockdown to support vulnerable families. Improved relationship with Parent Council through a series of joint projects. 	

Focus Area 4: Improve social and emotional wellbeing

- Vision, values and aims review
- Promoting nurturing approaches
- Re establish Bounceback resilience programme
- Review approaches to behaviour and discipline
- Trauma informed practice

- Shared understanding of VVA.
- More staff trained in universal and targeted nurture leading to improved ethos and enhanced nurture based group.
- All staff watched Resilience film. Conversations around school (formal and informal) show an understanding of behaviour as communication and there is a real willingness to support all children's emotional wellbeing demonstrated across the whole staff.

3. How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI:

Satisfactory

How well are we doing?

What's working well for our learners?

- The priorities we have identified have been determined through robust self evaluation involving all stakeholders.
- A range of effective evaluative approaches are now embedded in the school's quality assurance strategy which ensure that all staff, pupils, families and the wider community are consulted regularly on the work of the school in different ways.
- School improvement priorities are communicated to all stakeholders in a variety of ways.
- The school is involved in a 'Self Improving School' trio which is a collaborative, evaluative process that supports the Senior Leadership Team to develop their understanding and improve practice within self evaluation for self improvement.
- The school has developed its vision, values and aims through consultation with all stakeholders thus creating ownership.
- The vision, values and aims have been communicated clearly.
- Learners are supported to explore the school values through assemblies and a shared understanding of each is emerging.
- We track and monitor attainment effectively and this data informs next steps in planning at class, school and cluster level.
- All teachers meet with a Senior Leader each term to evaluate progress and make professional attainment judgements using the benchmarks as a moderation tool to ensure consistency at all levels.
- There is a developing culture of reflecting on practice, professional learning and this is underpinned by the annual review which ALL staff engage in.
- Staff are empowered and encouraged to take on leadership roles within the school.
- Staff are beginning to develop a shared and clear understanding of what we are aiming to achieve through our curriculum and how we will work together to achieve this.
- We have started the process of evaluating the key features of our curriculum and capturing the existing inherent core entitlements.
- Professional learning is ambitious, relevant and linked to the priorities as captured in the school improvement plan.

- Data and evaluations are used to inform physical and human resource acquisition and allocation in order to achieve excellence and equity.
- SIMD data is collated and stored centrally alongside free school meals data to support staff to understand the socio-economic context in which we operate.
- ALL staff work effectively with cluster colleagues to develop consistency within the 8 curricular areas as part of cluster moderation work.
- Children and staff have increased capacity to adapt and respond to change.
- To support moderation of experience and quality, staff were allocated NCCT alongside a stage partner.
- The Head Teacher contributes to system level leadership through working collegiately with cluster colleagues to take forward local and national issues to improve outcomes for the whole school community.

How do we know?

What evidence do we have of positive impact on learners?

- A quality assurance calendar is in operation centred around assessment, moderation and tracking and monitoring. This is presented within the staff collegiate calendar. A sample group of children were identified and worked with the Head Teacher to discuss numeracy teaching and learning and the learning climate.
- Class attainment reviews are carefully constructed to enable reliable, moderated data to be gathered and medium term planning and assessment discussed.
- Teachers are supported to identify effective universal and targeted supports in their learning spaces and evaluate their impact on outcomes.
- Information emerging through self evaluation shapes the three year strategy which is based around four interventions for equity drivers.
- Talk for Teaching Approach was introduced which involved staff at all levels. Staff visited each others' classes in mixed groupings to observe a teaching session. The group then collectively reflected upon the positive aspects of practice seen. This highlighted the wider collective of skill and expertise across the staff. Talking about teaching and learning led to new understandings and strengthened relationships.
- A plan is in place to engage with key Qis over a three year period building ensuring that the work we are undertaking is relevant and all aspects of the school are considered.
- Parents and families were consulted on the key skills and qualities required for learning, life and work.
- Newsletters are sent termly and social media is use to good effect to gather views and communicate strategy and values.
- A consultation was held with children, parents and community partners to identify core values. Parents were given a list and asked to identify the core values that they felt were most relevant. Children, staff and community partners also engaged with this. The responses were grouped under the four headings of respect, resilience, relationships and responsibility.

What are we going to do now?**What are our improvement priorities in this area?**

- Pupil participation must be a stronger feature in our self evaluation approach and used to identify strengths, development needs and plan evaluative activities.
- Consider how to share the results of evaluation activities with stakeholders in a coherent, intentional manner.
- There needs to be a clear curriculum rationale developed collaboratively with all stakeholders shaping the direction of travel. The curriculum rationale must reflect the uniqueness of the community and the Post Covid climate.
- Review the curriculum map.
- Values need to become embedded across the school community. These should form a part of our 'shared language.'
- Develop a more consistent approach to termly attainment reviews to enable data to be compared and contrasted.
- Develop our collective understanding of the refreshed narrative and curriculum as part of our collegiate calendar and focus on core skills.
- Unlock the potential of PRD processes by developing a coaching model across the standards which supports staff to reflect critically on their practice and draw upon evidence of impact.
- Introduce CIRCLE resource to improve the quality of discussions around universal supports in the mainstream classroom.
- Clearly communicated self evaluation plan which is ongoing, rigorous and generates a range of intelligence and data.
- Consider how to track achievements.
- Parent Council to act as a focus group to support the school in its development and improvement work.
- Continued participation in The Self Improving School.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

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

Level of quality for core QI:

Satisfactory

How well are we doing?

What's working well for our learners?

- The ethos in our school is a positive one where relationships are valued at all levels. Staff are excellent role models and support the children to make responsible choices which reflect our underpinning values. Staff are approachable and all children know where to go should they require help or support. The school is a nurturing environment for all children. PEF funding is used to develop nurture within the school and support literacy development in the early years.
- There are some leadership opportunities at whole school level for some children.
- Leadership opportunities are created at class level for all children.
- All class teachers share learning intentions with pupils. Success criteria is used effectively in most curricular areas. There is evidence of verbal and written feedback across the school.
- Opportunities are created within the wider school community to enhance and enrich the curriculum.
- All pupils views are sought on matters which affect them at different points in the school year.
- There is a heightened awareness amongst school staff of the school's vision. The values we have identified as our guiding principles have been introduced through assemblies.
- We use our outdoor space to support teaching and learning and improve wellbeing. Some children experience high quality outdoor learning each week as part of their curriculum.
- All children have access to digital technology including ipads which are used to enhance learning.
- All staff know their pupils strengths, capabilities and barriers to learning and plan learning experiences carefully to match these.
- Staff use a range of ongoing, informal and carefully planned assessment approaches to support and assess children's learning, monitor progress and identify next steps in learning.

- All children are encouraged and supported to reflect upon their learning in order to develop a clearer understanding of their achievements and next steps in learning.
- Learning goals are shared with all parents and information on supporting next steps is shared termly.
- Standardised data is collected and shared with all relevant staff to support the teaching and learning cycle and wider school planning/resourcing.
- All teachers are supported to make professional judgements on progress and achievements in key curricular areas using benchmarks to support.
- Some teachers use Makaton and visual communication to enhance their communication strategy. Almost all classes have a visual timetable in place.
- All staff have an awareness of the entitlement for all children to experience opportunities designed to develop skills for learning, life and work. There are some opportunities in some classes for children to engage with effective Developing Young Workforce themes activities.
- There is a consistent planning approach across all classes.
- There is a robust system in place to ensure that all children get the support that they need to fulfil their learning potential which focuses on overcoming barriers to learning and getting it right for every child.
- Positive behaviour is promoted in all classrooms and learning spaces by all school staff. There is a consistent approach emerging through shared values and a shared set of rules based on the work of Paul Dix.
- Transition arrangements are effective and support pastoral and curricular transitions.

How do we know?

What evidence do we have of positive impact on learners?

- All PSAs and some teaching staff attended universal and targeted nurture inservice training events.
- A group based on the principles of nurture meets every morning and plays a key role in supporting vulnerable children to transition into school. Almost all classes have a calm corner to support all children who require the time and space to regulate their emotions.
- A cooking group meets each week where social and emotional competencies are supported through engaging in cookery.
- There is a cheery chums programme for primary 6 pupils. This role involves supporting the younger children to play constructively in the playground. Primary 7 have zone leader responsibilities which include lunch time duties.
- Formal quality assurance strategies are embedded. Informal quality assurance enhances these processes.
- We visit a local care home each week to share and learn with our elderly friends. Our enhanced provision class visit the local coffee shop weekly as part of their life skills work. We use the local library to deliver curricular outcomes and they visit us to share bookbug sessions. Throughout lockdown we worked with the community to implement a Loud for Leavers campaign to support our Primary 7 pupils, we organised a community treasure hunt and caterpillar and we started a pop up food and resource bank to support our community.
- We have an Eco group which meet to discuss environmental issues. They ran a campaign to stop people littering and this contributed

towards our green flag. As part of our quality assurance work, a focus group of children from each class met with SLT to discuss the climate for learning including strategies in their classrooms to promote positive relationships and what are the school rules. A further focus group met with SLT to share their class' thoughts on the school values.

- Bounceback assemblies have been re-established and the core values used to underpin the thinking each week. Resilience, positive mental health and wellbeing are introduced weekly and information shared with parents about the bounceback programme.
- A group of staff applied for an outdoor learning grant to receive additional resources and staff training. All teaching staff engaged in the training and the number of teachers using the outdoors in a structured manner increased.
- Investment was made in digital technology and additional ipads were provided to all staff and into each stage of the school. See Saw was piloted in some classes in order to share learning with parents and families. Staff and pupils were offered practical support with the package in order to strengthen staff capability and develop pupil independence. IDL was introduced as a strategy to support children experiencing literacy difficulties and parents were equipped to support at home.
- Revised procedures for the identification of learners requiring early intervention/additional support. This includes encouraging teachers to reflect on practice/strategies already in place and monthly School Referral Team meetings.
- An increase in the number of children engaged in targeted interventions including IDL, Apples and Pears and sensory diets.
- Revised tracking and monitoring of attainment and other indicators of progress. This includes the setting of end of session attainment targets - incorporated with discussions on short and long term planning, pedagogy and resources.
- Time allocated in the collegiate calendar to collectively analyse SNSA data.
- An understanding of holistic assessments is growing. Holistic assessments are undertaken for each theme.
- AIFL strategies are used to check for understanding/support learning
- Literacy and numeracy progressions are embedded across all stages.
- Moderation calendar that's linked to the school improvement plan and includes opportunities for stage, school, and cluster level moderation.
- Home reading diaries have been adapted to include space for the children to reflect upon their learning each week.
- Learning journeys are shared with parents termly and these include learning reflections, next steps and suggestions on how to support learning at home. Key pieces of learning across literacy, numeracy and health and wellbeing are shared to support reflective discussions between parent and child.
- A wide variety of qualitative and quantitative data is used to ensure that support is planned and aligned in a targeted way that ensures all pupils receive the support they require to reach their learning potential. This support is evaluated monthly in a structured way with ASN staff to ensure support is allocated equitably. A referral process is in place to track and monitor emerging concerns and subsequent interventions.
- A Laurencekirk Blue Print for promoting positive behaviour was shared amongst all staff and 2 rules – be ready, be safe, be responsible were introduced via assembly and to parents via a newsletter.
- Children requiring extended transition to Mearns Academy were supported via bespoke packages designed by school and parents. A

P7 transition club is available to all cluster primary sevens to support emotionally. Primary One teachers met their new pupils in the nursery garden in small groups. A virtual tour and virtual parents information evening were created to support new parents remotely. A facebook group was set up for new primary one pupils to engage in specific learning activities and top tip videos were shared from a variety of staff. Improving transitions was a cluster focus for the year.

What are we going to do now?

What are our improvement priorities in this area?

- Refocus on positive behaviour, embedding shared values and relationships skills and techniques.
- Emotion coaching, Zones of Regulation, solution focused and autism/anxiety training as part of promoting positive behaviour.
- Develop 'pop up sensory' spaces to support emotional regulation.
- Develop a more consistent approach to pupil leadership in Primary 6 and Primary 7
- Planning and attainment reviews restructured to incorporate key challenge questions linked to SIP and key Qis. This will enhance moderation at whole school level.
- Outdoor learning pedagogy, policy, practice and resources developed to support the aims of the recovery curriculum.
- Structured approach to pupil voice using Wee HGIOS to ensure equitable pupil participation is a strong feature in self evaluation.
- Moderation calendar that's linked to the school improvement plan and includes opportunities for stage, school and cluster level moderation.
- Attainment collation and sharing and how to use this to support teaching and learning as part of a clearly communicated self evaluation plan which is ongoing, rigorous and generates a range of intelligence and data.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI:

Satisfactory

How well are we doing?

What's working well for our learners?

- All staff know our children and their families well.
- Our school is a warm, welcoming and inclusive environment for all staff and learners.
- Trust, communication and relationships are the foundations for the life and work of the school.
- Positive relationships are evident at all levels in the school.
- The school have collectively identified a set of core values through significant consultation with all stakeholders.
- Positive behaviour of almost all pupils is evident around the school
- There's evidence of positive relationships across the school and pupils feel they are treated fairly and with respect
- All staff are clear on principles and practices of GIRFEC
- The school is a nurturing environment in which all pupils can thrive.
- There are clear procedures in place to support pupils with additional support needs.
- Pupils receive targeted support – which are reviewed regularly and collaboratively for impact.
- Most pupils have an understanding of equality and diversity and this is supported through a variety of work in the school including curriculum and assemblies.
- A range of effective partnerships are in place with other agencies to support pupils as necessary.
- Outdoor learning is delivered in some classes.
- All staff are aware of child protection procedures. All staff are vigilant and report concerns immediately to the Child Protection Officers.
- Information is collected on health and wellbeing to support the planning of next steps.
- A range of universal supports are in place in all classrooms to support inclusion, equity and wellbeing.
- Almost all children show high levels of engagement in their learning.

- We make good use of PEF funding and Attainment Challenge Scotland funding to meet the needs of our disadvantaged and care experienced pupils and work towards the closing of the poverty related attainment gap.
- Health and wellbeing is tracked alongside literacy and numeracy termly in recognition of the fact good health and wellbeing underpins children's ability to achieve success.
- Individual risk assessments are in place for children where required and these are developed with the team around the child, including the parents. These are reviewed and updated as required.
- Individual Educational Plans are in place for all learners in Enhanced Provision who require specific aspects of their curriculum to be individualised. Their needs are identified through the staged intervention process.
- Pastoral notes are used well on SEEMIS to record significant events including child protection issues for ALL children in our care.
- Attainment data and observations of all staff determines how support is allocated across classes.
- Information is communicated to all parents in a variety of ways around learning across key themes.

How do we know?

What evidence do we have of positive impact on learners?

- All staff demonstrate a good holistic knowledge of all children in their care during planning and attainment reviews and more informal conversations. This helps to ensure that needs are identified, planned for and met.
- There is a shared expectation of behaviour developing across the school and a shared vocabulary is emerging as a result of the work on shared values.
- Focus groups on climate of learning and quality assurance with parents has indicated that the school is open and welcoming. Open afternoons are planned and an open door policy is in place.
- During lockdown all staff worked together to maintain relationships with pupils and support vulnerable families through planned telephone conversations and in some cases face time calls and distanced garden visits.
- A regular and robust ASN referral system has been developed to ensure that staff have a channel to access advice and support from the ASN team. There remains a presumption of mainstream and universal strategies to support all learners are explored in the first instance. The steps we have taken to support learners is captured through the referral system to provide evidence of strategies employed and the impact.
- A range of partnerships support our children to achieve and a Pupil Support worker, Educational Psychologist and Intervention and Prevention Teacher provide a valuable support to our staff and pupils. SLT have regular strategy meetings with the Educational Psychologist to support the implementation of the Childs Plan.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Single agency meetings are called where appropriate and a plan created.
- Pastoral notes are used well on SEEMIS to record significant events including child protection issues for ALL children in our care.
- This is delivered by our PSA team. Some children attend Forest School through Attainment Challenge Scotland. Some pupils have

- Flexible Pathways in place and benefit from swimming, OWLs and Forest School.
- We undertook health and wellbeing surveys with staff and pupils over lockdown in order to plan and deliver the required support.
- Learning environments are inclusive. Our Enhanced Provision children benefit from carefully constructed blends
- All staff have engaged in annual child protection training.
- Attendance levels remain high and are monitored. During lockdown almost all our children engaged with the online learning platforms.
- Information is communicated to all parents in a variety of ways around learning across key themes.

What are we going to do now?

What are our improvement priorities in this area?

- Pupils to develop an understanding of the aspects of GIRFEC - wellbeing indicators.
- Use the CIRCLE resource to develop universal support and an inclusive climate for learning
- Developing skill in managing positive relationships in partnership with the Ed Psych.
- SHANARRI assemblies with curricular follow ups to embed language and principles.
- Outdoor learning training and policy development.
- Rights Respecting School Award focus for NCCT to ensure UNRC is embedded throughout the school.
- IEPs - system established to ensure relevance.
- Review and refresh of reporting calendar.
- Develop See Saw across the school including Nursery and Enhanced Provision.
- Develop the role of the ASN teacher to incorporate the 5 roles of ASN.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: Satisfactory

How well are we doing?

What's working well for our learners?

- Data from various standardised tests and samples of children's work inform the professional judgements of teachers on children's progress and attainment.
- Benchmarks are used by all teachers to support professional judgements on attainment.
- Staff are becoming increasingly confident in scrutinising and analysing attainment data and using it to inform their professional judgement on individual pupil progress.
- Standardised data and professional judgements are mainly aligned.
- A revised tracking and monitoring system has been introduced.
- Children who are in need of additional or adapted support are identified promptly and steps are taken to support them.
- Children are making good progress from prior levels of learning.
- Pupils have learning journeys as an opportunity to share their learning and achievements
- School can articulate school data identifying current strengths/areas for improvement in attainment.
- Some children are actively involved in the school's evaluation processes.
- A plasma screen in the reception is used to celebrate individual achievements.
- Some of our pupils engage with Active School opportunities and this data is tracked and monitored.
- A gardening group is established which tends to the school grounds alongside a local Dementia Group.
- Our Enhanced Provision class visit the village coffee shop weekly to develop life skills.
- PEF funding has been used to support early literacy and nurture work for our most disadvantaged children.

How do we know?

What evidence do we have of positive impact on learners?

Primary 1

- March data showed 88% (most) of the children in the Primary One cohort on track within listening and talking (above national average)
- March data showed 88% (most) of children in the Primary One cohort on track within reading (above national average)
- March data showed 88% (most) of children in the Primary One cohort on track within writing (above national average)
- March data showed 88% (most) of children in the Primary One cohort on track within numeracy (above national average)

Primary 4

- March data showed 88% (most) of children in the Primary Four cohort on track within listening and talking (above national average)
- March data showed 93% (almost all) of children in the Primary Four cohort on track within reading. (above national average)
- March data showed 77% (most) of children in the Primary Four cohort on track within writing. (above national average)
- March data showed 84% (most) of children in the Primary Four cohort on track within numeracy (above national average)

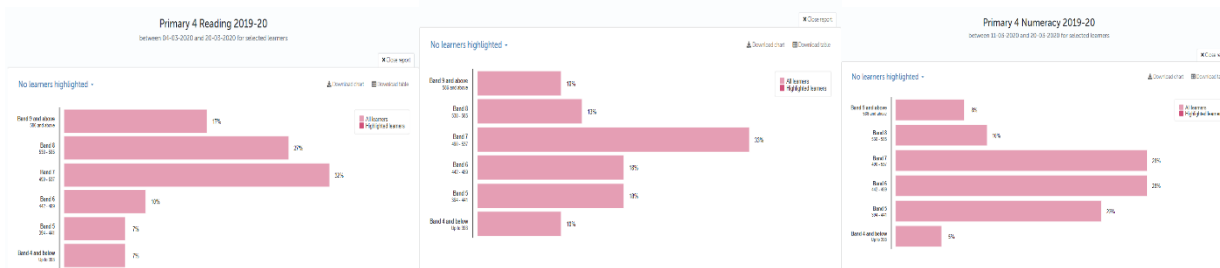
Primary 7

- March data showed 90% (most) of children in the P7 cohort on track within listening and talking (above national average)
- March data showed 84% (most) of children in the P7 cohort on track within reading (above national average)
- March data showed 82% (most) of children in the P7 cohort on track within writing (above national average)
- March data showed 76% (most) of children in the P7 cohort on track within numeracy (national average)

Standardised data

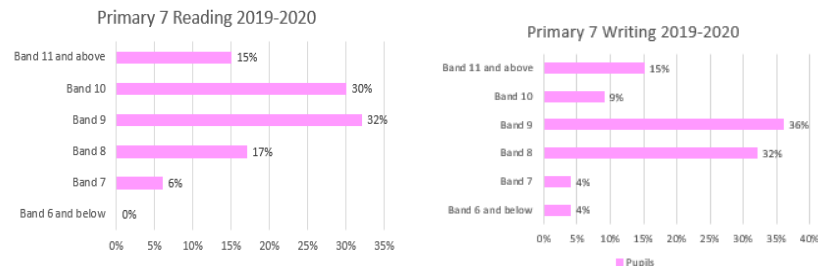
Standardised data was captured for Primary four and Primary seven. Year end data was not available for Primary One due to national lockdown.

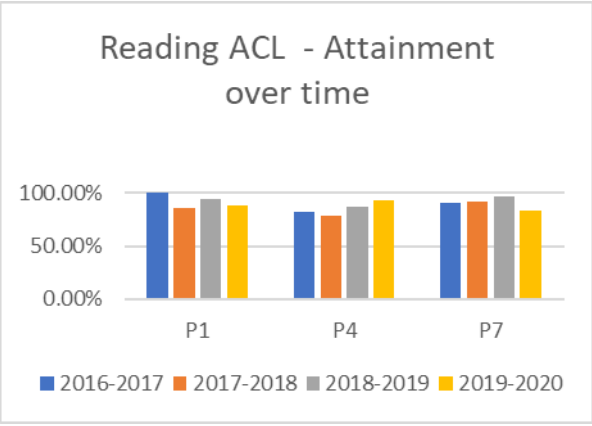
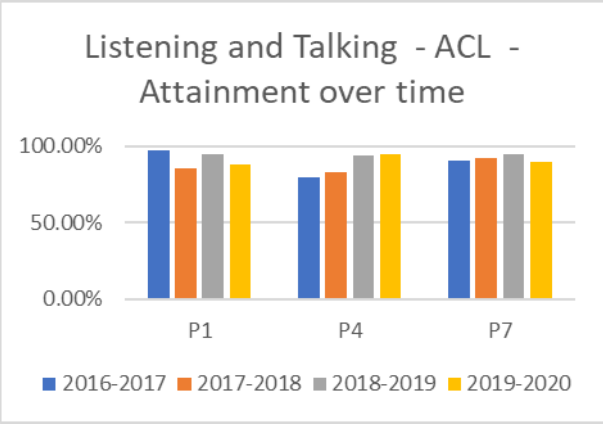
Primary 4



Primary 7

- SNSA results indicate key strengths in reading and writing at P7. They also indicate that there has been improvement in the maths results for this Primary 7 cohort. All areas show improvement on last year with a higher percentage achieving band 10 and above.





Summary

P1 - Decrease of 7%
 P4 Increase of 1.4%
 P7 Decrease of 4.9%%

2019-2020

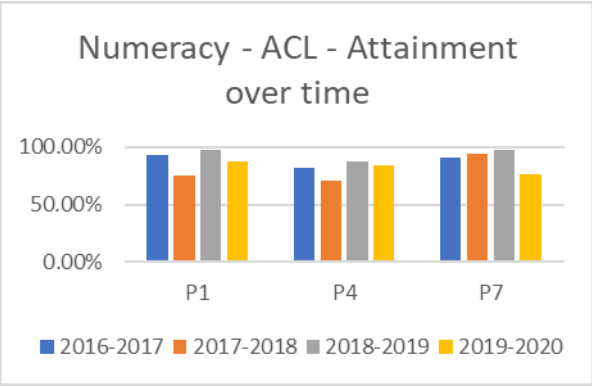
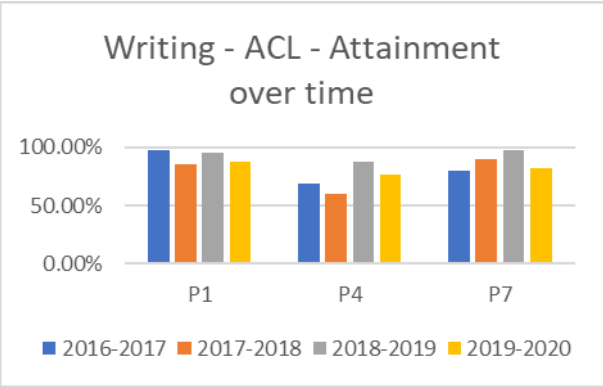
Most achieving Early level.
 Almost all achieving First level.
 Almost all achieving Second level

Summary

P1 - Decrease of 7%
 P4 - Increase of 5.8%
 P7 - Decrease of 13.4%

2019-2020

Most achieving Early level.
 Almost all achieving First level.
 Most achieving Second level



Summary

P1 - Decrease of 7%
 P4 - Decrease of 9.8%
 P7 - Decrease of 15.4%

2019-2020

Most achieving Early level.
 Minority achieving First level.
 Most achieving Second level

Summary

P1 - Decrease of 9.5%
 P4 - Decrease of 3.2%
 P7 - Decrease of 21.4%

2019-2020

Most achieving Early level.
 Minority achieving First level.
 Most achieving Second level

- The March data and SNSA results are in alignment. The March data is the information shared with Parents at the close of the year and is considered to be the most reliable information we hold as it was collated under moderated conditions using benchmarks.

What are we going to do now?

What are our improvement priorities in this area?

Revise tracking and monitoring procedures and identify a framework as part of our QA calendar of events.

Ensure analysis of specific cohorts including PEF, LAC and the most able.

Use of see saw to share achievements to share, track and monitor wider achievements.

Literacy and numeracy are a critical feature of recovery curriculum.

Pupil leadership opportunities developed in P6 and P7 as a small test of change.

Explore community developing and maintaining community links.

Consider the sharing of whole school action points and the progress towards objectives.

Use of see saw for achievements

Development of a citizenship award which focuses on the development of the four capacities through core skill development (skills and qualities for learning, life and work) underpinned by family learning.

6. What is our capacity for improvement?

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

7. Pupil Equity Fund Plan 2019-2020 - Summary

Identified gap

Within our school we have 22 children in receipt of free school meals. Our primary school roll is sitting at 328. This represents 7% of our children.

All children in our school are listed between SIMD 7-9 with one child at SIMD 6.

This is not a true reflection of the need we have in school as these are not indicators of our attainment gap.

We are in a rural setting - rural data zones generally cover larger areas than their urban counterparts and so contain a greater mix of deprived and less deprived people. This data is still useful and alongside qualitative data (observations, dialogue etc) and quantitative data (attainment, attendance etc) has been used to plan appropriate interventions for equity for our learners.

At Laurencekirk School, we are aware that income and employment domains are considered to be the most important factors when considering deprivation and have the largest weightings in SIMD. This information has changed over lockdown and is indeed evolving as we navigate the recovery from the global pandemic, we remain alert to this. Geographic access to services have a relevance in our community and we are mindful of this.

Many of our families could be facing/come to face situational poverty. This is often temporary but it is important that we remain vigilant and responsive to ensure that we meet the needs of our school community. The harms of Covid 19 are not felt equally and our PEF plan therefore needs to be dynamic and responsive in light of emerging evidence and feedback to support those experiencing disadvantage.

From our quantitative/qualitative data scrutiny we have identified groups of children/individual children that require specific support:

- We have identified children in P7 who are not expected to achieve second level reading by the end of Primary 7.
- We have identified a group of children in P2-4 who are not predicted to meet their end of stage level who also have significant health and well-being issues. These issues are linked to significant trauma experienced in younger years, continued crisis in the children's lives, caring responsibilities and significant loss or bereavement. Although the reasons are varied, it is agreed amongst staff that a nurturing and restorative approach to this group will help to raise self-esteem, confidence, promote relationships and encourage a more positive attitude to learning.
- We have identified a group of children who demonstrate sensory seeking behaviours in class and in the playground who would benefit from a planned, integrated sensory proprioceptive diet to support them to develop a calm, focused and alert state conducive to engagement, inclusion and learning.
- We have identified Primary One children who will require targeted, additional support to achieve early level literacy at

the end of Primary One.

- We have identified children in P4/5 who are likely to find writing extended pieces challenging as they progress towards second level due to fine motor difficulties.

There is a desire and a need to embed outdoor learning as a curricular entitlement for all our learners each week. This is proven to support the raising attainment and supporting wellbeing agendas. However, we have collectively identified a training need across our whole staff which must be addressed.

Total funds= £29605 + carry forward £10, 981.22

Total= **£40, 515.22**

Annual costs:

Share of cluster PSW = **£4983.79**

Outdoor Learning CPD (3 visits) = **£1440**

Staffing Costs – Term 1: (9 weeks no pay inservice days)

PSA 1.0 FTE = £2739.28 (£318.52 x 9 = £2866.68 - £127.40)

PSA 0.8 FTE = £2214.69 (£260.55 x 9 = £2344.95 - £130.26)

PSA 0.2 FTE = £586.26 (£65.14 x 9)

PSA 0.65 FTE= £1735.07 (£207.26 x 9 = £1865.33 - £130.26)

Total = £7275.30

Staffing Costs – 26th October 2020 – 25th June 2021(35 weeks)

PSA 1.0 FTE = £11,148.20 (£318.52x35)

PSA 0.8 FTE = £9119.38 (£260.55x35)

PSA 0.2 FTE = £2279.85 (£65.14x35)

PSA 12 hours= £4974.21 (£142.12x35)

Total = £27,521.64

Full staffing costs = £27,521.64 + £7275.30 + £715 = **£35,511.94**

Contracts to be fixed to end June 18th 2021 (+ £715)

Expenditure

Total planned expenditure = £41, 925.73
This is an overspend of £1410.51

Interventions for Equity at Laurencekirk School 2020/21

Targeted Approaches to Literacy

- Each child (P7 target group) will develop their ability to decode unfamiliar words/text in a variety of contexts.
- Each child (P7 target group) will improve their ability to read with fluency, expression and understanding.

(a) Read Write Inc

Structured programme to support reading accuracy and fluency. It integrates phonics with comprehension. Effective assessment is built in to accelerate and monitor progress.

(b) Toe by Toe

Supports struggling readers to develop decoding skills by making progress through small, incremental steps. It is a highly structured and phonics based approach. Ongoing assessment is built in.

Social and Emotional Wellbeing

- Each child will make calm transitions into/throughout school each day.
- Each child will have their social networks widened and strengthened through a daily experience focusing on social, emotional and behavioural skills.
- Each child will improve their engagement in mainstream class learning.
- Each child's attainment in literacy and numeracy will rise.
- A reduction in the number of behavioural incidents recorded in class and in the playground.

(a) Nurture

Focused intervention for children with identified social, emotional and behavioural difficulties which are creating a barrier to learning/relationships within a mainstream class

(b) Proprioceptive Sensory Input

Proprioceptive input for target children who require sensory stimulation to facilitate attention, learning and engagement. Proprioceptive activities are planned to support target children to achieve a calm and alert state, it has a regulatory role and assists in controlling responses to stimuli.

(c) Snack and story

Daily focus on key skills and attributes such as kindness, turn taking, self management, listening, tolerance, respect, resilience, responsible decision making through eating together and sharing a values based story together as a group.

(d) Pupil Support Worker (PSW)

Supporting key children to develop emotional literacy skills, social skills and self esteem through planned activities including

Expected outcomes

Forest School.

Early Intervention and Prevention

Emerging Literacy

- **Strengths and developmental needs of each child within language, literacy and communication will be identified and planned for through developmentally appropriate experiences leading to educational gains across all literacy organisers.**

Embedding a developmental approach to literacy teaching across Primary 1 and 2 within an indoor/outdoor environment which supports the development of the foundational skills of phonological awareness, oral language, pre-handwriting skills and concepts of print.

Promoting a high quality Learning Experience

- **Each child (P5 target group) will develop increased proficiency in touch typing supporting them in the creation of longer more complex written pieces.**

(a) Digital skills

Short targeted sessions using Touch Typing programme with children requiring support with handwriting skills such as pencil control, posture, bilateral coordination, crossing of the midline and pencil grip.

(b) Outdoor learning

- **Each member of staff will develop their understanding of the theory and practice of outdoor learning.**
- **Each child will experience learning outdoors at least once per week as part of their curriculum.**

Session 1: Training delivered on February Inservice day involving all staff.

Session 2: Tutor to work with three classes and 6 members of teaching staff and PSA staff modelling outdoor learning and creating Laurencekirk Outdoor Learning ambassadors.

Session 3: Pulling together twilight session for teaching staff.

Underpinning all interventions for Equity are the following Impact Measurements:

Continue quality assurance procedures where alongside attainment, attendance, exclusion and other appropriate measures via other agencies all work is tracked, monitored and moderated.

In some cases multi agency action plan meetings will be used as an assessment and plans made that will impact on the support and children.

All data will be reported through SQuIP.

Planned meetings with key staff to support moderation and progress towards desired outcomes.

**Impact
Measurements**

Impact Measurements linked to specific Intervention for Equity Interventions:

Targeted Approaches to Literacy:

Baseline, midpoint and summative assessment.
Holistic assessments within class to determine transference of skills and monitor progress.
Standardised data.

Social and Emotional Wellbeing

Boxall assessments for target children.
Leuven scale assessments for target children.

Early Intervention and Prevention

Baseline, midpoint and summative assessment.
Holistic assessments within class to determine transference of skills and monitor progress.
Standardised data.

Promoting a high quality Learning Experience

Assessments undertaken at the close of each digital unit to identify pathways.
Quality assurance of plans during Term 4 attainment review – targeted discussion with staff around Outdoor Learning.
Quality assurance of outdoor learning experience. (Talk for Teaching Approach – peer to peer observation)
Quality assurance of pupil experience using Wee HGIOS group to triangulate.
Evaluation of work using HGIOS Qis to identify current reality and aspirational next steps.
Creation of an Outdoor Learning policy statement/curriculum rationale update applicable to Laurencekirk School making this an entitlement for all.

Evidence of progress/ comments/ identified next steps:

Date	

8. School Improvement Plan – Moving Forward Together – Priorities Capture 2020-2021

<p>Improve attainment (NIF driver)</p> <p>Targeted Support Role of ASN teacher SRRT development Use of CIRCLE resource IEP development cluster</p> <p>Pedagogy Emergent literacy in nursery and Primary One Outdoor learning See Saw</p> <p>Whole School Level Curriculum rationale/map using refreshed curriculum narrative Embed participatory self evaluation Improved sharing of evaluative data with stakeholders Moderation at stage, school and cluster level. Participation within the self-improving school Refresh framework for tracking and monitoring Cluster Transition group Refresh reporting processes</p>	<p>Improve health and wellbeing (NIF driver)</p> <p>Empowering pupils Raise awareness of SHANARRI Worry Trees Pop up sensory stations Bounceback programme reintroduced Worry Trees</p> <p>Whole School Level Embed values – shared language and consistency of approach Develop a shared language and consistency of approach Review approaches to behaviour discipline</p> <p>Strengthening Staff Capability Zones of Regulation Solution Focused Emotion Coaching Autism/anxiety in the classroom Refresh PRD process Talk for Teaching</p> <p>Collaboration Develop community links Refresh and review how we work with our Parent Partnership</p>
<p>Ensure learners develop the skills and qualities for learning, life and work (NIF driver)</p> <p>Pupil participation Structured approach to enhanced pupil participation Develop leadership opportunities within P6 and P7 Eco School Award Rights Respecting School Award</p> <p>Curriculum Develop a citizenship award which develops key skills and qualities underpinned by family learning Enterprise Develop a recovery curriculum Digital progressions in place across the school</p> <p>Partnerships Intergenerational work embedded Develop partnerships with local employers</p>	

<p>happen using HGIOS 2.2. Map a recovery curriculum which reflects the uniqueness of our setting, is build on our shared values and enables development across the four capacities as outlined in the refreshed curriculum narrative.</p> <p>Refresh and review the school's reporting calendar to ensure that parents and families have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education. Introduce the online platform SeeSaw with all teaching staff through a variety of collegiate inputs and develop a consistent approach which is on-going and provides clear information on a learner's strengths, areas for development and specifically what needs to be done to ensure continued progress and improved standards of achievement. Learners should be involved in the reporting process through on-going reflection and dialogue about their learning.</p> <p>Implement a series of family learning opportunities within early level which encourages family members to learn together as and within a family, with a focus on intergenerational learning which enable parents to support and engage with their child's learning. Use Read, Write Count, Book Bags and Emergent Literacy as contexts. Develop and deliver stage appropriate guidance on family learning using digital platforms in collaboration with families to ensure relevance. Link family learning to school improvement priorities such as wellbeing, resilience, skills based learning and rights of the child. Implement an initiative which encourages children to read at home.</p> <p>Review tracking and monitoring approaches to ensure that they are robust. Developing a consistent approach to attainment and data collection that supports the self evaluation process at school level. Engaging in moderation activities at stage, school and cluster level through making effective use of a range of data to develop a shared understanding of standards to make confident professional judgements about how well the children are leaning and progressing.</p>	<p>Shelley Begg</p> <p>Jill Smith Shelley Begg Louise Anderson</p> <p>Jill Smith Louise Anderson</p>	<p>See saw introduced over 3 collegiates from August then developed further from there. Shared understanding about purposes – progression, attainment, achievement, blended learning, family learning, next steps in learning, sharing objectives, feedback and shared communication established by December and QA from January</p> <p>Emergent Literacy workshops/book bug in November/December. Outdoor learning April. Create a year programme of family learning topics in November. Consult with parents on what they would like to know more about in January and build this into the calendar. Link with parent council to do so.</p> <p>Data capture September 2020. Moderation activities/data reviews termly. Proforma established ahead of each review to ensure consistency linked to relevant QI. Sharing data with staff where applicable.</p>	<p>HGIOS 2.2 Recovery map analysis</p> <p>Evaluation of reporting calendar against education Scotland guidance. RAG.</p> <p>Staff evaluation on See Saw. Parental evaluations on See Saw</p> <p>Stakeholder evaluations planned.</p> <p>Consultation on topic</p> <p>Parent Council minutes</p> <p>Framework for assessment, reporting and moderation created as part of the quality assurance procedures.</p>
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<p>Develop a consistent approach across the school and the cluster in the creation, implementation and evaluation of IEPs.</p> <p>Enhance the 'School Review and Referral Team' approach through developing an initial focus on universal approaches likely to improve the engagement and achievement of all learners including those who require additional support as outlined in Education Scotland's CIRCLE resource.</p>	<p>Louise Anderson Kathryn Hamilton ASN team</p> <p>Louise Anderson ASN team</p>	<p>IEPs to be reviewed with parents in term one as a starting point and a school level timeline established.</p> <p>November SRRT - introduce concept and plan development. Use as a basis to discuss all referrals from January.</p>	<p>Agreed framework for IEPs. Informally engage with parents around effectiveness of strategy from their perspective.</p>
<p>Develop the Emerging Literacy Programme across Nursery to Primary 2. Emerging literacy phonological assessments to be completed for all Primary One children. Order and pace of sounds established at departmental level. Moderation to ensure consistency within literacy planning in early years. Extend trackers into Primary 2 in order to ensure continuity and progression and support planning. Developmental overviews to be introduced into the nursery and consider how these principles can be built upon throughout the school.</p>	<p>Shelley Begg Susan Christie</p>	<p>All baselines to be completed by the end of term one. Order and pace of sounds determined by end of term one. Ensure rigorous ongoing monitoring and moderation. Nursery overviews completed in Term 4 as a handover tool.</p>	<p>Attainment data</p>

Evidence of progress/ comments/ identified next steps:

Date	

<p><u>National Improvement Framework Priorities</u></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 destinations. <p>Key drivers of improvement School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 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 Improving/ ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority:</p>		<p>Sources of Evidence/evaluation activities:</p>	
<p>To improve health and wellbeing</p>		<p>Moderation activities, HGIOS based reflections, Talk for Teaching approach, pupil groups and parental surveys. Assemblies. Newsletters. SRRT paperwork.</p>	
<p>Description of Intervention</p>	<p>Who is responsible?</p>	<p>When?</p>	<p>How will we evaluate impact?</p>
<p>Work towards developing a shared understanding of wellbeing indicators across the school community through a SHANARRI and UNRC focus in assembly and in each classroom. Engage with parents and wider community to ensure the whole learning community has an understanding of wellbeing, childrens rights and resilience. Rights Respecting focus in each class each week delivered by the NCCT teacher which is well planned and progressive with opportunities to explore diversity, multi faith issues and challenged racism, intolerance and discrimination.</p> <p>Empower staff to support children to gain skills in consciously regulating their actions, leading to increased control and problem solving abilities through introducing the zones of regulation curriculum, solution focused approaches, emotion coaching and autism friendly classrooms. Introduce universal supports to regulate emotions through the introduction of calm corners throughout the school and worry trees in the playground.</p> <p>Review approaches to promoting positive relationships. Develop a consistency of approach based on shared values and shared rules.</p>	<p>Jill Smith Lynne Leslie Louise Anderson</p> <p>Susan Christie Anne Wilson Jill Smith Louise Anderson</p>	<p>Begin NCCT on UNRC in August and develop. Family learning opportunity on resilience in December/UNRC in February. SHANARRI assemblies in Term 2. Share with families. Share progress of RRS via newsletter and through Teams.</p> <p>Zones of regulation as small test of change in P4 class in September. Develop other areas from Term 3. Introduce Calm Corners in Term one and outdoor version in Term 2. Review approaches to relationships from January onwards and link with training via Ed Psych.</p>	<p>Evaluations with stakeholders</p> <p>Evaluation with children and relevant staff.</p> <p>Focus pupil groups</p> <p>HGIOS4 tool to evaluate and structure discussion</p>

<p>Embed Talk for Teaching as a collaborative tool to build an ethos of trust and empowerment, self reflection and professional development. All teachers to engage in peer visits and be supported to reflect on the learning from the experience. Create a digital platform to share ideas and strategies in school.</p> <p>Develop an Excellence and Equity Strategy to support all staff to create cultures which support learning and achievement and ensure that every child achieves the highest standards in literacy and numeracy and the right range of skills and achievements to allow them to succeed.</p>	<p>Louise Anderson</p> <p>Jill Smith</p>	<p>May 2021 with an outdoor learning focus. September – set up and promote a talk for teaching teams page.</p> <p>By June 2021</p>	<p>Today I took away..... Staff to share something they learned from taking part in the lesson. Responses collated and shared.</p> <p>Teams page data and useage numbers</p> <p>Range of QA strategies including planning reviews, attainment discussions, focus groups.</p>
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Evidence of progress/ comments/ identified next steps:	
Date	

<p><u>National Improvement Framework Priorities</u></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 destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress <p>School improvement</p> <ul style="list-style-type: none"> Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 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 Improving/ ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 	<p>Aberdeenshire Priorities:</p> <ul style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. 	
<p>Priority</p>	<p>Sources of Evidence/evaluation activities</p>		
<p>Ensure learners develop the skills and qualities for learning, life and work</p>		<p>Questionnaires to partners, families, staff and children. Engagement with pupil groups. Specific and broad audits. Minutes of meetings. Recovery curriculum map. Pupil groups. Digital pathways. Digital skills passport. Captures from See saw. Partnership framework.</p>	
<p>Description of Intervention</p>	<p>Who is responsible?</p>	<p>When?</p>	<p>How will we evaluate impact?</p>
<p>Ensure all pupils have opportunities to develop the skills and qualities needed for learning, life and work through the creation of a Life Skills Award scheme which is underpinned by family learning principles. Engage with a variety of stakeholders and employers to plan this intervention to ensure relevance. Embed specific opportunities in the recovery curriculum such as refreshed approach to Enterprise to develop relevant skills for learning, life and work. This will form part of the curriculum map which will have skills and qualities for learning, life and work at the centre. Engage with parents about the importance of skill development and how we can support this collaboratively.</p> <p>Inter-generational work will be embedded within the school and forms part of the curriculum map. Inter-generational work to include working with Residential Carehome and local Dementia group. Work towards creating a framework upon which our partnership can thrive throughout covid. Explore how we can grow our network of existing partnerships and develop new ones in order to improve outcomes for our learners.</p>	<p>Louise Anderson Jill Smith</p> <p>Jill Smith Louise Anderson Shelley Begg</p>	<p>September-October flipped learning approach on skills. November inservice focused task to develop programme in levels.</p> <p>Introduce to parents and children in January. Monitored in an ongoing way and evaluated fully in May to determine how this moves forward.</p> <p>Enterprise around Christmas.</p> <p>Shared project in October on values. Christmas project – sharing of nativity/Christmas. Involve with Burns Festival.</p> <p>Introduced to staff before Easter holidays and parents after Easter.</p>	<p>Monitoring engagement with the programme, mid and end point.</p> <p>Evaluate impact of Enterprise through the lens of 2.2 and 3.3 HGIOS.</p> <p>Establish shared objectives then use linked targeted evaluations with Carehome manager to determine effectiveness using 2.7 HGIOS to support.</p>

<p>Digital technology progressions to be created to support short, medium and long term planning within the recovery curriculum across the school - supported by the development of a digital skills passport which will form part of the Life Skills Award.</p> <p>Develop opportunities for pupil participation which enable all children to have a say in matters which affect them. Establish a Rights Respecting Award Committee and an Eco Committee and identify action. Conduct audits, agree action plans, undertake developments and apply for awards if appropriate. Establish a pupil group who support the school to self evaluate for self improvement by planning, conducting and reporting on evidence gathering activities - to ensure that pupil participation is a strong feature in our approach to self evaluation and continuous improvement.</p> <p>Audit leadership opportunities beyond the classroom in second level and redesign to have a strong focus on developing the skills our young people need in the world of work. Including specific application and interview processes and engaging in and leading training. Primary 6 (Cheery Chums) and Primary 7 (house captains). Use entitlements and expectations as outlined in Career Education Standard document.</p>	<p>Shelley Begg</p> <p>Jill Smith Lynne Leslie Shelley Begg Louise Anderson</p> <p>Louise Anderson Shelley Begg</p>	<p>Ongoing from last year</p> <p>Wee Hgios group – September. Conversations linked to SIP and risk assessment. Eco group – October Rights Respecting Group – September Activities ongoing. Parents updated on progress of groups monthly in newsletters from November.</p> <p>Develop P7 opportunity October 2020. Develop P6 opportunity from October 2020</p>	<p>Progressions Evidence in planning of use Digital passports created and tested out Life Skills programme evaluated</p> <p>Record of actions See Saw Social Media Newsletters</p> <p>PSA observations Pupil leadership evaluations and younger children – focus group questions.</p>
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Evidence of progress/ comments/ identified next steps:	
Date	

9. Record of updating			
Date	Amendment made	By who	Comment



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

LAURENCEKIRK NURSERY

LAST UPDATED: October 2020

Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI:

Very Good

How well are we doing?

What's working well for our learners?

- There is a very positive ethos within Laurencekirk Nursery. The school have developed a new vision and values which the nursery children have been exposed to during whole school assemblies.
- There is ongoing consultation with Parents and Carers about the life and work of the nursery using informal and formal strategies.
- Nursery staff are fully involved in self-evaluation and answer challenge questions which are used to underpin future improvement plans.
- The nursery is active within the local community with regular opportunities for the children to visit different places and access learning opportunities including inter-generationally.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning and next steps that have been identified.
- Nursery staff all use the 'Realising the Ambition' challenge questions to reflect on practice within the setting and this enhances practitioners understanding of the document.
- Nursery staff use 'Building the Ambition' to evaluate areas of the nursery continually looking at the children's interests.
- Children have the opportunity to take leadership of their learning, planning in the moment is well embedded and all staff understand the key ideas of this and are putting this into practice.
- Employee Annual Review (EAR) of all staff is conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Procedures are updated annually or when required and these are shared with staff and parents and everyone's voice is included to ensure that the procedures meet the needs of the setting.
- Practitioners are reflective and adaptable and work as team to improve experiences and outcomes for children. There are regular planning meetings where all staff's views and opinions are respected. This promotes and strengthens collegiality.
- Staff have opportunities to take on leadership roles throughout the year and have a focus group of children they are responsible for.
- Attainment reviews are carried with staff using the benchmarks to enable robust professional judgements to be made regarding attainment in literacy, numeracy and health and wellbeing.

How do we know?**What evidence do we have of positive impact on learners?**

- The nursery hosts a monthly parent's voice group which allows parents to share their thoughts, ideas and feedback.
- Floorbooks are available at all times for parents input with appropriate challenge questions for parents to answer and children's learning displayed for parents to see.
- Termly stay and play sessions are well attended and feedback is positive.
- Children's voice is recorded in day to day experiences, observations, Building the Ambition sheets and interactions involve staff facilitating learning.
- Tree of thoughts for parents to use at any time. This gathers valid qualitative data to inform next steps.
- Staff QI calendar ensures all staff are involved in self-evaluation and that this is embedded in the work of the setting.
- Through the use of learning stories children are able to evaluate and parents are invited in to engage with their child's learning journey from the week.

What are we going to do now?**What are our improvement priorities in this area?**

- Prepare the nursery for the upcoming change in hours to 900 and then 1140. This will have huge implications for the setting and require the recruitment of additional staff. Staff hours will also need to change and this will mean that staff meetings and staff communication will need carefully considered to ensure collegial structures feature in the way forward.
- The Covid context means that engagement and communication with parents will need to be redeveloped to ensure that effective communication remains a key feature in the work and life of the setting.
- Attainment reviews will have a clear focus and involve SMT, EYLP and EYP in order to generate moderated and robust data to inform future improvements.
- Self-evaluation will involve all staff and be used to identify strengths, development needs.
- Implementation of change and improvements to include all staff and allow staff to develop leadership opportunities.

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

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

Level of quality for core QI:

Good

How well are we doing?

What's working well for our learners?

- 'Planning in the moment' is embedded in the nursery and the child's voice is key in planning learning and next steps.
- The children are actively engaged in their learning and activities and staff are responsive to their needs and interests. Pupils lead in their own learning.
- Children's interests are being recorded on Building the Ambition sheets which are being used by all staff to ensure they are relevant and up to date and the children's interests are being met. These are used to enable staff to plan focus groups designed to support children's learning.
- The nursery provides engaging resources both indoors and outdoors.
- Children have a range of choices in 'zoned' areas in the nursery. These are regularly updated.
- Stay and play sessions for all parent and carers with a variety of agreed focal points including literacy and outdoor learning.
- There are a variety of different social events with families such as coffee mornings, Sports Day and Sponsored walk which is held annually. These provide opportunities to learn and develop within the community and support wider achievement.
- The nursery established links with the community and have regular community visits to places including the local care home and community coffee mornings.
- The children can choose to learn indoors or outdoors.
- Nursery children have weekly gym and music sessions within the primary school areas.
- Staff know children and families very well and are committed to developing positive relationships where information can be freely shared.
- Termly tracking supports pupils progress in learning.
- Children are continually supported to develop their independence and are encouraged to change their shoes and put jackets on independently.

How do we know?**What evidence do we have of positive impact on learners?**

- QA processes taking place throughout the school year.
- Continual and informal feedback from parents and carers
- Engagement from children in activities throughout the nursery with a particular interest in outdoor activities.
- Feedback from parents in floorbooks and monthly parents voice group.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Staff conduct regular observations on pupils and use these to inform next steps
- Professional dialogue ongoing throughout the session in informal and formal structures.
- Tracking meetings are held with staff to support staff understanding of progress within a level.
- Facebook is used to promote everyday learning and achievements and supports parents to engage in their child's learning at home.
- Meetings are held for children with identified needs to ensure that the support in place meets the needs of the learner. These meetings involve parents and carers and have the child at the centre.

What are we going to do now?**What are our improvement priorities in this area?**

- Continue to work with community partners to develop a range of reciprocal links to support wider achievements within setting.
- With the addition of several new staff it is important to ensure that everyone has a shared understanding of the vision, values and aims through the creation of collegiate working structures.
- Development of different areas of the nursery, use funding to purchase required resources to improve experiences for all children.
- Increase the use of ICT in the nursery to enhance learning and engagement.
- Develop the outdoor area to further extend learning opportunities for children.
- Develop the use of loose parts play in the nursery, with a particular focus on the outdoor context.

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI:

Good

How well are we doing?

What's working well for our learners?

- Every child has an all about me and personal plan (support plan, care plan, IEP where required) which is written with parent on induction. These are regularly reviewed with parents throughout the year.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- Tracking meetings are held regularly.
- Children with additional support needs have regular meetings to ensure their needs are being met and any support available is being accessed. IEPs and risk assessments are in place for individual pupils as appropriate and are developed with parents to ensure we are getting it right for every individual child.
- There are good home links with nursery and the nursery have an open door policy which allows parents to share any concerns or queries.
- Staff are using the Developmental Tracking sheets and these have moved on with children to Primary 1 or to new setting.
- Staff have had some training using Emerging Literacy and using the developmental trackers for this.
- There is good communication through face to face interactions, newsletters and via Facebook.
- Planning in the moment is well embedded and allows children to lead their learning.
- Resources used are well maintained, accessible and ensure inclusion.
- We use our local community weekly, have a good link with a range of age groups and services within the community.
- Transition between nursery and P1 is very good and children have regular opportunities to access the school and attend assemblies.

How do we know?

What evidence do we have of positive impact on learners?

- Staff complete annual data protection, equalities and diversity training as provided by local authority
- Annual update of GIRFEC/Child protection training carried out.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Staff make regular observations of children which document their learning and development
- Parents have regular opportunities to feedback to staff and can do this verbally or using floorbooks or the Tree of thought.

What are we going to do now?

What are our improvement priorities in this area?

- Plan to access the support or resources required to ensure equity and excellence for all children using allocated funding and professional knowledge.
- Develop the outdoor area to enhance learning opportunities for all children.
- Develop the use of loose parts play in the nursery, especially the outdoor area.
- Ensure that learning opportunities are accessible for all children through regular evaluation including professional dialogue and CLPL.
- Use new guidance that has been created during pandemic to create risk assessments that will be shared with all staff and ensure the health and wellbeing of all children.
- Continue to develop and embed Emerging literacy in the nursery which will include training for new staff.
- Family learning opportunities linked to nursery experience to be planned and implemented to support all parents to engage with their child's learning and development at home.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: Good

How well are we doing?

What's working well for our learners?

- Staff are continually changing, evaluating and developing areas in nursery and being responsive to children's interests
- Opportunities for developing literacy and numeracy skills are provided daily through structured activities and free flow play.
- Children have weekly music and PE sessions and these provide opportunities for creativity.
- Staff are using the Developmental Tracking sheets and these have transitioned with the children to support continuity and progression.
- Stay and play sessions for all parent/carers are planned and implemented every term in a variety of different to support parents.
- Families using green books and home achievement sheets to document children's learning from home as well as in setting. Children able to reflect on their own learning with parent/carers.
- Every child has an 'all about me' and personal plan (support plan, care plan) which is written with the parent on induction. These are regularly reviewed with parents throughout the year.
- IEPs are in place where required and constructed and reviewed with parents.
- Play at home books given to every family at induction.
- Lending bags for families to freely help themselves to and use at home
- Individual child observations support assessment and progress.

How do we know?

What evidence do we have of positive impact on learners?

- Attainment Reviews
- Developmental trackers
- Observations of key learning for individual children.

What are we going to do now?

What are our improvement priorities in this area?

- Continue to develop the active literacy programme in nursery. This will involve ensuring all staff have the appropriate training, confidence and resources to implement the key ideas.
- Consistently use the developmental trackers for nursery children to support tracking and monitoring and the identification of next steps.
- Use the extended hours to enhance the learning opportunities on offer through working towards excellence and equity.
- Develop different areas of the nursery, use funding to purchase required resources.
- Enhance the outdoor area to further develop learning opportunities for children.
- Develop the use of loose parts play in the nursery, especially the outdoor area.

Improvement Focus	1	Leadership and Management: How good is our leadership and approach to improvement. Relevant NIF priority: all Relevant NIF driver(s): Leadership, practitioner professionalism, improvement			
Identified theme from S&Q / Self - Evaluation	HGIOELC: 1.3: Leadership of Change To successfully change the hours of nursery to 900 and then 1140				
	H&SCS: 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential. 1.33 I can choose suitably presented and healthy meals and snack, including fresh fruit and vegetables and participate in menu planning. 1.35 I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.				
Actions / Date Started	Who will take this forward at Laurencekirk Nursery	Intended Outcomes / <i>Impact</i> What will change for children at Laurencekirk Nursery	How will we measure?	Expected completion date.	Progress check
Prepare nursery setting for the increase of hours from 600 to 900. Staff rotas to be organised to reflect change in hours. Timetable for children to be organised to reflect their hours at parent request.	Whole nursery team led by Cheryl and Hayley	Children will access high quality, early learning and childcare for an increased number of hours each week which will support the pursuit of excellence and equity for all learners. Lunch will be carefully planned to provide a meaningful learning experience for all children across the health and wellbeing area of the curriculum. Staff will utilise available funding to acquire high quality indoor learning resources likely to inspire	Discussion with parents/ carers. Questionnaire.	June 2021	Children's observations on Seesaw Parent Feedback Children's feedback Staff feedback

		engagement and creativity leading to an increased number of well planned and engaging learning opportunities for all children.			
Policy amendments in light of increased hours August-October 2020	Whole nursery team led by Cheryl and Hayley	Consistent implementation of revised/new policies will ensure that the nursery is a safe learning environment where all children are supported by well informed adults in order to reach their full potential.	Review policies and feedback from staff	June 2021	Staff feedback
Collegial structures reviewed to ensure that all staff have the opportunity to engage in shared learning and evaluative experiences with colleagues including attainment reviews and the collective scrutiny of data using the national benchmarks to moderate.		Staff will work collegiately to jointly plan and evaluate the work of the setting leading to consistency and improved outcomes for learners in relation to attainment, achievement and health and wellbeing.	Quality assurance calendar and collegiate activities. EARS	Ongoing	Qualitative data gathering activities with staff

Evidence of Progress / Comments / Next Steps

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Improvement Focus No:	2 Learning Provision Partnerships: How Good is the quality of the care and learning we offer? Relevant NIF priority: All Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress				
Identified theme from S&Q / Self - Evaluation	HGIOELC: 2.7: Partnerships Introduce and develop an online way of sharing the children's experiences and learning at nursery and as an effective communication tool.				
	H&SCS: 1.20 I am in the right place to experience the care and support I need and want. 4.17 If I am supported and cared for by a team or more than one organisation, this is well coordinated so that I experience consistency and continuity.				
Actions Date Started	Who will take this forward at Laurencekirk Nursery	Intended Outcomes / <i>Impact</i> What will change for children at Laurencekirk Nursery	How will we measure?	Expected completion date.	Progress check
Introduce Seesaw as a platform for sharing learning and experiences in nursery with parents. August 2020	Shelley to set up and support. Whole nursery team led by Cheryl and Hayley	Parents will be able to share their child's learning and progress and have a current and accurate concept of learning and engagement within nursery. Parents will have a visual tool to facilitate and develop dialogue with their children in relation to their learning and progress in nursery.	Feedback from parents Feedback from staff Engagement from parents Monitor parental visits monthly Questionnaire to parents	June 2021	Monitor parental visits monthly Questionnaire to parents
Training all staff in using Seesaw. August 2020	Shelley. Hayley and Cheryl to monitor.	All staff will be trained in uploading items to Seesaw which will work towards equity for families. Staff will be able to work with children to share their learning with their family in their own way	Key workers to monitor their children's posts. Hayley and Cheryl to identify any training needs and Shelley to train.	August 2020- Ongoing if new staff are appointed.	Key worker to monitor posts with Hayley and Cheryl overseeing this.

		by working with them to upload their own pictures or achievements.			
Develop Seesaw as a communication tool to encourage communication within a Covid context September 2020	Whole nursery team led by Cheryl and Hayley	Parents will be able to directly contact nursery staff and pass on important information. This will ensure that staff have the information which they require in order to best meet the needs of all children. This will help to strengthen communication within a covid context.	Usage of messaging Individual child's care plan Questionnaire Feedback from staff	June 2021	Questionnaire General feedback from staff during meetings
Parents supported to understand the nature of achievements and the significance of learning and skill development. Home learning codes provided to enable all parents to share achievements from home with the nursery. Instructions sent home and parents	Shelley to set up. Whole nursery team led by Cheryl and Hayley	Children can share wider achievements with staff supporting the planning process through developing staff knowledge of the whole child.	Questionnaire Usage of feature on Seesaw	June 2021	Questionnaire Monitor usage

encouraged at different times throughout the year to share their achievements from home. September 2020					
Introduce Teams as a platform for sharing learning and experiences in nursery with parents. All parents supported in order to engage fully. Nov- Dec 2020	Shelley to set up and support. Whole nursery team led by Cheryl and Hayley	Parents will move over to using Teams to share their child's learning and progress and have an insight into learning and experiences within the nursery setting. Parents will have a visual aid to facilitate and develop dialogue with their children around their learning.	Feedback from parents Feedback from staff Engagement from parents	June 2021	Feedback from parents Monitor engagement from parents Comments on children's work.
High quality CLPL for all staff in using Teams November 2020	Shelley. Hayley and Cheryl to monitor.	This training will allow staff to develop an understanding of how to use Teams to profile children's learning. This will support a smooth transition from Seesaw to Teams to enable parents to continue to share their child's learning and achievements.	Hayley and Cheryl to identify any training needs and Shelley to train. Engagement from staff	June 2021	Monitor posts to ensure equity.
Develop Teams as a communication tool to support communication with Covid restrictions in place November 2020	Whole nursery team led by Cheryl and Hayley	Parents will be equipped to engage with nursery staff leading to improved partnership working and getting it right for each child.	Usage of messaging Individual child's care plan Feedback from parents	June 2021	General feedback from staff during meetings Monitor usage

<p>Promote family learning opportunities regularly via Teams</p>	<p>Shelley to plan. Whole nursery team led by Cheryl and Hayley</p>	<p>Parents understanding of their child's learning and development will be improved and all parents supported to engage fully in their child's learning.</p> <p>Regular, planned family learning experiences will be shared to increase partnership working, support parents to support learning and to raise attainment for all children.</p>	<p>Feedback from parents</p> <p>Feedback from children</p>	<p>June 2021</p>	<p>Feedback from parents</p>
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Evidence of Progress / Comments / Next Steps

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Improvement Focus No:	3 Success and Achievements – How good are we at ensuring the best possible outcomes for all our children? Relevant NIF priority: All Relevant NIF driver(s): Assessment of children’s progress, setting improvement, performance information				
Identified theme from S&Q / Self - Evaluation	HGIOELC: 3.2: Securing Children’s Progress. To promote understanding of how young children develop phonological awareness and pencil control skills. H&SCS: 1.30: As a child I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling. 1.31: As a child my social and physical skills, confidence, self esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials.				
Actions Date Started	Who will take this forward at Laurencekirk Nursery	Intended Outcomes / <i>Impact</i> What will change for children at Laurencekirk Nursery	How will we measure?	Expected completion date.	Progress check
Whole staff training on 4 key areas of Emerging Literacy Feb 2021	Shelley to deliver training.	Staff will develop an understanding of Emerging Literacy and how it can be incorporated into the nursery in order to raise attainment in literacy.	Staff input during planning for Emerging Literacy Nursery approach.	June 2021	During planning sessions.
Develop a nursery plan for delivering Emerging Literacy throughout the Term 3 & 4. Feb/March 2021	Shelley to lead and all nursery staff involved.	Emerging literacy opportunities will be planned for throughout the year. Staff will have an enhanced understanding in relation to supporting the development of early literacy skills through this approach.	Assessments Developmental trackers	March 2021	Check in with staff regularly

<p>Emerging Literacy family learning communication to be collectively generated and shared with parents. June 2021</p>	<p>Shelley and Cheryl to lead.</p>	<p>Parents will be equipped with the knowledge, skills and confidence required to support their children at home within literacy. Parents will have an enhanced understanding of literacy learning opportunities planned within nursery and a deeper understanding of how this progresses into P1 and beyond. Information generated to support the transition to Primary One.</p>	<p>Feedback from parents Feedback from children</p>	<p>June 2021</p>	<p>Feedback from parents</p>
<p>3 and 4 year old developmental overviews to be completed by nursery staff systematically to enhance the learning and transition process. These will also be shared on a regular basis with parents alongside suggested activities to support identified needs. November- June 2021</p>	<p>Heather to oversee. Key workers to implement</p>	<p>Children to have planned and systematic opportunities to develop key skills outlined in the trackers. Key workers will be aware of the emergent gaps within their own children and understand how to support them accordingly.</p>	<p>Use of developmental trackers regularly. Planning meetings</p>	<p>June 2021</p>	<p>Results of trackers. Feedback from staff. Attainment review data.</p>

Evidence of Progress / Comments / Next Steps

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Improvement Focus No:	4	Successes and Achievements – Ensuring wellbeing, equality and inclusion Relevant NIF priority: All Relevant NIF driver(s): Assessment of children’s progress, setting improvement, staff professionalism.			
Identified theme from S&Q / Self -Evaluation	HGIOELC: 3.1 Ensuring wellbeing, equality and inclusion. Development of outdoor area and outdoor learning experiences.				
	H&SCS: 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical, and learning activities every day, both indoors and outdoors. 1.32 As a child, I play outdoors every day and regularly explore a natural environment. 2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.				
Actions Date Started	Who will take this forward at Laurencekirk Nursery	Intended Outcomes / <i>Impact</i> What will change for children at Laurencekirk Nursery	How will we measure?	Expected completion date.	Progress check
Carry out a preliminary audit of current practice, resources, understanding, attitudes and environment. August 2020	Cheryl and Hayley	Identify areas for possible development, training needs and resources required in order to provide a high quality learning experience for all learners. This will allow areas of focus to be identified.	Staff driving improvements in outdoor learning.	August 2020	Annotated audit Parental qualitative data Attitudinal data
Develop the outdoor area to provide improved outdoor learning opportunities for all children. August-December 2020	All nursery staff	All children access outdoor learning opportunities throughout all seasons. Learners confidently explore the outdoor area and wider school grounds to enhance their learning. Learners benefit from well planned and resourced learning opportunities in the	Engagement of children. Use of profiles to demonstrate engagement in outdoor learning opportunities Feedback and comments from children, parents and partners. Floorbook for children’s	June 2021	Children’s profiles Outdoor usage Parents group Risk assessments Child risk assessments

		<p>outdoors. Children lead learning and have opportunities to problem solve and be creative thinkers. Learners benefit from quality staff interaction which challenges and supports their learning in the outdoor context. Children are confident in managing risk and keeping themselves and others safe and play a central role in risk assessing the outdoor context. Loose parts play will be a focus for CLPL with all staff and will become a feature in the outdoor area in order to enhance the learning experiences on offer for all children.</p>	<p>reflections Monitoring engagement within the various outdoor contexts available to learners.</p>		
<p>Take part in outdoor learning training Nov 2020</p>	<p>Whole nursery team led by Cheryl and Hayley</p>	<p>Increase in staff confidence and ability in relation to developing outdoor learning opportunities. Increase in high quality outdoor learning opportunities for children. Staff will be aware of the powerful benefits to attainment, achievement and wellbeing associated with learning outside. Staff will be equipped with strategies to deliver impactful child led outdoor learning each day in nursery.</p>	<p>Development of outdoor area to maximise opportunities for children. All staff are able to plan learning experiences for all children using the outdoors as a context.</p>	<p>June 2021</p>	<p>Staff feedback Children's feedback Parental feedback Planning Seesaw</p>

<p>Staff planning for outdoor learning opportunities which focus on the experiences the children should have in order to ensure that learning and developmental needs are understood and met and learning experiences contribute to the development of the four capacities. Dec-June 2021</p>	<p>Whole nursery team led by Cheryl and Hayley</p>	<p>Planning in the moment will be applied in the outdoor learning environment. Children will have access to a range of learning opportunities. Practitioners will become skilled in observing key learning, progress and wellbeing indicators within the outdoor context and will share this with parents using digital platform.</p> <p>Planning approaches refreshed and reviewed to capture outdoor learning as an entitlement for all.</p> <p>Outdoor learning experiences will be meaningful and relevant to the needs of the children.</p>	<p>Engagement of children. Use of profiles to demonstrate engagement in outdoor learning opportunities Feedback and comments from children, parents and partners. Floorbook for children's reflections</p>	<p>June 2021</p>	<p>Staff feedback Children's feedback Parental feedback Planning Seesaw Facebook</p>
<p>Support parents and carers to understand the benefits of outdoor learning to children's physical and mental health and wellbeing, behaviour and attainment and how they can extend and support at home. Jan-April 2021</p>	<p>Whole nursery team led by Cheryl and Hayley</p>	<p>Family learning opportunities planned and shared with parents to promote an inter-generational approach to outdoor learning.</p>	<p>Engagement in family learning. Outdoor learning shared through Seesaw and Facebook</p>	<p>June 2021</p>	<p>Parental Feedback Engagement through Seesaw</p>
<p>Review progress and impact of outdoor learning as part of the nursery's ongoing</p>	<p>Whole nursery team led by Cheryl and Hayley</p>	<p>Outdoor learning opportunities and resources will be evaluated using key documentation to support. This will involve all</p>	<p>Engagement of children. Use of profiles to demonstrate engagement in outdoor learning</p>	<p>June 2021</p>	<p>Staff feedback Children's feedback Parental feedback Planning</p>

<p>approach to self evaluation including looking outwards to other settings. April 2021</p>		<p>stakeholders. Next steps will be collectively identified and a shared understanding of what high quality outdoor learning looks like will be developed across all stakeholders. Share learning widely to support a system improvement.</p>	<p>opportunities Feedback and comments from children, parents and partners. Floorbook for children's reflections</p>		<p>Seesaw Facebook</p>
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