



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

UDNY GREEN PRIMARY SCHOOL

LAST UPDATED: 10 October 2017

Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

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

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

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

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

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

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

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

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

- The positive **ethos** in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council and RRS, JRSO, ECO, Health and Fairtrade working parties children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.
- At Udney Green School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:
 - Responsible Citizens**
 - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
 - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
 - Effective Contributors**
 - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
 - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others
 - Successful Learners**
 - Providing quality learning experiences which inspire and motivate our young people to become successful learners
 - Encouraging all to reach their full potential through stimulating and independent learning
 - Confident Individuals**
 - Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
 - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
- Analysis of the **SIMD data** shows that no child at Udney Green Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7. Although Udney Green Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.
- The use of the **PEF** will be targetted towards increasing the range of resources within the Cluster that support initial reading and to compliment this staff training opportunities will be extended. The school has a clear commitment to excellence and equity and values the learning of all children.

- **Strengths of the school include:**

High quality, active learning experiences

At Udney Green Primary School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

High levels of performance

Children are making planned progress in their learning across all curricular areas.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Udney Green school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners.

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

Relevant NIF priority: All

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

Overview:

- The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values.
- Staff have been committed to taking lead roles in school improvement initiatives such as outdoor learning, 1+2 and developing number sense to benefit outcomes for all our young people. All staff are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion in staff and school development.
- Pupil voice is a strong feature of the school's approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects.
- HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations.
- Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip;
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- All stakeholders are involved in reviewing and evaluating our strategic plan (Cloud 10).
- Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, PLPs etc.

Key strengths:

- Positive partnerships with parents and the wider community with a view to extending these to incorporate Developing the Young Workforce.
- Pupil voice within the school particularly related to outdoor learning.
- The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.

Identified priorities for improvement:

- Use of HGIOS 4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Provide opportunities for staff to develop leadership roles, in relation to personal and professional development.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
1. Extend confidence and effectiveness in use of HGIOS4	<ul style="list-style-type: none"> - School improvement planned around selected QI's that focus on experiences for children - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Impact of improvements for learners to be better collated to show how they benefit 	<ul style="list-style-type: none"> - Evaluation will show that by June 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities focusing on their own learning
2. Provide opportunities for staff to develop leadership roles, in relation to personal and professional development.	<ul style="list-style-type: none"> - Staff to take the lead responsibility for an aspect of Improvement planning, to research, reflect and share practice based on evidence and data that confirms improvements for learners 	<ul style="list-style-type: none"> - HT to set and monitor targets termly with staff - Individual teachers to source examples of evidence-based school improvement - Impact on learners seen following application of revised classroom approaches(on-going)
3. Improve use of attainment data to raise attainment	<ul style="list-style-type: none"> - Analysis of attainment data forming a coherent part of planning for improved learning - Progress and attainment improved for all learners 	<ul style="list-style-type: none"> - Staff focus-group setup and liaison with parents on revised approaches , February 2018 - May 2018 – school policy draft to discuss with staff/parents - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018
<p>Evidence of progress/ comments/ identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at PRD
- Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning
- Evaluation activity on leadership at all levels
- School Improvement Plan
- PRD records
- Feedback from parent council discussions
- Parent evaluations at Open Afternoon

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings start with a review of SIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- Overall , the changes pursued by the school are having a positive impact on young people

Level of quality for this QI: Level 3

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

Relevant NIF priority: All

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

Overview:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise.
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions are well-supported with the local secondary school.
- Regular outdoor learning experiences have been incorporated in to the weekly planning of the school and children benefit from a wide and varied curriculum and learning experiences.
- Children will become more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners.
- Positive engagement to develop paretnal interest in their child's learning ie workshops.
- ICT is used widely across the curriculum to support teaching and learning experiences.
- Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children's progress within a level Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on application of clear information about learners and their needs.
- Transition processes are robust and ensure all stakeholder are well-informed / prepared for the process.

Identified priorities for improvement:

- Review, evaluate and revise of current curriculum model.
- Increase consistency in integrating assessment in children's learning.
- Extend capacity to support family learning.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Review, evaluate and revise current curriculum model</p>	<ul style="list-style-type: none"> - A revised curriculum to meet the needs of all learners - Improved curricular transition and progression P7-S2 - Increased pace of learning and raised standards in numeracy and particularly literacy 	<ul style="list-style-type: none"> - HT liaison with QIO, Cluster HT's and DHTs curriculum at Meldrum Academy will support plan for revisions by June 2018 - Consultation with learners and their parents re the curriculum will support shared understanding of emerging changes - Following discussion with all staff revisions to curriculum drafted and shared by HT by January 2018 - May 2018 revised curriculum model published - Implementation of revised curriculum June 2018 - Evaluation of revisions to be completed within 2 years to ascertain impact on learners
<p>2. Increase consistency of integrating assessment in children's learning</p>	<ul style="list-style-type: none"> - Improved data on children's progress used consistently to advise on next steps in learning - Revised , effective system of tracking and monitoring - Increased attainment at all levels as shown in INCAS/SNSA 	<ul style="list-style-type: none"> - Class teachers to lead revisions to classroom practice January 2018 - HT to confirm model of effective T&M and Aberdeenshire/ national expectations on reporting by June 2018 - December 2017 , plan re T&M changes agreed and in May 2018 implemented - Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment.

<p>3. Investigate capacity to support family learning</p>	<ul style="list-style-type: none"> - Children's learning enhanced by increased parental confidence and interest in learning - Further increase in positive relationships with parents - Parents from all backgrounds engaging in school activities and events 	<ul style="list-style-type: none"> - HT raising issue with Parent Council January 2018 will confirm school wish to engage parents - HT to seek QIO/Education Scotland advice and work with CLD to propose best model to support parental learning- on-going - Draft programme of family learning to be published by the school by June 2018 - HT to return issue to Parent Council and publicise programme for Family Learning published - September 2018 plans implemented - On-going thereafter, annual evaluation activities will see % of parents engaged with the school, learning through the school and supporting more actively the learning of their children
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning visits by HT.
- Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Evidence of outdoor learning in planning.
- Parent questionnaire feedback.
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO.

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall and monthly newsletter/website.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development.
- Developing Number Sense training has been attended by 2 members of staff and this needs to be rolled out and embedded to promote understanding and confidence in numeracy.

Level of quality for this QI: Level 3

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

Relevant NIF priority: All

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

Overview:

- Children at Udney Green Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF to support equity of outcome for learners who have fallen behind with reading expectations in first years of primary school.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding all aspects of the Equality Act.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data shows that children at all stages are attaining more highly than expected in literacy and in line with progression expectations in numeracy.
- The school is adopting a dyslexia and autism friendly approach, toolkits central to support this.

Key strengths:

- A nurture / Girfec approach to all aspects of school-life supports all learners feeling valued and cared for.
- The confidence and wellbeing of children across all years.
- Active learning opportunities are used well to motivate and challenge pupils.

Identified priorities for improvement:

- To raise further levels of attainment across all curriculum areas and stages.
- To extend the schools commitment to the promotion of diversity.
- To develop a Right's Respecting Ethos across all aspects of school life.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To raise further levels of attainment across all curriculum areas and stages</p>	<ul style="list-style-type: none"> - Standardised assessments will show increase in performance in literacy and numeracy - Overall, levels of attainment will be equal to or better than predictions for the school 	<ul style="list-style-type: none"> - Revised approaches to planning will clearly identify what is to be learned and assessed. - Tracking and monitoring of Numeracy and Literacy will be well- understood by all staff and will effectively secure improved outcomes for all learners. - Analysis of attainment data will show sustainable improvement.
<p>2. To extend the school's commitment to promoting diversity</p>	<ul style="list-style-type: none"> - All children to be aware of cultural , racial , religious, personal differences and the equal value all have - A strategic and planned approach to support diversity to be in place 	<ul style="list-style-type: none"> - Establishment of working group to focus on diversity will confirm school commitment- January 2018 - Children to be engaged in establishing diversity code for the school- March 2018 - May2018, revised school code in place - On-going school evaluation activities/classroom visits focus on children's awareness and tolerance of diversity
<p>3. To develop a Right's Respecting Ethos across all aspects of school life.</p>	<ul style="list-style-type: none"> - The school re-affirm its commitments as a rights respecting school. - All stakeholders to have a secure understanding of the initiative run by UNICEF UK, which encourages schools to place the UN Convention on the Rights of the Child (CRC) at the heart of its ethos and curriculum. 	<ul style="list-style-type: none"> - Establishment of working group for RRS- November 2017 - Create a RRS plan of action- January 2018 - Review and monitor plan termly. - Incorporate RRS into curriculum planning by June 2018. -Apply for RRS level 1 accreditation June 2018.

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School ready to apply for RRS status.
- Raised attainment by learners in all SIMD deciles evident in standardised assessments.
- Positive views reflected by pupils and parents on their education and desire to learn at Udney Green School.
- Analysis of attendance, exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's.
- Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM's, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation.
- There is a need to further develop approaches to ensure equity of outcome for all learners.

Level of quality for this QI: Level 3

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality :

- Attainment in the school is improving. This is the case for all abilities and both female and male.
- The local Cluster are moving forward with moderation in Literacy and Numeracy.
- A tracking system has been in place but a more robust system is being developed.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning.
- Across the school pupils are encouraged to take responsibility and there is a range of leadership opportunities available.
- To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: Level 2

5. What is our capacity for improvement?

- **The overall capacity for improvement at Udney Green Primary School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Staffing shortages and lack of continuity in staffing
 - Lack of additional support for **ALL** pupils as current allocation focussed on high demand individuals.
 - Budgetary constraints regarding extending availability of differentiated resources

6. Record of updating

Date	Amendment made	By who	Comment