Udny Green School

Standards & Quality Report
2021-22

and

School Improvement Plan
2022-2024

Head Teacher:
Miss Emma Gibb

School Vision, Values and Aims

Our school vision

Growing Ourselves as Lifelong learners Daily

At Udny Green we provide a happy, caring, achieving and inclusive environment that ensures our children reach their full potential. We are **GOLD**.

Understanding discovery nurture you
Growth mindset responsibility effort enjoyment nature

We aim to work as a **T.E.A.M**

Together- Working cooperatively developing our knowledge and skills of how to work effectively as part of a team.

Everyone- Pupils, parents, staff and the wider community are actively involved in the life and work of the school.

Achieves- motivated to accomplish and achieve the goals we set ourselves.

More- always striving to go above and beyond in everything we do.

Our work is underpinned by our Curriculum Rationale which is created and inspired by our unique setting and designed to encourage-

Growing Ourselves as Lifelong learners Daily

Context of the School

Core Quality Indicator Evaluations

This report shares the impact our School Improvement Plan has had on pupils' learning over the past year. Using How Good is Our School 4? (HGIOS 4) our self-evaluation in key quality indicators is shown below:

Quality Indicator	Evaluation
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Ensuring wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement	Good

These evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work.

SIMD (Scottish Index of Multiple Deprivation)

The SIMD quintile profile for Udny Green School ranges from quintile 4 to quintile 5 - no child at Udny Green School lives in an area of deprivation (quintile 1); almost all children are in quintile 5.
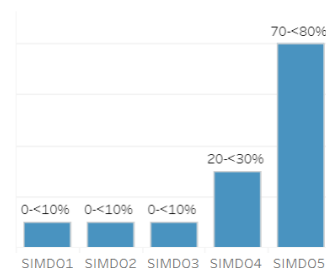
Free School Meals & Pupil Equity Fund Allocation

14% of pupils at Udny Green School are registered for free school meals.

PEF Allocation received April 2022 = £3675. Details of intervention contained in School Improvement Plan section
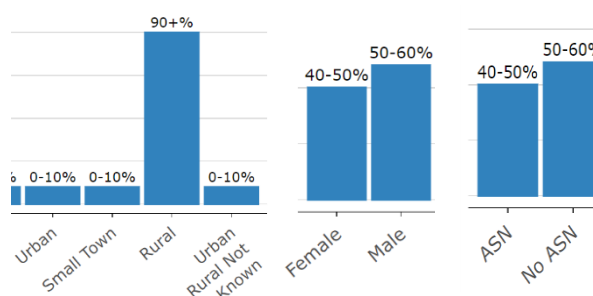

Other School Data (2020/21)

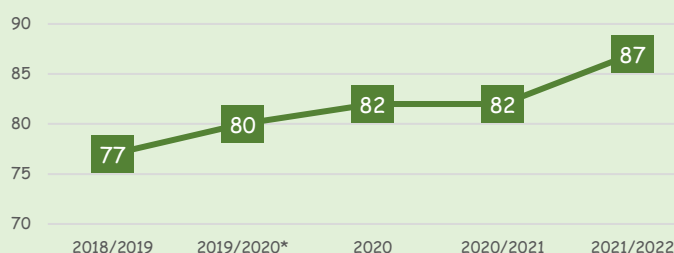**95.7%** attendance

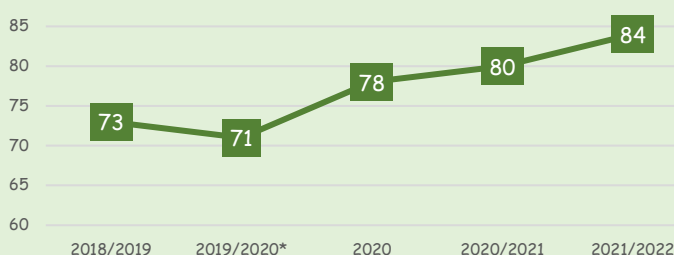school condition: B

meeting the PE target?: ✓

Attainment Data - Attainment Data for Literacy & Numeracy (Whole School) Curriculum for Excellence Levels (Teacher Professional Judgement)
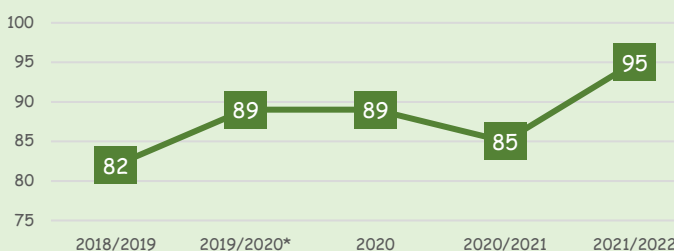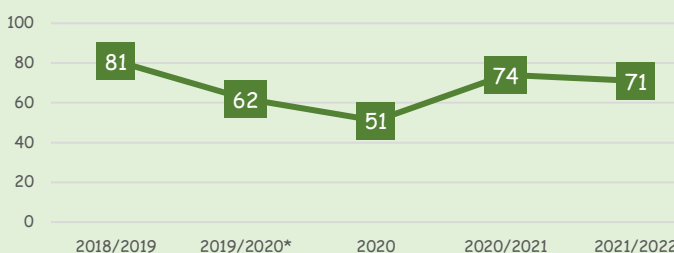
Reading Attainment - % Achieved

Year	%
2018/2019	77
2019/2020*	80
2020	82
2020/2021	82
2021/2022	87

Writing Attainment - % Achieved

Year	%
2018/2019	73
2019/2020*	71
2020	78
2020/2021	80
2021/2022	84

Listening & Talking Attainment - % Achieved

Year	%
2018/2019	82
2019/2020*	89
2020	89
2020/2021	85
2021/2022	95

Numeracy Attainment - % Achieved

Year	%
2018/2019	81
2019/2020*	62
2020	51
2020/2021	74
2021/2022	71

Health & Wellbeing Attainment - % Achieved

Year	%
2018/2019	
2019/2020*	
2020	
2020/2021	
2021/2022	100

Attainment Over Time

It is important to note that the number of children in each year group is variable and often small, therefore, overall statements about progress have been made to ensure the anonymity of individuals.

Assessment data has been gathered from August 2020 which shows an increase across Reading, Writing, Listening and Talking.

Particular focus on numeracy will take place this academic session with specific focus at second level. Staff will work closely to audit current resources to ensure positive impact on attainment.

Overall, children's attainment in literacy and numeracy is good and children who need additional support with their learning are making appropriate progress. Almost all children make good from their prior levels of attainment in literacy and numeracy.

Regular meetings between practitioners and the Head Teacher focus on tracking attainment in each class. The school has developed a tracking tool to monitor a range of data that impacts on children's progress over time. This data is helping the school to analyse the effectiveness of interventions more strategically to inform future improvement work.

The Head Teacher will continue to support teachers in accurately identifying achievement of a level to ensure overall attainment data is more robust.

Quality of Learner's Achievements

Children achieve well across the school within the experience provided to them. The school recognises and celebrates children's achievements in a range of ways, including at pupil-led assemblies, displays, newsletters. As a school, children work together to raise funds for local and national charities and are developing their skills as responsible citizenship in areas such as Eco, Rotakids and Rights Respecting Schools.

Children are developing confidence through participation in an annual school performance and local and national competitions. They are proud of their individual achievements in and out with school. Children need to continue to develop a coherent awareness of the skills for learning, life and work they are acquiring through their wider achievement activity.

This data was taken from assessments carried out in February 2020 and therefore are not representative of where learners are at the end of an academic session.

2020 data shows attainment in November when learners returned to school post lockdown.

2020/2021 data shows attainment at the end of the academic year.

High Level Review of School Improvement Plan Progress 2021-2022

2021-22 Improvement Priority 1:
Self Evaluation for Self Improvement - Developing collaborative and consistent approaches to self-evaluation to ensure learners' successes and achievements.

NIF Priority	Aberdeenshire Priorities
1. Improvement in attainment, particularly in literacy and numeracy	1. Improving learning, teaching and assessment
2. Closing the attainment gap between the most and least disadvantaged children	2. Partnership working to raise attainment
3. Improvement in children and young people's health and wellbeing	3. Developing leadership at all levels
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	4. Improvement through self-evaluation

How Good is Our School 4? Quality Indicators

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

Progress: What has taken place? (High level evaluation)
Impact: Evidence of impact

- All planning folders contain copies of Benchmarks to support staff to plan for learning
- Moderation of writing has taken place throughout the year to improve teacher confidence in professional judgement
- Observations of learning in literacy has taken place, despite the challenge of staff absence throughout the year.
- Staff regularly evaluate the effectiveness of their practice through professional dialogue.
- All staff collegiate working time has focused on self-evaluation and how to improve the robust nature of our processes.
- Staff understand the need to be outwards and forward looking in their evaluation improvement activities.
- All self-evaluation activities have centred around the learners and improving our practice for them.
- One member of staff has focused on the development of knowledge and understanding of using digital technologies to enhance learning and teaching across the school.
- Regular tracking and monitoring have taken place with the HT and staff across the year to ensure that learners with identified needs are having these needs met through careful planning of interventions.
- Learners have completed termly evaluations using the SHANARRI wellbeing web, which has showed an increase in achievement across HWB.
- Feedback provided to learning in literacy, identifying next steps and successes is having a positive impact on attainment.

Next Steps: To inform Improvement Plan

- Observation in Numeracy will now take place next academic session to support the moderation process.
- Begin to consider how to engage parents in the self-evaluation processes of the school.
- Observations and collegiate working across the cluster would continue to improve professional practice as they share and develop high quality practice.
- Digital technology work to be shared with whole staff team
- Feedback in numeracy must now be developed
- Feedback opportunities for learners to feedback to staff is now required.

High Level Review of School Improvement Plan Progress 2021-2022

2021-2022 Improvement Priority 2: Raising Attainment in Literacy and Numeracy

NIF Priority	Aberdeenshire Priorities
1. Improvement in attainment, particularly in literacy and numeracy	Improving learning, teaching and assessment
2. Closing the attainment gap between the most and least disadvantaged children	Partnership working to raise attainment
3. Improvement in children and young people's health and wellbeing	Developing leadership at all levels
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Improvement through self-evaluation

How Good is Our School 4? Quality Indicators

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

Progress: What has taken place? (High level evaluation)
Impact: Evidence of impact

- Profiling learning through google classroom has not engaged parents although discussions around learning has promoted language development in learners which supports good quality discussion about learning and next steps
- Continual review and professional dialogue with school staff and visiting staff has continued to have positive impact on learners receiving targeted intervention support to raise achievement.
- All staff are planning for learning and teaching using the benchmarks and professional judgement of identified levels of learning have improved.

Next Steps: To inform Improvement Plan

- Profiling for learning using a different digital platform e.g SeeSaw
- Feedback in numeracy provided to learners
- Opportunities for learners to feedback to staff in numeracy
- Observations of learning in numeracy to support the development of high-quality learning and teaching.

High Level Review of School Improvement Plan Progress 2021-2022

2020-2021 Improvement Priority 3:
Learning, Teaching and Assessment – Learners' engagement in learning, participation in planning for learning and using feedback to raise attainment.

NIF Priority	Aberdeenshire Priorities
1. Improvement in attainment, particularly in literacy and numeracy	1. Improving learning, teaching and assessment
2. Closing the attainment gap between the most and least disadvantaged children	2. Partnership working to raise attainment
3. Improvement in children and young people's health and wellbeing	3. Developing leadership at all levels
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	4. Improvement through self-evaluation

How Good is Our School 4? Quality Indicators

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

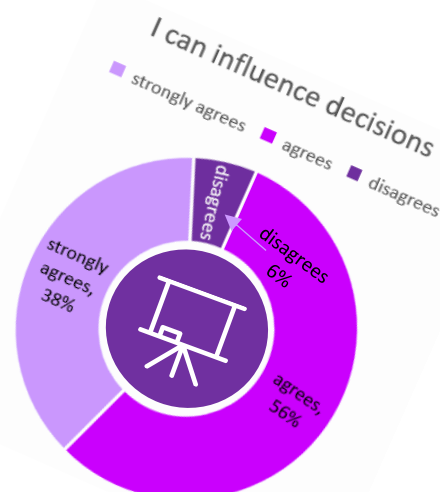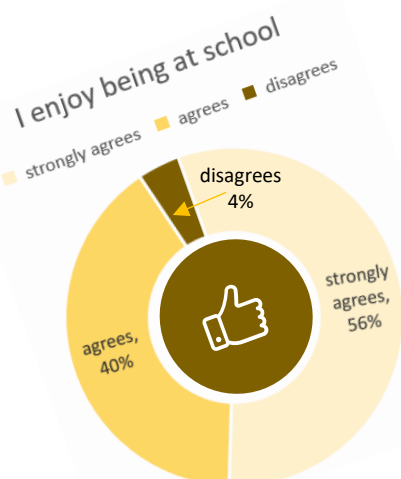## Progress: What has taken place? (High level evaluation)
Impact: Evidence of impact

- Personalised planning for learning (IEPs) are now incorporated into weekly planning for learners.

Next Steps: To inform Improvement Plan

- It is evident through discussion with young people that they do not feel involved in the planning for learning process and this is evidenced by their suggestions not being actioned, lack of engagement in core areas of learning.
- More interdisciplinary approaches to be used to engage learners.
- Learners must be involved in the planning for learning process
- More focus on skill progression through planning for learning
- Holistic assessments to be planned to increase challenge
- Staff to be more creative in planning for learning.

The View of Learners at Udny Green School

I enjoy being at school

- strongly agrees
- agrees
- disagrees

disagrees 4%
strongly agrees, 56%
agrees, 40%

I can influence decisions

- strongly agrees
- agrees
- disagrees

strongly agrees, 38%
disagrees 6%
agrees, 56%

Adults treat me with respect

- strongly agrees
- agrees
- disagrees

agrees, 17%
strongly agrees, 83%
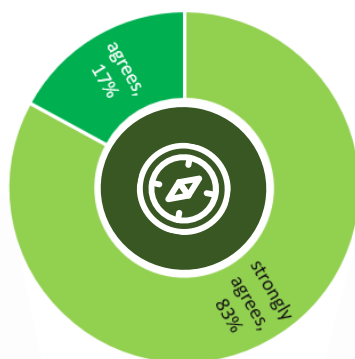
I know how to make progress

- strongly agrees
- agrees
- disagrees

agrees, 50%
strongly agrees, 50%
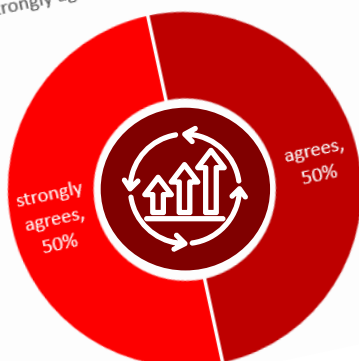
If I felt unsafe, I could talk to an adult

- strongly agrees
- agrees
- disagrees

agrees, 23%
strongly agrees, 77%
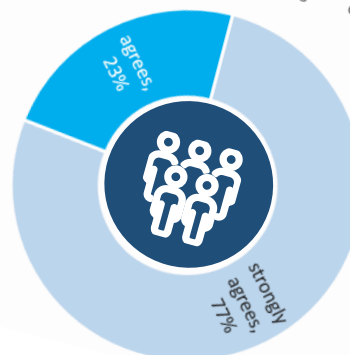
Capacity for Continuous Improvement

The overall capacity for improvement at Udny Green School is very good. This is based on the following aspects within the school:

- High levels of commitment and leadership by all staff who are dedicated to improving outcome for all learners. There is a strong focus on improving learning among all staff. All staff are committed to change.
- All staff have high expectations of all learners. Learners at Udny Green School show a respect for and commitment to learning through support to understand the vision, values and aims of the school.
- All stakeholders promote a climate where children and young people feel safe and secure.
- A programme of professional learning which all staff can participate in at an individual and collective level that supports all staff and leads to improvements for learners
- Productive partnerships with parents through a supportive Parent Council and through parents leading many extra-curricular activities for our learners which has a positive impact to the life and ethos of the school.

School 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.

Udny Green School

School Improvement Plan
2022-2024

UDNY GREEN SCHOOL

Together everyone achieves more

Udny Green School

Improvement Priority 1: Raising Attainment in Numeracy and Literacy

NIF: Improvement in attainment
Aberdeenshire Priorities: Improving Learning, Teaching and Assessment
HGIOS 2.3 Learning, Teaching and Assessment, HGIOS 3.2 Raising Attainment and Achievement

NIF Priorities

1. Placing the human rights and need of every child and young person at the centre of education
2. Improvement in attainment, particularly in literacy and numeracy
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in children and young people's health and wellbeing
5. Improvement in employability skills and sustained, positive school leaver destinations for all young people

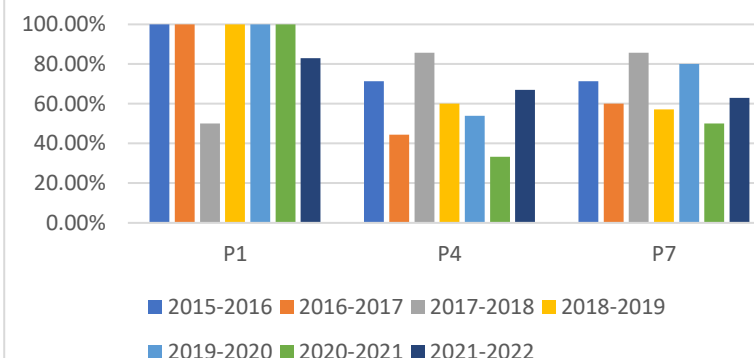### Linked to National Improvement Driver(s)

School and ELC Leadership
Teacher and practitioner professionalism
Parental/carer involvement and engagement
Curriculum and Assessment
School and ELC Improvement
Performance Information
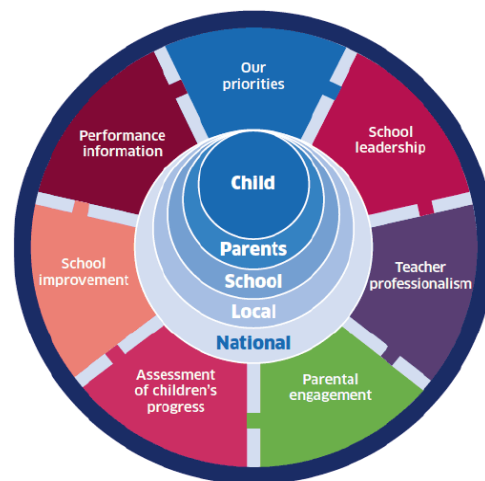
Data / Evidence that informs this priority?

Attainment across time shows consistency in high level attainment at early level, dropping at P4 and then a slight rise by P7. This is also shown in school based tracking with staff and backed by standardised assessments.

Numeracy - ACL - Attainment over time

Legend: 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022

Relevant HGIOS 4 Quality Indicators

Aberdeenshire Priorities

1. Improving learning, teaching and assessment
2. Partnership working to raise attainment
3. Developing leadership at all levels
4. Improvement through self-evaluation

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

Improvement Priority 1 Intended Outcome(s):

- ALL staff to have shared understanding of high quality learning, teaching and assessment in numeracy
- ALL staff to plan together, holistic assessments to evidence challenge, breadth and application of skills in numeracy
- ALL staff to develop creativity in the delivery of numeracy
- ALL staff to ensure assessment is planned and is consistent and robust
- ALL learners to increase attainment in numeracy
- ALL learners to engage in feedback in numeracy and for this to have positive impact on planning for learning e.g. next steps.

Improvement Priority 1: Raising Attainment in Numeracy and Literacy

NIF: Improvement in attainment
Aberdeenshire Priorities: Improving Learning, Teaching and Assessment
HGIOS 2.3 Learning, Teaching and Assessment, HGIOS 3.2 Raising Attainment and Achievement

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress: Complete / Ongoing / No Prog	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
2022-2024	Staff CPD – Isabella Wallace during In-service Day 1 (Nov)	Isabella Wallace – External Training	2.1.3 Have an enhanced and critically informed understanding of Curriculum Design 2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning 3.1.2 Critically and effectively utilise pedagogical approaches and resources	x	In-Service Day		No Prog	
	Staff collegiate focus on L,T and A through the authority (Mark Burns – Day 2 of Nov In-Service)	Authority Training		x	In-Service Day		No Prog	
	Staff observations of numeracy learning and teaching focusing on challenge questions and high quality learning and teaching	Staff to arrange appropriate times in week 2 of Term 2. HT to cover classes		x	30 minutes observations carried out by teaching staff in term 2. Repeat with HT (Term 2) Repeat with PSAs. (Term 3)	Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.	No Prog	To what extent does our curriculum promote equity and raise attainment for all children and young people?
	Moderation as a school staff of the quality of learning and teaching – what is going well, where are the gaps, are features of high quality learning and teaching evident in every level demonstrating consistency?	All staff		x	Collegiate time in Term 3 Feb In-Service Day	Staff access and apply relevant findings from educational research to improve learning and teaching.	No Prog	Does the curriculum experienced by our learners reflect our rationale? How do we know?

Improvement Priority 1: Raising Attainment in Numeracy and Literacy

NIF: Improvement in attainment
Aberdeenshire Priorities: Improving Learning, Teaching and Assessment
HGIOS 2.3 Learning, Teaching and Assessment, HGIOS 3.2 Raising Attainment and Achievement

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
	Staff to work collegiately across the cluster with schools with high attainment in numeracy to share best practice (Barthol Chapel and Old Rayne)	HT to arrange initial opportunities with other HT's. Staff to arrange follow up opportunities to work together.			Term 3 Visits HT to cover classes		No Prog	
	Staff to plan for the use of holistic assessment to develop creativity and engagement for learners	Teaching Staff during planning time provided		x			No Prog	How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?

	Improvement Priority 1: Raising Attainment in Numeracy and Literacy							
	NIF: Improvement in attainment Aberdeenshire Priorities: Improving Learning, Teaching and Assessment HGIOS 2.3 Learning, Teaching and Assessment, HGIOS 3.2 Raising Attainment and Achievement							
Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource		Complete / Ongoing / No Prog	
	Staff to plan with learners to increase engagement in learning.	All staff (PSA's to ensure their involvement)	3.2.2 Critically and effectively engage learner participation	x			No Prog	How effective is the leadership of curriculum development at all levels? How well are children and young people involved in planning and identifying opportunities for personalisation and choice? Is the level of personalisation and choice improving outcomes for children?
	HT observations of Literacy lessons to ensure next steps from last session are embedded	HT and learners to observe and feedback to staff	2.1.3 Have an enhanced and critically informed understanding of Curriculum Design 2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning 3.1.2 Critically and effectively utilise	x			No Prog	How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? How well do we communicate the purpose of learning and give effective explanations for all learners?

Improvement Priority 1: Raising Attainment in Numeracy and Literacy NIF: Improvement in attainment Aberdeenshire Priorities: Improving Learning, Teaching and Assessment HGIOS 2.3 Learning, Teaching and Assessment, HGIOS 3.2 Raising Attainment and Achievement								
Year	**What Specific Actions & Interventions** (Tasks to Achievement Improvement Priority 1)	**Who will Lead? Q.I.1.3** Leadership of Change	**Links to Standard GTCS**	**Management of Resources to Promote Equity – Q.I.1.5**		**What Impact will be Measured?** *Use Education Scotland Terminology*	**Progress** **Complete** **Ongoing** **No Prog**	**Actual Impact How do we know?** (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	**Time Resource**			
	Cluster schools to visit school to observe use of non-negotiables in writing and share good practice	Learners to share experience with visiting staff. Teaching staff to share how they are used in class.		x				
	Consider how feedback is provided in numeracy to ensure high standard as with literacy.	All staff to discuss with learners to gain their insight into what is useful for the to improve achievements		x		Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.		
	Look into White Rose Maths as a new approach to L,T and A in numeracy.	HT to research Staff to visit Barthol Chapel to talk to staff who use already						

Improvement Priority 2 : Engaging Parents through ongoing reporting

NIF Priorities: Closing the Attainment Gap between the most and least disadvantaged children
Aberdeenshire Priorities: Partnership working to raise attainment
HGIOUS 2.5 Family Learning, HGIOUS 3.1 Ensuring wellbeing, equality and inclusion

NIF Priorities

1. Placing the human rights and need of every child and young person at the centre of education
2. Improvement in attainment, particularly in literacy and numeracy
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in children and young people's health and wellbeing
5. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School and ELC Leadership
Teacher and practitioner professionalism
Parental/carer involvement and engagement
Curriculum and Assessment
School and ELC Improvement
Performance Information
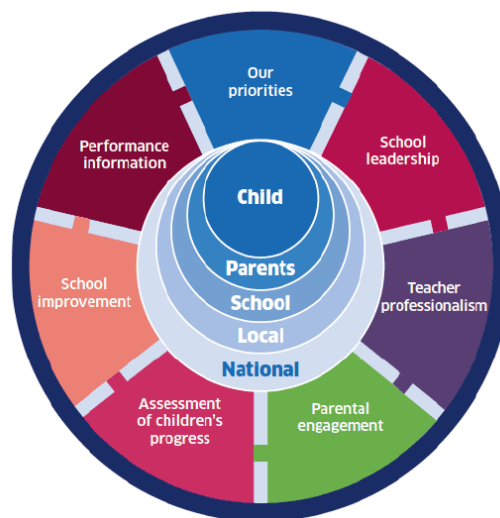
Data / Evidence that informs this priority?

Gaps in attainment are not directly linked to those learners experiencing poverty. Parental engagement has been challenged through years of covid.

Engagement in google classroom is poor due to issues with logging in, changing between profiles, parents having to comment as their child, lack of opportunity to support parents.

Relevant HGIOS 4 Quality Indicators

Aberdeenshire Priorities

1. Improving learning, teaching and assessment
2. Partnership working to raise attainment
3. Developing leadership at all levels
4. Improvement through self-evaluation

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

Improvement Priority 2 Intended Outcome(s):

- ALL Parents engage with SeeSaw as ongoing reporting, sharing clear next steps and support
- MOST parents engage with open sessions to join in with children's learning
- ALL learners feel supported in their learning from school and home
- ALL learners make progress and this is evidenced by a rise in attainment

Improvement Priority 2 : Engaging Parents through ongoing reporting

NIF Priorities: Closing the Attainment Gap between the most and least disadvantaged children
Aberdeenshire Priorities: Partnership working to raise attainment
HGIOUS 2.5 Family Learning, HGIOUS 3.1 Ensuring wellbeing, equality and inclusion

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource		**Complete** / **Ongoing** / **No Prog**	
2022-2024	Review attainment over time with staff to identify gaps and trends (are our young people not attaining PEF?)	HT with staff	2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning 2.2.2 Have an enhanced and critically informed understanding of Learning Communities 3.1.3 Critically and effectively use partnerships for learning and wellbeing		Attainment meetings Term 2	Creative approaches are used to engage families. Almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development. Almost all the children and their parents are included, participating, achieving and progressing very well in their learning.	No Prog	To what extent are we sure of what meaningful engagement with families looks like? What evidence do we have that family learning is improving the life chances of the families involved? How is family learning improving their capacity to learn? How effectively do we monitor participation?
	Review of high quality Learning, Teaching and Assessment – **IMPROVEMENT PRIORITY 1**	HT / Staff / Learners						
	Set up SeeSaw in school	All teaching staff and admin						

Improvement Priority 2 : Engaging Parents through ongoing reporting

NIF Priorities: Closing the Attainment Gap between the most and least disadvantaged children
Aberdeenshire Priorities: Partnership working to raise attainment
HGIOUS 2.5 Family Learning, HGIOUS 3.1 Ensuring wellbeing, equality and inclusion

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress **Complete** **Ongoing** **No Prog**	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	**Time Resource**			
	Provide opportunities for parents to learn about SeeSaw, Set up and how to use	HT and staff to share personal experience a parents	2.2.2 Have an enhanced and critically informed understanding of Learning Communities 3.1.3 Critically and effectively			Family learning is leading to stronger home-school links which are improving outcomes for learners.

Family learning is responsive to identified needs. | No Prog | To what extent are we sure of what meaningful engagement with families looks like?

What evidence do we have that family learning is improving the life chances of the families involved? |
| | Provide guide to parents about our updated approach to ongoing reporting | HT and SeeSaw support | | | | Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of families.

Family learning promotes equality, fairness and diversity | No Prog | How is family learning improving their capacity to learn? How effectively do we monitor participation? |
| | Provide opportunities for parents to attend information sharing events on equality and how to support your child at home | Staff to plan | | | | | No Prog | Are outcomes for children improving as a result of their participation in family learning? How do we know? |
| | Review home learning policy and structure – Dr Janet Goodall work on parental engagement | Staff / Learners / Parents (How do we engage everyone?) | | | | Families are matched into the right programme which is negotiated and addresses identified needs.

Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.

The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere. | No Prog | How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?

How is our family learning helping promote the wellbeing indicators? How do we know?

How are we ensuring that provision is responsive to the needs of families? |

Improvement Priority 2 : Engaging Parents through ongoing reporting NIF Priorities: Closing the Attainment Gap between the most and least disadvantaged children Aberdeenshire Priorities: Partnership working to raise attainment HGIOUS 2.5 Family Learning, HGIOUS 3.1 Ensuring wellbeing, equality and inclusion								

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress **Complete** **Ongoing** **No Prog**	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
	Provide more opportunities for parents to join learning in school through open mornings/afternoons	All staff to plan			From Term 3 and into next academic session	Feedback from partner organisations indicates strong and effective relationships with the school. The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability. The school can demonstrate the impact of partnerships through improved outcomes for learners.	(red)	How well do we match the right programme to the right families? To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families? How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour?
	Review all personalised plans for learners who have gaps in their attainment	Staff with HT	2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and		Attainment meetings Term 2 – Support and Challenge tracker		(orange)	

Improvement Priority 3: Engagement in Learning / Pupil Involvement

NIF Priorities: Improvement in employability skills and sustained, positive school-leaver destinations for all young people
Aberdeenshire priorities: Developing leadership at all levels
HGIOUS 1.2 Leadership of Learning, HGIOUS 2.2 Curriculum

NIF Priorities

1. Placing the human rights and need of every child and young person at the centre of education
2. Improvement in attainment, particularly in literacy and numeracy
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in children and young people's health and wellbeing
5. Improvement in employability skills and sustained, positive school leavers destination for all young people

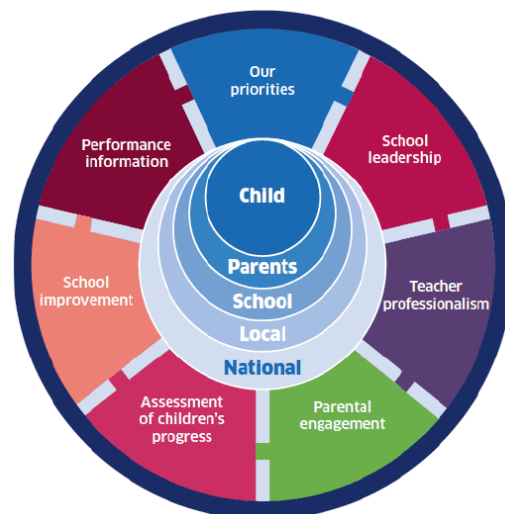### Linked to National Improvement Driver(s)

School and ELC Leadership
Teacher and practitioner professionalism
Parental/carer involvement and engagement
Curriculum and Assessment
School and ELC Improvement
Performance Information

Data / Evidence that informs this priority?

Situational Analysis showed that as learners progress through school, engagement in learning is poor when curricular areas are taught in isolation.

Self Improving Schools evidence gathering using focus group of learners showed lack of pupil involvement in planning for learning and staff taking pupil voice into consideration when planning.

Although young people can talk about skills during certain learning opportunities, these skills are not explicitly planned for or assessed using holistic assessment.

Observation is the only measure of engagement currently and evidence/interventions and impact are not evidenced.

Relevant HGIOS 4 Quality Indicators

Aberdeenshire Priorities

1. Improving learning, teaching and assessment
2. Partnership working to raise attainment
3. Developing leadership at all levels
4. Improvement through self-evaluation

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

Improvement Priority 3 Intended Outcome(s):

- ALL learners are engaged in learning across all areas of learning
- ALL staff plan skill progression and evidence using holistic assessment
- ALL staff are confident supports are in place to support all learners to be engaged in their learning

Improvement Priority 3: Engagement in Learning / Pupil Involvement

NIF Priorities: Improvement in employability skills and sustained, positive school-leader destinations for all young people
Aberdeenshire priorities: Developing leadership at all levels
HGIOUS 1.2 Leadership of Learning, HGIOUS 2.2 Curriculum

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress: Complete / Ongoing / No Prog	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
2022-2024	Staff focus on engagement in learning (What does it look like? How do we measure? How do we improve?)	HT and staff	2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry / 3.1.3 Critically and effectively use partnerships for learning and wellbeing / 3.2.2 Critically and effectively engage learner participation		Term 3 and 4 – into next academic session collegiate time		No Prog	
	Pupil focus on engagement in learning (What does it look like? How do we measure? How do we improve?)	Learners and staff			Assemblies term 3 onwards	Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.	No Prog	How well are we removing barriers to learning and ensuring equity for all? How well do we utilise accreditation where appropriate, to recognise and celebrate achievement? How well are we capturing the impact of children and young people's achievements on our community?
	Parent focus on engagement (What does it look like? How do we measure? How do we improve?)	Parents and staff			Parent workshops Term 3 onwards – Parent focus group	Partnerships are used effectively to deliver highly engaging creative learning.	No Prog	How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?

Improvement Priority 3: Engagement in Learning / Pupil Involvement

NIF Priorities: Improvement in employability skills and sustained, positive school-leader destinations for all young people
Aberdeenshire priorities: Developing leadership at all levels
HGIOUS 1.2 Leadership of Learning, HGIOUS 2.2 Curriculum

Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
	Skill progression embedded in curriculum design Holistic assessments planned to evidence	Teaching staff	2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning		Planning time Term 2 onwards	Creativity skills are recognised, articulated and valued by practitioners and learners. Creativity is practically applied as a higher-order thinking skill. Learners are able to demonstrate their ability to transfer creativity skills to new contexts The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need. Young people understand the importance of developing their own digital skills for learning, life and work. The school audits practice using the entitlements and expectations in the Career Education Standard.	**No Prog** (red)	Do learners and practitioners engage in dialogue about the development of creativity skills? Are opportunities to develop creativity skills evident across all areas of the curriculum? Are learners transferring their creativity skills to new contexts? How well do we support learners to demonstrate and apply their creativity in international contexts?

Improvement Priority 3: Engagement in Learning / Pupil Involvement

NIF Priorities: Improvement in employability skills and sustained, positive school-leader destinations for all young people
Aberdeenshire priorities: Developing leadership at all levels
HGIOUS 1.2 Leadership of Learning, HGIOUS 2.2 Curriculum

| Year	What Specific Actions & Interventions (Tasks to Achievement Improvement Priority 1)	Who will Lead? Q.I.1.3 Leadership of Change	Links to Standard GTCS	Management of Resources to Promote Equity – Q.I.1.5		What Impact will be Measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
				PEF Utilised	Time Resource			
	Staff to engage in self improving schools trio to visit other schools from cross cluster working – gathering evidence of engagement in other settings and to have observations carried out by visiting staff	HT set up initial visits with other HTs and then staff to organise follow up visits	2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning 3.2.2 Critically and effectively engage learner participation				No Prog	

Udny Green School

Pupil Equity Fund
Overview
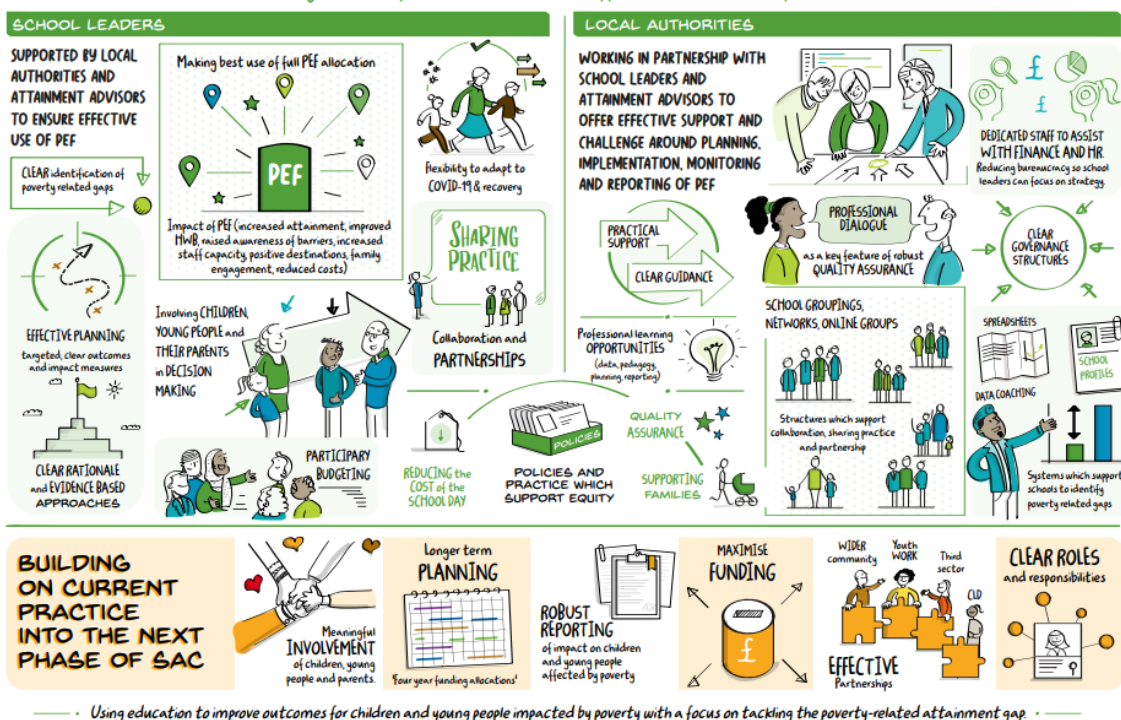
Pupil Equity Fund Allocation April 2022

Udny Green Primary School received an allocation of £3675.

Evaluation of previous plan and impact
Data / Contextual Analysis (what is the gap?)

Attainment in Literacy has improved from 82% to 87%

Attainment in Numeracy has fallen from 74% to 71%. This could be in line with the increase in teacher professional judgement becoming more sound or perhaps the high level of pupil absence this year. The attendance rate for 2021-22 is 91.6%.

We have seen an increase in learner's confidence through discussion and completion of self-evaluation e.g. SHANARRI.

At Udny Green, 14% of learners qualify for PEF funding and these learners have challenges to their learning and are not attaining in literacy or numeracy due to these challenges.

Across the school, learners biggest challenges to learning are Dyslexic tendencies and engagement in learning due to challenges brought about by ADHD, Autism, motor skills and Working Memory. In order to raise attainment it is essential that all learners are supported in their learning with specific interventions and inclusive approaches in the classroom.

35/56 learners in the school (62.5%) receive targeted support for emotional regulation and/or dyslexic tendencies through PSA support in class, Intervention Prevention Teacher, Support for Learning, personalised approaches to learning or small working groups.

Proposed Intervention

PSA time to be allocated to classes to continue to build on inclusive practice
PSA timetable to be allocated where those requiring further support and challenge are.

Impact Measurement

Attainment will rise in Literacy from 87%.

Attainment will rise in Numeracy from 71%.

Active learning approaches will increase focus and engagement resulting in learners feeling confident in their learning. (GL Assessment, SHANARRI, Feedback forms)

Parents will feedback that supports are having positive impact on their children.