**Standards and Quality Report 2016-2017**

**Improvement Plan 2017-2018**

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| School: Aberdeen Grammar School |
| Head Teacher: Alison Murison |
| Website: <http://grammar.org.uk/>    **Our Vision:**  Working together, learning together, achieving together |

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| **Context of the school:** |
| **The school and its context**  Aberdeen Grammar School is one of the oldest schools in Scotland. The first documented reference to the school is from 1256. Today Aberdeen Grammar School is a non-denominational six year comprehensive school serving parts of Aberdeen’s city centre and west end with a mix of private and social housing. The school’s associated primary schools are Ashley Road, Gilcomstoun, Mile End, Skene Square and St Joseph’s. In addition, we receive a significant number of placing requests.  Our pupils come from a wide range of social and cultural backgrounds; 20% of our young people have English as an Additional Language (EAL).  The school roll for 2016/17 was 1085. The S1 intake was 210 with the roll being capped by the Local Authority.  We have an inclusive approach where all pupils are valued and supported in their learning by all class teachers. They are proud to belong to one of three houses: Byron, Keith and Dun and Melvin. Pupils are known well by their Principal Teacher of Pupil Support and the Depute Head Teacher attached to their House group.  Currently there is 76.6 full time equivalent teaching staff. The school is managed by a Senior Management Team of 5 (Head Teacher, four Depute Head Teachers), 9 Faculty Principal Teachers, 6 Principal Teachers of Pupil Support, 1 Principal Teacher Project (Inclusion), 1 Principal Teacher Project (Developing the Young Workforce). Each House has one Support for Learning Teacher. Moreover, we have an entitlement to 4 full time equivalent Pupil Support Assistants.  The school is well supported by an active Parent Council and Parent Teacher Association. |

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| **School vision statement:** |
| **Motto**  **“Bon Record”**  **Our Vision:**  Working together, learning together, achieving together  **Our Values:**  Ambition, Growth, Success (AGS) |

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| **School values and aims:** |
| **Our Values:**  Ambition, Growth, Success (AGS)  The whole school community worked together to draft our vision and values throughout this session. They are being embedded in all aspects of school life, including key policy documents. Our aims are summarised in our values. Essentially we aim to support our young people to achieve their ambitions, grow as learners and individuals by being provided with a wealth of opportunities and as a result achieve and experience success.  The school vision and values were drafted during session: 2016/17  The school aims will be reviewed during session:2017/18 |
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**High Level Review of School Improvement Plan Progress 2016-2017**

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| **2016-2017 Improvement Priority 1: Assessing progress in the BGE and Senior Phase** | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Progress:** **What has taken place? (High level evaluation)**   * Training for all Primary and Secondary staff on the use of the benchmarks to plan and moderate learning, teaching and assessment. * Teachers had been using the Significant Aspects of Learning (SALs) to plan learning and are now in the process of making the transition to using the benchmarks. * A literacy writing project based on the new literacy benchmarks has been produced and is being used by the current P7/new S1 intake. * Training for Pupil Support Assistants (PSAs), P6/7 teachers, Secondary Mathematics teachers in the use of Numicon as an intervention/recovery tool for use with identified learners. * Tracking periods are in place and teachers report on level achieved based on a range of assessment information. * Two reporting episodes based on tracking periods are now in place in the BGE and Senior Phase. | |
| **Impact:** **Evidence of impact**   * Teachers are working across the Associated Schools Group (ASG) with increasing confidence in reaching judgements on level achieved in literacy and numeracy. There is a shared understanding that moderation must begin when we plan learning. * Improved feedback to learners and their parents on target grades, working grades and progress to date. Learner conversations are supporting young people in understanding their next steps in learning. * Attainment data shows an improving trend in the BGE with almost all learners achieving third level by the end of S3 and the majority achieving fourth level. * The implementation and use of Numicon as a tool has had mixed success. There is a need to review the strategy across the ASG for embedding the progression of skills in numeracy for all learners. | |
| **Next Steps:** **To inform Improvement Plan**   * Faculty Principal Teachers to include the full implementation of the benchmarks on their Faculty Improvement Plans for Session 2017/18. * The focus of the Teacher Learning Communities (TLCs) will be the benchmarks as success criteria in the BGE. * The Associated Schools Group will continue to focus on the organisers within the benchmarks for literacy and numeracy. This will inform planned professional learning and curriculum development for the ASG. | |

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| **2016-2017 Improvement Priority 2: Review of Promoting Positive Behaviour Policy**  **Review of Anti Bullying Policy** | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment | 2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Progress:** **What has taken place? (High level evaluation)**   * New “Behaviour is for learning” policy and associated procedures is in place ready for implementation in August 2017. This includes a new Code of Conduct now on display in all classrooms. This is based on feedback from Tutor Groups. * Extensive consultation has taken place with the whole school community, including pupil assemblies and work with the Parent Council. The policy is set in the context of our Vision and Values and the United Nations Convention on the Rights of the Child (UNCRC). It is a staged intervention approach and as such is based on early intervention and parental engagement. * A new Anti-Bullying Policy is in place. This was based on advice from “RespectMe” and a template from Aberdeen City Council. House Groups consulted with pupils and based on this created the poster on display in all classrooms “AGS is Against Bullying.” | |
| **Impact:** **Evidence of impact**   * Teachers have engaged with the theory behind the policy in terms of approaches to positive behaviour management and early intervention. * The views of our learners have been taken into account in the drafting of the Code of Conduct. * Too early to say much more on the impact of this new approach as the new policy and procedure will be launched in August 2017. * Pupils know what to do if bullying behaviour is taking place. Bullying logs are now in place and types of bullying behaviour is monitored and trends discussed at House and Pupil Support Team meetings. Appropriate action is then taken. | |
| **Next Steps:** **To inform Improvement Plan**   * Review how well both policies work. This can be done through existing mechanisms and therefore there is no need for this priority to inform the new School Improvement Plan. The Pupil Support Team will be considering the protected characteristics within the Equalities Act and reviewing the Personal and Social Education (PSE) programme in light of this. * Staff and peer mentors to be trained in the use of the Mentoring Violence Protection (MVP) programme. This is a peer mentoring scheme with the fundamental principle being “Don’t be a bystander.” | |

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| **2016-2017 Improvement Priority 3: Extend work-based learning and increase Learner**  **Pathways** | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
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| **Progress:** **What has taken place? (High level evaluation)**   * A new Senior Phase Pathways event for parents and pupils was introduced. * Young Engineers group set up and won the “best robot challenge.” * S3 Involve Project. All S3s took part in “I built that” working with AWPR group, namely Balfour Beatty. * “Get into Film” curricular input for higher classes in the Senior Phase (Drama, Art&Design, Computing, Graphic Communication). * DyW Working Group established. Information from subject areas fed into a DyW Newsletter. Group supported the organisation of the Senior Phase Learner Pathways event. | |
| **Impact:** **Evidence of impact**   * Parents and pupils stated they felt better prepared and supported in making informed course choices as a result of the Senior Pathways event. * Increased employer engagement and support for curricular inputs and careers advice. * Increased numbers of pupils opting for Foundation Apprenticeships and Skills for Work courses. * High profile of DyW within our school. DyW North East are creating a DyW toolkit based on AGS good practice. | |
| **Next Steps:** **To inform Improvement Plan**   * Design a discrete Learner Pathways Website based on the Larbert High School model. * Build business directory as a pilot school for “Marketplace” (Grampian Chamber of Commerce). * Revisit the S3 Learner pathways event and associated information for parents and pupils. * Extend business partnerships including one with Ernst &Young. * Investigate the accreditation of pupil work. For example Crest Awards in partnership with STEM ambassadors. * Increase parental and pupil knowledge on employability/key skills and the connections to curricular areas. * Audit our provision against the Careers Education and Work Placement Standard. | |

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| **2016-2017 Improvement Priority 4: Differentiation and Feedback to Learners** | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | |
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| **Progress:** **What has taken place? (High level evaluation)**   * Pupil Support Box in place in every classroom. This includes resources to support learners with additional support needs. * Teacher Learning Communities (TLCs) have had sessions led by pupils sharing their experiences on approaches that support them best. For example, a workshop on dyslexia and EAL strategies. * A revised spreadsheet making it easier for staff to access information about individual additional support needs has been implemented. * In the Senior Phase, parents and pupils are informed of target and working grades. Sitting alongside this, staff are engaging with young people on their next steps in learning through learning conversations and feedback through Google Classroom. * The “Learning Together” series has been further developed and now has an EAL leaflet providing practical advice. This was launched during an In Service day. An enhanced enrolment package/EAL passport is in place for pupils and parents where English is not their first language. This includes EAL mentors (senior pupils) in a support role. * Through House Councils and Pupil Focus Groups our young people asked for a refurbished Library to support independent study through the school day and afterwards. Our Pupil Support staff also wanted an improved teaching space and resources for small group and class work. A new Library/learning zone is now in place. | |
| **Impact:** **Evidence of impact**   * Staff, pupils and parents are very positive about the use of Google classroom as a tool to enable timely and relevant feedback. This is informing and supporting progress in learning, particularly for pupils within the Senior Phase. * Very positive feedback from Teachers and Pupil Support Assistants (PSAs) on the contents of the Pupil Support Boxes and having these resources to hand to help support learners with additional support needs. * Increased staff knowledge and sharing of good practice on approaches to feedback and differentiation. * Staff are better informed about EAL learners prior to them starting school. This allows better planning and differentiation of the learning experience. * Initial feedback from senior pupils on the new study area and AH materials is positive. Increased numbers are using this for independent study. | |
| **Next Steps:** **To inform Improvement Plan**   * TLCs to revisit the use of success criteria with learners with a focus on the BGE and the use of the new Benchmarks. * Draft a new Learning, Teaching and Assessment Policy to support consistently very good learning experiences across our school. * Continue to develop our digital strategy to enrich learning, including the further development of Google Classroom. * Further expand the professional learning offer to staff linked to the above priorities. * A specific literacy for learning aspect to the plan. | |

**Core Quality Indicator Evaluations**

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| **Quality Indicator** | **School Self-Evaluation** |
| **1.3 Leadership of change** | **4 - Good** |
| **2.3 Learning, teaching and assessment** | **4- Good** |
| **3.1 Ensuring wellbeing, equity and inclusion** | **4 - Good** |
| **3.2 Raising attainment and achievement** | **5 – Very Good** |

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

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| **Capacity for continuous improvement statement** |
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**IMPROVEMENT PLAN 2017-2018**

**Insert School Name**



**PART TWO: School Improvement Plan 2017-2018**

**Key Priorities informing Improvement Planning - National, Local and School 2017-2018**

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| **National Priorities** | **ECS Themes** | **School Improvement Plan Priorities** |
| **Cross Cutting Themes** | * Expansion of early years in line with Scottish Government advice * Continue supporting the development of inclusive practices. * Continued strategic rollout of Google classroom   **Please note**   * 1+2 Roll out of programme to primary 4 and 5. * Locality plans and emerging partnership forum plans |  |
| **NIF Priority 1:**  Improvement in attainment, particularly in literacy and numeracy | **Improvement in Attainment: Literacy and Numeracy**   * ACC strategy advice and guidance on developing literacy and numeracy | **School Improvement Priority 1** |
| **NIF Priority 2**:  Closing the attainment gap between the most and least disadvantaged children. | **Closing the attainment gap**   * Effective use of data to inform PEF priorities * Continued rollout of GIRFEC including the Implementation of partnership forums * Establish forums for sharing best practice * Continue to develop effective assessment and moderation practices * Parental engagement strategy | **School Improvement Priority 2** |
| **NIF Priority 3:**  Improvement in children and young people’s health and wellbeing. | **Communities Experiencing Socio-Economic Disadvantage**   * Poverty Proofing Schools * Improve support with children and young people with mental health needs | **School Improvement Priority 3** |
| **NIF Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | **Developing the Young Workforce**   * Development and implementation of Developing Young Workforce Strategy |  |

**Improvement Plan 2017-2018**

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| **Improvement Priority 1: Curriculum Review** | | | | | **Lead Responsible: Alan Martin Alison Murison** |
| **NIF Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif** | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **Curriculum for Excellence – Entitlements for all children and young people**  **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18**  **2. Every child and young person is entitled to experience a broad general education**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.**  **4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide**  **6. Every young person is entitled to support in moving into a positive and sustained destination** | | | | | |

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| **Improvement Priority 1 Intended Outcome(s):** |
| **Reach a decision on a curriculum structure and school week that delivers the above entitlements** |
| **Deliver on CfE entitlement 3 as listed above.** |
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| **Improvement Priority 1:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| Research in partnership with ACC Secondary Schools a common school week based on 33 periods per week or 27 periods per week.  Based on this work, support with the drafting of an ACC implementation plan. | Helen Shanks (Head of Service)  Lynn Scanlon (Service Manager)  Secondary HTs | A paper on the positives and negatives of the 33 ppw and the 27 ppw models will be drafted and ready for discussion at City level. | By October 2017  For session 2018/19 |  | Such a structure throughout the City will allow for best use of resources and deliver the CfE entitlements.  Maintain strong National 5 attainment.  Broaden our knowledge and professional development and as such use this experience to adapt/extend provision for our learners. Pupils will have a say in developing a structure and curriculum they believe in and feel best meets their interests and needs.  Learners will be making more informed choices. |
| Implement changes to National 5 qualifications for the current S4. | All staff led by Faculty PTs | See Faculty Improvement Plans (FIPs) |  |  |
| Visit schools in receipt of excellent or very good inspection reports. | A Murison (HT)  A Martin (DHT) | Use the challenge questions from HGIOS 4 to test out provision in AGS and across the country. | Term 1 and Term 2 |  |
| Consult our school community on the current curricular structure and how far it delivers the CfE entitlements.  Agree a curricular structure in line with ACC work on the school week and City Campus. | A Murison  A Martin  Whole school community | Feedback from stakeholders views through Parent Council and parent, staff, pupil and partner focus groups. | By Dec 2017  For session 2018/19 |  |
| Continue to expand our provision within the existing curriculum structure, including the development of a Learner Pathways website. A specific Developing the Young Workforce Plan sits beneath this plan. | A Martin  M Foster  DyW Group | Learner Pathways website in place for course choice time. | By November 2017 |  |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:** | **Evidence:** |

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| **Improvement Priority 2: Pupil Support Review** | | | | | **Lead Responsible: Janet Adams/Alison Murison** |
| **NIF Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif** | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **Curriculum for Excellence – Entitlements for all children and young people**  **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18**  **2. Every child and young person is entitled to experience a broad general education**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.**  **4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide**  **6. Every young person is entitled to support in moving into a positive and sustained destination** | | | | | |

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| **Improvement Priority 2 Intended Outcome(s):** |
| **Equity of opportunity for all children and young people within the Aberdeen Grammar School Associated Schools Group (AGS) to benefit from high quality universal and where required targeted support.** |
| **As such, early assessment of need and appropriate support is put in place to ensure individual achievement and success.** |
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| **Improvement Priority 2:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| The AGS Pupil Support Team evaluate current provision for universal and targeted support. This includes an evaluation of the new Early Intervention Team (EIT) system. Based on this, agree on best practice and any change required.  Linked to the above, the vertical tutor system requires a rethink. Evaluate with tutors and pupils and agree next steps. | Educational Psychologists  Pupil Support Team  House Teams  Tutor Teachers  UPS Working Group | Team to use the challenge questions in Q.I 2.4.  Review the evaluations completed last session on the use of tutor time. Agree the purpose of the 10 minutes each morning. Link this with work on the protected characteristics within the Equality Act. | December 2017 |  | Learners will be known as individuals and have access to a key adult to review their learning and plan next steps.  All Pupil Support Staff are clear on their roles and responsibilities. Consistency across all House Groups in the approach to the early identification of pupil needs and the action required. Pupil needs met.  Increase staff understanding of the legislative context. All learners are included, engaged and involved in school life. |
| Review our current staffing structure within Pupil Support. | A Murison | Test out the structure against the level 5 illustrations in HGIOS 4.  Speak with the Pupil Support Team and the EP. Does the structure allow for early identification of need and then appropriate, timely input? | December 2017 |  |
| Establish the ASG Partnership Forum. Within this set up a multi-agency group to support young people requiring targeted support. | A Murison  J Adams  ASG Partnership Forum | See separate ASG Partnership Plan | By March 2018 |  |
| Training for all staff on the wellbeing indicators and the protected characteristics within the Equality Act 2010.  Review the Anti-bullying Policy.  Implement Peer Mentoring Scheme.  (Mentoring Violence Protection, MVP) | Pupil Support Team  J Adams  MVP Working Group | Use HGIOS 4 challenge questions in QI 3.1.  See MVP plan | February 2018  In Service  Staff training 09/17 |  |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:** | **Evidence:** |

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| **Improvement Priority 3: Learning, Teaching and Assessment** | | | | | **Lead Responsible: Anne Bell/Sandra O’Rourke** |
| **NIF Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif** | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
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| **Improvement Priority 3 Intended Outcome(s):** |
| **Consistently high quality learning experiences for all young people.** |
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| **Improvement Priority 3:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| Consult with all stakeholders and implement a revised Learning, Teaching and Assessment Policy. Incorporate within this literacy, numeracy and health and wellbeing as being the responsibility of all staff. | Anne Bell (DHT)  Sandra O’Rourke (DHT)  L,T,A Working Group. | Use the challenge questions for Q! 2.3 with staff, pupils and parents.  Revisit Assessment is for learning (Aifl) documentation.  Class visits with a focus on success criteria in the BGE. | By May 2018 |  | High quality learning experiences for all learners.  Learners make progress by being clear on their next steps.  Learners’ achievements are recorded and recognised. They understand how these achievements will help them develop their skills for life, learning and work.  Improved online safety for all learners. |
| Continue to develop our digital strategy, including the use of Google classroom.  Implement ICT Safe User Policy including new mobile phone policy based on 360 safe audit. | Alan Martin (DHT)  ICT Working Group. | Feedback from Google Trainers.  Data on use of Google Classroom. | Ongoing |  |
| Skills Framework to be developed to underpin a profile of learner achievements. | Pupil Equity Fund (PEF) Lead  Wider Achievement Working Group | Use the features of highly effective practice in QI 2.3.  Pupil Profiles. See PEF Plan | December 2017 |  |
| Benchmarks to be used to plan and moderate learning in the BGE. | All Staff  TLCs. | See Faculty Improvement Plans (FIPs) |  |  |
| Review of tracking and reporting in the BGE in light of changes to our Management Information System (MIS), SEEMIS | Staff, parents, pupils | Feedback from focus groups.  Use the challenge questions in QI 2.3. | June 2018 |  | Learners involved in learning conversations and in receipt of ongoing feedback to help them make progress. |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:** | **Evidence:** |

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| **Improvement Priority 4: Review collaborative approaches to self-evaluation** | | | | | **Lead Responsible: Alison Murison** |
| **NIF Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif** | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Linked to National Improvement Driver(s)** | | | |
| Assessment of Children’s Progress | Teacher Professionalism | | Parental Engagement |
| School Leadership | | School Improvement | |
| **Curriculum for Excellence – Entitlements for all children and young people**  **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18**  **2. Every child and young person is entitled to experience a broad general education**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.**  **4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide**  **6. Every young person is entitled to support in moving into a positive and sustained destination** | | | | | |

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| **Improvement Priority 3 Intended Outcome(s):** |
| **Self-evaluation makes a difference and improves outcomes for learners.** |
| **All staff understand the importance of rigorous self-evaluation and the fact that it does lead to improved outcomes for learners.** |
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| **Improvement Priority 4:** | | | | | |
| **Specific Actions** | **Resource Time / People / CLPL** | **Measures of Success**  How will we know?  **(Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)** | **Timescale** | **Progress** | **Intended Impact**  What difference will it make to learners? |
| **On Track** |
| **Behind Schedule** |
| **Not Actioned** |
| Learning walks by the Senior Management Team are part of our daily routine. | SMT | Feedback from staff on the impact for them and pupils. Staff Focus Group. | Weekly |  | Learners are supported and challenged within classes and consistently experience high quality learning experiences.  A supportive collegiate climate is in place where teachers feel they can share ideas and learn from each other. Thus leading to consistently high quality learning experiences. |
| Training for Depute Head Teachers and Principal Teachers on approaches to self-evaluation, including class visits. | A Murison  PTs | Quality of audit and improvement planning documentation, including data analysis. | November Inset 2017 |  |
| PTs to build in class visits to Quality Improvement Calendars. One visit per session for each member of staff. Teachers to include discussions in GTCS profile. | PTs | We see increasingly high quality teaching across the curriculum. Increased dialogue | June 2017 |  |
| Peer to peer work continues based on the “Pineapple board” concept.  Whole school system for recording peer visits to be developed. | All teachers | Increased number of staff involved in this type of work and reflection. | Throughout the session. |  |
| Continual Professional Learning Programme available to all staff. Working groups drive through the School Improvement Plan and their plans sit beneath this. | Anne Bell (DHT)  All teachers | Professional learning documentation, meetings and reflection. | June 2017 for PR&D meetings  August 2017  Working Groups issued. |  |  |

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| **Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan**  *(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)* | |
| **Evaluation:** | **Evidence:** |

**Continuing Development Work 2017-2018**

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| **Continued from session 2016-2017** | **Responsibilities** |
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**Excellence and Equity - Initial Pupil Equity Fund Plan**

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| **How are you ensuring excellence and equity for all learners in your school?**  **Removing Barriers and Closing the Gap –**  **All our work to interrupt the cycle of deprivation and its impact on children’s progress** |
| The National Benchmarking Measures (NBM) show a three year trend of strong performance in Improving Attainment for All with the average tariff points for the lowest 20%, middle 60% and highest 20% in line with the Virtual Comparator (VC) and above City and National averages for each measure. Similarly, the NBM Attainment versus Deprivation points to young people in SIMD 1and 2 having a much stronger performance than the National Establishment (VC). The data for 2016/17 points to learners in SIMD 5 as performing lower than the VC. However, this is not a trend. In previous years, the trend varies across the SIMD profile. That said, what remains is young people in Aberdeen Grammar School are not defined by being in SIMD 1 and 2, all young people buy into a culture of high expectations and strong work ethic. In the Broad General Education (BGE) almost all learners achieve third level by the end of S3 for literacy and numeracy. It is expected that for the current S3, we will report that 65%-70% will achieve fourth level by the end of S4. This analysis fits with National 5 presentations where on average across a three year period 70% of learners achieve National 5 English and Mathematics. Rolling up the Senior Phase and considering the data for leavers, on average, 80% leave school with five or more level 5 qualifications and 60% with 5 or more level 6 qualifications.  Given the above, we need to dig a bit deeper to really see where our attainment gap is and as such we have analyses pupil attainment, attendance, SIMD, EMA, FSM, Exclusions, LAC on an individual basis. House Groups have met and looked at the barriers facing young people and there are areas we can identify that would lead to gains for our learners. House groups pointed to:   * No clear trend with pupils identified as SIMD 1 and 2. In fact, the postcode AB10 hides where the poverty really is. For example, pupils in SIMD 7, nor SIMD 1 and 2 from our local knowledge can present as living with significant economic barriers. * Poorer % attendance due to a chaotic home life. * Anxiety and mental health issues (waiting lists increase year on year with young people seeking support, the School Nurse and Pupil Support staff are finding it difficult to meet this growing need. This links to concerns about resilience. An analysis of AAA SQA arrangements point to an increased number of additional arrangements being made for young people suffering from anxiety. * Young people with English as an Additional Language (EAL) make up 1 in 5 learners within our school population. An increasing number enrol with no English at all and acquiring this in time for presentation for Senior Phase examinations is a real issue. Support for these young people and their families requires further investigation. * One young person has been identified as in need of a specialist provision and is within SIMD 2 and in receipt of FSM. * A curriculum and learning experiences for young people working at CfE second level and moving on to National 3 or 4 within S4 and then National 5 within S5 is where our real gap is. This is backed up by attainment data for Maths and English in S5. The biggest dip is in National 5 S5 attainment in Maths and English. We are very successful in ensuring pupils achieve National 4 by the end of S4 but the same young people find the transition to National 5 in S5 challenging. We are exploring two year National 5 course for these learners and partnership options with NESCol.   Our vision at Aberdeen Grammar School is “Working Together, Learning Together and  Achieving Together with the associated values of Ambition, Growth, Success (AGS).  As such our rationale is to support young people facing the barriers identified above, those being, anxiety and mental health issues, language acquisition, the correct coursing and a chaotic home life. As stated it is not an easy fix or an easily identifiable trend we are addressing here. We believe we will make a difference by tracking individual learners and making the intervention appropriate to them. Clearly, the PEF work does not sit in isolation and our School Improvement Plan (SIP) and associated Faculty Improvement Plans (FIPs) come from an analysis of our data and local context.  The evidence base for our suggested interventions comes from Insight data, CfE levels, staff working groups to identify the issues and suggest interventions, Parent Council initial input, knowing our pupils and information from House Teams. There has been discussion and analysis of the Teaching & Learning Toolkit published by the Education Endowment Foundation. The key point from this being the impact of individual tracking and feedback (+ 8 months). The interventions are listed below in the Planned Expenditure Grid |

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| **Pupil Equity Fund**  **Based on the rationale for QI 3.2, Raising Attainment and Achievement, what is your planned use of PEF money for session 2017-2018?** |
| **Budget Allocation April 2017 = £27,600**   1. **Planned Expenditure**  |  |  |  | | --- | --- | --- | | Area of Purchase | Details | Approximate Cost | | Resources | The creation of an Opportunities Fund to support participation in activities and remove poverty as a barrier. Also as a resource for the initial set up costs of new opportunities. | PEF contribution £2,600. | | Teaching Staff | Commissioned work. Employ staff to undertake this work through payment of additional hours. This will include teaching staff and PSAs,  Remit:  Building on initial tracking data spreadsheet to include wider participation measures.  Working with House Teams to identify a more targeted group to focus on. This will include all those in receipt of FSM S1-S3.  Working in partnership with Principal Teacher Health and Wellbeing to review the wider participation programme and look to create new opportunities to meet the needs of the identified group. Put into place quality work on Growth Mind-set and link to the Educational Psychologist and PT HWB on this.  Work with parents and staff on appropriate learning pathways and learning experiences. | £15,000 from PEF. | | Support Staff | Appoint a Counsellor 2 days a week. The school counsellor will work with House Teams and the School Nurse  Purchase “Bounce Back” materials for inclusion within Personal and Social Education Programme. This links to work on resilience and growth Mind-set. | ACIS Youth £10,000  £2,000 | | Total | Additional hours payment  0.4 (2 day) Counsellor  Opportunities Fund | £15,000  £10,000 approx.  £2,600 (this will need to be topped up from other sources, potentially School Fund if extra-curricular, applications for small grants)  Total £27,600. |  1. **Impact Measurement**   This section should include outputs and outcomes including target group(s). Specific reference must be included to targeting young people from the most disadvantaged communities. These should include where appropriate children and young people from Deciles 1 and 2 and those who are registered for FSMs.  As stated we have a spreadsheet where the target group has been identified (see section 1). Progress and impact of interventions will be measured through close monitoring of the target group. Clear outcomes will be set for % attendance, attainment levels, wider participation activities/skillset and these will be reviewed with the young person and parent/carer on a termly basis (more with the young person). |

**Summary of Improvement Plan 2017-2018**

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| **Participants** | **Engagement** |
| **Staff** |  |
| **Pupils** |  |
| **Parents** |  |
| **Partners and Volunteers** |  |
| **Associated School Group** |  |
| **ASG Partnership** |  |