

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Aberdeen Grammar School

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Website: <http://grammar.org.uk/>

Our Vision:

Working together, learning together, achieving together

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Context of the school

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. 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 2017/18 was 1100. 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) and 1 Principal Teacher Project (Developing the Young Workforce). Each House has 1 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.

School vision statement

Motto
“Bon Record”

Our Vision:

Working together, learning together, achieving together

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 and grow as individuals by being provided with a wealth of opportunities. As a result everyone can achieve and experience success.

The school vision and values were reviewed during session: 2016/17.

The school aims will be reviewed during session: 2019/20.

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Curriculum Review	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence: <p>AGS worked in partnership with ACC to research the possibility of a common school week to extend vocational learner pathways. Following research, it was found that barriers such as transport, common timetabling and overcoming offsite PE accommodation issues could not be overtaken. At the moment this work is on hold but may be reconsidered at a future date within ACC.</p> <p>We have implemented the changes to the National 5 qualifications. Our attainment data suggests our young people are on track to attain these qualifications.</p> <p>Following a visit to Larbert High School we have established a working relationship and in particular our Mathematics Faculty is part of a best practice group as a result. A start has been made to sharing resources and methodologies. Based on this visit, we have designed a Learner Pathways website and this will support our young people with their Career Management Skills (CMS). It will contain all course choice and careers information and is a one stop shop for all our Developing the Young Workforce resources. The intended impact is to increase knowledge of the range of pathways and provide high quality information to help young people manage their decision-making in this important area.</p>	
Next Steps <p>Two DHTs will be tasked with producing a costing and rationale for a new curriculum structure. This will include a review of choice at the end of S1 and the possibility of up to 8 qualifications by the end of S4. Options to extend the range of vocational pathways including building in work experience within course choices.</p> <p>Implement changes to the Higher qualifications in line with SQA arrangements.</p>	

2017-2018 Improvement Priority 2: Pupil Support Review	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information
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Impact and Evidence: <p>Teachers have an increased understanding of the wellbeing indicators and how these can be used to assess progress. This is as a result of training and new wellbeing assessment forms, these are called Pupil Information Requests. In turn this has led to more effective action plans to meet individual needs during multi-agency meetings. The information provided by teachers has fed directly into the wellbeing assessment part of the Child's Plan.</p> <p>A small group of tutor teachers have piloted approaches to learning conversations on themes such as course choice and target setting during tutor time. The decision has been made to extend this and retain the existing vertical system. Initial feedback from the tutors and young people has been positive. For example, we have started the process of each learner having a key adult review their learning and plan next steps.</p> <p>As a result of the review of the anti-bullying policy, we have decided to implement the Mentoring Violence Protection (MVP) peer mentoring scheme. All young people understand the policy and procedures for reporting but we need to do more and develop the "do not be a bystander" concept. This sits at the heart of MVP.</p> <p>The ASG Partnership Forum has been established and an effective multi-agency response group (MARG) is part of this. Impact is being measured in terms of improved attendance, attainment, and participation on an individual basis. This is leading to an improved range of interventions to meet individual needs.</p>	
Next Steps: <ul style="list-style-type: none"> Implement a calendar and programme for tutor teachers to work on with their tutor group. Evaluate the impact of the MARG and agree next steps. Extend the range of provision provided through this multi-agency group. Implement MVP. Implement the Young Carer's Toolkit. 	

2017-2018 Improvement Priority 3: Learning, teaching and assessment

NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information
HGIOS?4 QIs	
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Impact and Evidence: <p>Class visits point to very good learning, teaching and assessment in the senior phase. The collated class visit report is based on 91 visits and provides evidence of this. Young people are making progress as they are clear on next steps in their learning through target setting and learning conversations. A similar, rigorous focus is required in the Broad General Education.</p> <p>The widespread implementation of Google Classroom has had a positive impact and supports independent learning.</p> <p>A Staff Hive has been created which contains professional learning materials including research materials, our "Learning Together" series and exemplification from faculties on high quality approaches to learning, teaching and assessment. It is too early to measure the impact of this as it has just been created.</p> <p>At an ASG, whole school and faculty level, teachers have worked together on the new benchmarks. As a result, teachers have increased their understanding of the level young people have achieved. Moderation activities have taken place in faculties and for literacy across the ASG. English teachers worked on a transition curricular project and this involved team teaching in the primaries building to the completion of the written work during P7 link week. Again, increasing confidence in the application of the benchmarks. Similarly Mathematics teachers have visited the primaries and initial training has taken place using "Number Talks." It is too early to comment on impact.</p> <p>English and Mathematics teachers have had training on the SNSA. S3 pupils have completed the SNSA. Teachers have used the results to support their judgements on the level achieved.</p> <p>Young people and their parents are now in receipt of one full report, one interim report and one parents meeting on an annual basis. Therefore, regular information is provided on progress and next steps in learning.</p> <p>More teachers are now attending the Teacher learning Community (TLC) sessions. As a result, they have increased confidence on the use of the benchmarks to plan, deliver and assess learning.</p> <p>Significant progress has been made regarding the implementation of our Developing the Young Workforce strategy. Parent and pupil evaluations of the learner pathways events point to increased knowledge of the</p>	

range of qualifications and careers available. There is increased uptake in terms of vocational provision including Foundation Apprenticeships. Our termly DyW newsletter showcases our work in this area and has raised the profile of DyW. A new business partnership has been established with Ernst and Young. It is too early to measure the impact of this. The S1 interdisciplinary “jitterbug” project was judged and commended by business partners and the regional DyW lead against the skills within the Career Management Standard (CMS).

Next Steps:

- Class visits and Faculty Improvement plans (FIPS) will focus on pace and challenge in the Broad General Education.
- Work in partnership with primary HTs on approaches to assessment and tracking progress through the BGE. Then, continue this work from S1 to S3 by considering the range of approaches to assessment. This links to our work on improving pace and challenge in the Broad General Education. Part of this will include considering how we use the SNSA results across the curricular areas to support level achieved. Assessment and notes from learning conversations will be recorded on the new Progress & Achievement SEEMIS module. Linked to this, there will be new reporting templates and covering letters for parents.
- We will fully implement the Assertive Mentoring Programme for targeted pupils.
- Launch the “Homework Learning Together” leaflet to support staff in approaches to pace, challenge and independent learning.
- Create an S1 DyW Skills Profile which will allow each pupil to build a CV showcasing their achievements and skills and lead into the S3 Profile. Implement an S3 DyW week where young people will have the opportunity to experience a range of opportunities including work experience and outdoor learning.
- Further develop the Teacher Learning Community (TLC) with a focus on sharing professional learning through the Staff Hive, showcasing approaches to pace and challenge and pupil-friendly benchmarks.

2017-2018 Improvement Priority 4: Establishing a Quality Improvement Framework to support self-evaluation	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	NIF Driver <ul style="list-style-type: none"> School leadership (Leadership – SAC) Teacher professionalism (Learning and Teaching – SAC) Parental engagement (Families and Communities – SAC) Assessment of children's progress School Improvement Performance Information
HGIOS?4 QIs	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Impact and Evidence: <p>The key features of a Quality Improvement Framework (QIF) are now in place and exemplified in Faculty Quality Improvement Calendars. This includes class visits by the Extended Senior Management Team (ESMT), one-to-one meetings with a focussed agenda with line managers, audit and improvement planning cycle and rigorous analysis of data. We seek the views of parents and pupils through focus groups on identified themes. The Parent Council is involved in the school improvement cycle and contributes ideas through termly meetings. There is a shared understanding of approaches to self-evaluation and how these can be used to analyse current progress and agree actions to secure improvement. As a school community we know our strengths and are committed to further improvement to reach our ultimate goal, excellence and sector leading provision.</p> <p>Building leadership capacity has been a key development this year. On an individual basis, Principal Teachers (PTs) and Depute Head Teachers (DHTs) have shadowed the Head Teacher (HT) carry out class visits. Moving forward, the ESMT will use this experience when leading class visits and conversations with staff regarding pace and challenge in the Broad General Education (BGE). Leadership development and our central focus in all staff meetings on learning is leading to greater consistency with clear and shared expectations regarding high quality learning, teaching and assessment. There is scope to further embed this work.</p> <p>A promising start has been made to peer to peer observations. This combined with the twice termly Teacher Learning Community (TLC) meetings is encouraging a supportive collegiate climate where staff can share ideas and learn from each other. In turn, this has led to staff trying new approaches in their own classrooms. There is scope for more staff to engage in this development and this will promote further consistency. This will be addressed through this year's Professional Review and Development (PR&D) meetings.</p> <p>The impact of our quality improvement framework can be evidenced in our strong attainment profile. In all measures for National Qualifications (National 3, 4, 5; Higher; and Advanced Higher) we are above our Virtual Comparator.</p>	
Next Steps: <ul style="list-style-type: none"> Continue leadership development on approaches to pace and challenge in the BGE, including class visits, tracking and moderation. Develop more effective mechanisms to consult with all stakeholders and use their views to inform change and improvement. For example, use google forms to capture pupil and parental views. Increase pupil participation in approaches to self-evaluation and continuous improvement. 	

- Working groups will be linked to the School Improvement Plan priorities and drive these forward. Membership will be extended to pupils and parents where appropriate.

Pupil Equity Fund 2017-2018 (£27,600) Evaluation of Intervention Impact

Plan 1: Appoint a PT Project (Pupil Equity Fund) and put in place a set of interventions arising from issues identified by our young people.

Impact and Evidence

Appointing a PT Project (PEF) has been an important first step in taking a co-ordinated approach to putting equity at the core of our work. The post holder has raised the profile of PEF by writing to parents and outlining the purpose of PEF and who to contact in school.

An assertive mentoring programme has been established for the young people where poverty is a barrier to their learning and progress. Running alongside this, a tracking system to measure the impact of our interventions has been created.

The assertive mentoring programme is at an early stage regarding demonstrating measurable impact. That said, the conversations with the team of mentors and the young people have shaped the interventions we have put in place. For example, study toolkits and revision to support home learning. A theme running through has been about supporting individual fitness rather than team sports. As a result a new sports development programme has been launched and this includes a new weights and fitness area and boxing classes.

A poverty proofing approach has been taken to the experiences on offer during Activities Week. Young people have access to a wide range of experiences and this will be evaluated with all stakeholders this session.

Sustainable literacy and numeracy resources have been purchased and these are being used on an individual and group basis. Support for learning teachers have reported gains for individuals in their reading and comprehension skills.

An Opportunities Fund is now in place where staff can bid for resources for young people where poverty is a barrier.

Two new curricular inputs have been developed for targeted S2 pupils. This has been developed for S2 pupils with a focus on Lifeskills and practical Science.

Our young people with English as an Additional Language (EAL) have access to chrome books to support their learning.

Given that all of the above are new pieces of work, it is too early to reach a full conclusion on the impact of these approaches.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4 - Good
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

Capacity for continuous improvement statement

We are fully committed to achieving our ultimate goal, excellence, in all aspects of our work and the experience we provide for our young people. This is a challenge within existing resources and as such it is vital that we work as a whole school community to achieve this. We are investing in leadership development for our extended school management team with a focus on pace and challenge within the classroom at all levels. It is pleasing to note the increasing number of staff wishing to lead or be involved in faculty and whole school improvement priorities. We have a supportive parental body as exemplified in the contribution made by the Parent Council and the Parent Teacher Association (PTA). There is yet more scope to involve our parents in their child's learning and this will increase our capacity for continuous improvement. Similarly, other partners such as the Former Pupils (FPs) and business partners are now engaging with us on how they can support young people currently in school and help them secure positive and sustained destinations. Our young people themselves bring capacity as they lead learning and take on more leadership opportunities. For example, our highly successful S6 in-class support programme has led to increased support for learning in S1 classes. The range of leadership opportunities has been extended for senior pupils.

Therefore, we firmly believe we do have the capacity to go from strength to strength by working together and maximising all of our skills.


IMPROVEMENT PLAN 2018-2019

Aberdeen Grammar School



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> Provide age appropriate employment skills for children and young people in schools Survey aspirations to sharpen our pre and post school supports Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> Learner Pathways

2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy		
<p>NIF Priority</p> <ol style="list-style-type: none"> 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 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information 	
<p>LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 	
HGIOS?4 QIs		
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Curriculum for Excellence – Entitlements for all children and young people		
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. 	


Improvement Priority 1a: Improvement in attainment - Literacy Lead Responsible: Emma Williams (PT Faculty, English), Anne Bell (DHT) Partnership Forum (where appropriate): ASG Literacy planning group		Expected Outcome(s) for whom, by when, by how much? <ul style="list-style-type: none"> All young people in S1 will have an increased understanding of research skills by December 2018. Almost all young people by the end of S3 will have achieved third level in literacy. (90%). Most (70%) will have achieved fourth level by the end of S4 				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
<ul style="list-style-type: none"> Increased staff confidence across the ASG in the use of the benchmarks, curriculum progression and moderation. The result being increased confidence in professional judgements on level achieved. Increased pace, challenge and engagement in the learning activities for our children and young people. Increase number of pupils achieving third and fourth level by the end of S3 Parents will have resources to help them support their child's learning in literacy, numeracy and study skills. 	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	<div>On Track</div> <div>Behind Schedule</div> <div>Not Actioned</div>
	ASG Literacy planning group to meet with Elaine Philip (QIO) to go through progression frameworks. Key messages will then be shared across the ASG during planned ASG collegiate time.			Anne Bell (DHT), Emma Williams (PT), P6/7 teachers ASG Literacy planning group	Oct 2018	
	See English Faculty Improvement Plan (FIP) for specific actions regarding work on the Broad General Education (BGE)					
	Teach all S1 pupils how to research using paper or online materials. Devise a research toolkit to be used by pupils and staff. Materials to be shared with parents during the S1 Planning for Success evening.			Literacy Research Working Group	Oct 2018	
	Primary and secondary colleagues to team teach across the year making use of PAL (Purpose, Audience, Layout) to support Writing.		November ASG In service	ASG teachers	1 visit per term	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)


Impact and Evidence – Priority 1a

Improvement Priority 1b: Improvement in attainment - Numeracy Lead Responsible: Jenny Smith (PT Faculty Mathematics), Sandra O'Rourke (DHT) Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much? <ul style="list-style-type: none"> Almost all young people by the end of S3 will have achieved third level in numeracy (90%). Most (70%) will have achieved fourth level by the end of S3. 				
Impact Measures (How will we know?) Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Teachers and learners will know the language of the benchmarks and use when discussing learning and how to make progress. Young people use "Number Talks" to reinforce their understanding of key mathematical concepts. Young people make progress in their understanding of place value and fluency in progressing numbers.	Tasks to Achieve Priority 1b	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	Secondary link teachers to be identified for each associated primary school.			ASG teachers ASG Numeracy planning group	August 2018	
	All teachers from P1 to S1 to use Number Talks with their classes. Forward plans and curriculum overview documents to be adapted to include this approach. Staff to meet to review progress and share experiences of lesson delivery.		November In Service ASG collegiate sessions (termly)	Maths Faculty Primary teachers	June 2019	
	See Maths Faculty Improvement Plan (FIP) for further detail.					
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 1b						

2018-2019 Improvement Priority 2: Ensuring equity of opportunity for all young people Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.		
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 <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information 	
LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers: <ul style="list-style-type: none"> Children are safe and responsible Children are getting the best start in life Children are respected, included and achieving 	The ICS primary drivers have guided the formation of 4 key priorities for action: <ul style="list-style-type: none"> Closing the Gap Youth engagement and inclusion Health and wellbeing Community safety and environment 	
HGIOS?4 QIs		
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
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<p>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy Lead Responsible: Alison Murison Partnership Forum (where appropriate):</p>		<p>Expected Outcome(s) for whom, by when, by how much?</p> <p>All young people in receipt of targeted support (assertive mentoring) will have improved % attendance, reduced behaviour referrals, reduced % exclusions, increased physical activity and on track with achieving CfE levels and national qualifications. We will know this through Insight data and tracking improvements using 1-5 Leuven's scale.</p>				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<p>Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation.</p> <p>SMT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.</p> <p>Increase attendance, attainment and participation for targeted young people (measured through the tracking system based on the Leuven scale)</p> <p>Increase teacher awareness of socio-economic disadvantage and approaches to removing barriers within and outwith the classroom.</p>	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	SMT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to PEF champions and class teachers.		CLPL	SMT	December 2018	
	SMT attendance at authority led training events.		SMT		Term 1	
	Fully implement the assertive mentoring programme for pupils where socio-economic disadvantage is a barrier.	PEF	Additional teaching time/cover required	Lauren Bruce (PTPS) Assertive mentors	Twice termly meetings with pupils	
	Staff meeting on SIMD, PEF and Insight data. Sharing of ideas on specific approaches to supporting classroom and extra curricular learning. Review the costs of the school day and create an action plan to reduce these.	PEF		HT Poverty Proofing Working Group	19/9/18 staff meeting	

Increase pupil motivation and attainment.	Implement a new Lifeskills course for targeted young people in S2. Implement new practical Science course for targeted young people in S2.	PEF		Nat Coe Morag (PE Teacher) McConnell (Science teacher)	August 2018	
<ul style="list-style-type: none"> Celebrate the success and achievements of all our young people. Promote equity of success and achievement for all our young people. 	Review our approaches to celebrating success through Prize Giving, Colours, Achievement Assemblies and explore new options by consulting with the whole school community.	PEF	Parent and School Council meetings. Working group meetings.	Parent Council School Council Achievement working group	March 2019	
Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQUIP 2019-2020)						
Impact and Evidence: Priority 2						

2018-2019 Improvement Priority 3: Improvement in children and young people's health and wellbeing.		
<p>NIF Priority</p> <ol style="list-style-type: none"> 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 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information 	
<p>LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 	
HGIOS?4 QIs		
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
Curriculum for Excellence – Entitlements for all children and young people		
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. 7. Resources are deployed effectively to meet the needs of all learners. 	

Improvement Priority 3: Improvement in children and young people's health and wellbeing Lead Responsible: Alison Murison (HT)/Janet Adams (DHT) Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much?				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self- Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Staff professional dialogue indicates greater awareness and understanding of the universal, targeted and specialist resources available to support our young people. All young people receive support from a key adult and engage in a meaningful programme of learning activities during tutor time. All young people feel safe and respected. As a school we celebrate diversity and challenge discrimination "do not be a bystander." All young people feel they have a voice in the school and can shape discussions and decisions which impact on their lives. Pupil consultation using HGIOURS.	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	Strategic pupil support meetings to be introduced to the faculty calendar. At these meetings, resources available at school and authority level will be discussed. Updates from the Multi-Agency Referral Group (MARG) will be shared. The impact to date of the MARG will be tested through staff questionnaires.	MARG	Meeting time	A Murison to chair. SMT, PTPS, PT SfL to attend.	Twice termly meetings	
	Tutor group pilot resources and approaches (e.g. learning conversations) to be implemented across all tutor groups. A programme of activities to be developed and in use this session.		Teaching materials/programme	J Adams All tutor teachers Tutor system working group	December 2018	
	Fully implement the Mentoring Violence Protection (MVP) initiative. Senior pupils to deliver MVP lessons to S1 pupils.		PSE lesson time	M McPhail MVP working group	October 2018	
	Pupils to be issued with a questionnaire asking key questions regarding the wellbeing indicators. Baseline self-assessment and then questionnaires linked to impact of improvement priorities.		Pupils questionnaires Pupil focus groups.	J Adams		

	Move away from the current House Council system to a School Council. The School Council will help drive forward themes within the School Improvement Plan (SIP)		School Council termly meetings	J Adams School Council working group	December 2018	
Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQUIP 2019-2020)						
Impact and Evidence: Priority 3						

2018-2019 Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.		
<p>NIF Priority</p> <ol style="list-style-type: none">1. Improvement in attainment, particularly in literacy and numeracy2. Closing the attainment gap between the most and least disadvantaged children3. Improvement in children and young people’s health and wellbeing4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people		<p>NIF Driver</p> <ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of children’s progress• School Improvement• Performance Information
<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none">• Children are safe and responsible• Children are getting the best start in life• Children are respected, included and achieving		<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none">• Closing the Gap• Youth engagement and inclusion• Health and wellbeing• Community safety and environment
HGIOS?4 QIs		
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing children’s progress (ELC)</p> <p>3.3 Increasing creativity and employability</p>
Curriculum for Excellence – Entitlements for all children and young people		
<p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p> <p>2. Every child and young person is entitled to experience a broad general education.</p> <p>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.</p>	<p>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</p> <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</p> <p>6. Every young person is entitled to support in moving into a positive and sustained destination.</p>	

<p>Improvement Priority 4: Curriculum Improvement in employability skills and sustained, positive school-leaver destinations for all young people Lead Responsible: Alan Martin (DHT) Partnership Forum (where appropriate):</p>		<p>Expected Outcome(s) for whom, by when, by how much?</p> <ul style="list-style-type: none"> All young people build a profile of their achievements and have this recorded in a CV/profile. 100% of leavers achieve a positive and sustained destination. 				
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<p>All staff will have an understanding of the Career Management Standard (CMS) and their role in supporting pupils build skills and make decisions. Our young people will be able to articulate their skills and build a detailed CV/profile.</p> <p>All pupils will have access to high quality course choice and careers information to support informed decision-making.</p> <p>The percentage of pupils achieving positive and sustained leaver destinations will continue to increase.</p> <p>All young people will access a curriculum relevant to them and their future ambitions. This will lead to further improvements in attainment as pupils will be able to access a wider range of qualifications and accreditation.</p>	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	See DyW Improvement Plan.			DyW working group		
	Develop a new S3 Skills for Life and Work week. This will include opportunities to take part in accredited outdoor learning, bespoke work experience and work with business partners. The end product will be a detailed S3 profile/CV.	PEF	Outward Bound	A Douglas R Robertson M Foster Activities week working group	Initial planning to be completed by October 2018	
	Update our curriculum rationale documentation. Produce costings for a new curricular model based on up to 8 qualifications in S3/4. Within this, increase the offer of vocational qualifications.	PEF	Cover for DHTs to produce the costings and curricular map.	A Murison A Martin S O'Rourke	September 2018	
	See FIPS for detail on the revisions to the higher qualifications.					

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

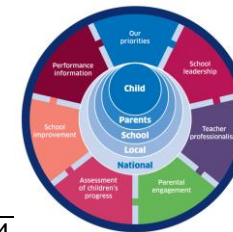
2018-2019 Improvement Priority 5: Pace and challenge in learning, teaching and assessment

NIF Priority

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

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

Closing the Gap
 Youth engagement and inclusion
 Health and wellbeing
 Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

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. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 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. |
| 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. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 5: Pace and Challenge

Lead Responsible: Alison Murison (HT)
 Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- We move from good to very good in our evaluation of QI 2.3 Learning, Teaching and Assessment by June 2019.
- In almost all lessons, we will see increased pace and challenge.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<p>Class visits evidence greater consistency in the quality of learning intentions and success criteria to frame the purpose of learning. Pupils make use of success criteria to identify next steps in learning. Moreover, pupils are motivated and engaged in their learning with opportunities for independent and co-operative learning. Learners activities are appropriately challenging and matched to their needs and abilities.</p> <p>Class visits and pupil assessment folders demonstrate increased challenge through class and homework activities.</p> <p>Greater professional dialogue through the use of materials on the Staff Hive and using the challenge questions within HGIOS 4 and HGIOURs.</p> <p>Teaching staff have more detailed information on level achieved.</p>	Tasks to Achieve Priority 5	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	See Faculty Improvement Plans (FIPs). All FIPS include specific actions on pace and challenge in the BGE.			All staff		
	Continue to populate the Staff Hive as part of our continuing professional learning programme.			All staff Learning, teaching and assessment working group	Throughout the session	
	Write a Homework Learning Together leaflet showcasing best practice and approaches to teaching independent learning skills. ASG collegiate in service on home learning and parental engagement. Workshop for parents on how to support their child with research skills. This will be part of the Planning for Success evenings.		Nov In Service, Professor Janet Goodall keynote speaker on homework	Anne Bell (DHT) Sandra O'Rourke (DHT) Anne Bell (DHT) Literacy research working group	September 2018 ASG collegiate sessions 2018/19 September 2018	
	Agree a tracking system for use within the ASG. As part of this consider best use of SNSA data to support professional judgement on level achieved.		Development and meeting time.	Sandra O'Rourke (DHT) ASG HTs	March 2018	

	<p>Implement new reporting format including a new covering letter explaining CfE level achieved to parents and pupils.</p> <p>Review our approaches to assessing pupil progress and showcase a wider range of methodologies/pedagogy in line with the benchmarks – breadth, depth and application</p> <p>Adapt our senior phase assessment policy to reflect changes in the national qualifications (removal of units)</p> <p>Google Trainers to support staff as they continue to deepen their understanding of Google classroom to support learning.</p>		SEEMIS group meetings.	<p>Sandra O'Rourke (DHT)</p> <p>ASG Assessment working group</p> <p>TLCs</p> <p>Extended Senior Management Team (ESMT)</p> <p>ICT group Google Trainers</p>	<p>December 2018</p> <p>June 2019</p> <p>November 2018</p> <p>Support as required</p>	
<p>Monitoring Progress and Evaluating Impact (To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</p>						
Impact and Evidence: Priority 5						

Pupil Equity Fund Budget Allocation April 2018 - £25,200

Pupil Equity Fund Rationale 2018-2019

‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

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% above the Virtual Comparator (VC) and above City and National averages for each measure. There is no trend of young people performing less well based on their SIMD profile as evidenced in the NBM Attainment versus Deprivation. Thus substantiating the key point that it is important to work with young people on an individual basis to identify and address barriers. 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. This analysis fits with National 5 presentations where on average across a three year period 70% of learners in S4 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 analysed 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, not SIMD 1 and 2 from our local knowledge can present as living with significant economic barriers. This can lead to, for example, to poorer % attendance. We also note that anxiety and mental health issues can pose significant challenges for young people. 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 experience 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 is 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 a two year National 5 course for these learners and partnership options with NESCol.

*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:

Assertive mentoring to support young people on a 1-1 basis and create individual action plans.

Study support materials and homework/revision classes (this has been requested by young people).

Partial payment of school counsellor (1 day of the three days).

Youth worker hours to support targeted young people.

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Aberdeen Grammar School**

QI 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
ASG Literacy Working Group ASG Numeracy Working Group ASG Assessment Working Group	Emma Williams (PT Faculty, English) Jenny Smith (PT Faculty, Maths) Sandra O'Rourke (DHT)
Assertive Mentoring	Lauren Bruce (PTPS)
Developing the Young Workforce (DyW)	Matthew Foster (PT Project DyW)
ICT	Kristine Donohoe (Business and ICT)
Mentoring Violence Protection (MVP)	Mary McPhail (Chemistry)
Tutor System	Janet Adams (DHT)
Celebrating Achievement	Alison Murison (HT)
Outdoor Learning	Adam Douglas (Physics)
Activities Week	Ryan Robertson (PTPS)

S6 Leadership Opportunities	PTPS to be confirmed
House Council	Janet Adams (DHT)
Charity	Lianne Smith (Humanities)
TLC Planning Group Home learning	Anne Bell(DHT)

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	<ul style="list-style-type: none"> HT met with Faculty PTs to agree priorities on Faculty Improvement Plans (FIPs). Faculty PTs met with class teachers to agree specific actions and responsibilities within the FIP. Based on the above, HT presented an overview of the SIP for 2018/19 to all staff. 	May 2018 May/June 2018 20 August 2018
Children / Young People	House Council meetings.	May 2018 August 2018

Parents	HT provided a report to the Parent Council on the proposed SIP priorities. In the July 2018 HT Update (website), all parents provided with the same information.	4 June 2018
Partners and Volunteers	See Partnership Forum Group.	
Associated School Group	HTs agreed shared priorities in terms of literacy, numeracy and approaches to home learning. Collegiate ASG dates were agreed for 2018/19 to progress these key priorities.	May and June 2018
Partnership Forum Group	A Multi Agency Referral Group (MARG) met throughout 2017/18 on a monthly basis and agreed key priorities.	May and June 2018

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