



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR



St Combs Primary School

LAST UPDATED: 28 September 2017

Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

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

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

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

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

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

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

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

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

1. Context of the School



St Combs School – Our Vision

At St Combs School we aspire to create an environment which is happy, safe and welcoming.

We encourage everyone to be responsible by taking pride in, and becoming actively involved with, the school and the wider community.

There is a commitment to provide diverse and challenging learning experiences which foster independence, enabling all learners to achieve their goals.

September 2014



Our Values

Respect Integrity Compassion Empathy

Our Aims

<p>Challenge and Enjoyment</p> <p>We:</p> <ul style="list-style-type: none"> ★ are challenged in school. ★ are enthusiastic. ★ are interested in our work. ★ are encouraged to ask questions. ★ try to do our best. ★ aim to meet our chosen targets to move on in our learning. 	<p>The emotional, physical and social needs of all pupils and staff are met through inclusive and restorative approaches.</p> <p style="text-align: center;">St Combs School</p> <p>At St Combs School we aim to be:</p> <ul style="list-style-type: none"> ★ Confident Individuals ★ Successful Learners ★ Effective Contributors ★ Responsible Citizens <p style="text-align: center;"><i>Our aims are linked to the Curriculum for Excellence (CfE) Principles:</i></p> <p style="text-align: center;">Relevance</p> <p>With staff following the 3-18 Framework, a curriculum, relevant for the 21st Century, will be delivered. This will lay the foundation required for future study and, eventually, the world of work.</p> <p style="text-align: center;">We aim to promote:</p> <p style="text-align: center;">Respect Integrity Compassion Empathy</p>	<p>Depth</p> <p>We:</p> <ul style="list-style-type: none"> ★ use different skills and ways of working through lots of different activities. ★ build on information we already know. ★ link different topics together ★ are encouraged to use our research skills to find out information for ourselves.
<p>Breadth</p> <p>We:</p> <ul style="list-style-type: none"> ★ learn and develop our skills across a wide range of topics. ★ learn and develop our skills across a wide range of activities matched to how we learn best. ★ enjoy learning outside school in the wider community. 	<p>Personalization and choice</p> <ul style="list-style-type: none"> ★ Our teachers recognize our needs and plan lessons which meet our needs. ★ Our interests and hobbies outside school are recognized inside school. ★ We understand the choices we make affect what we do and are encouraged to make good choices. 	<p>Coherence</p> <p>We:</p> <ul style="list-style-type: none"> ★ understand what we are being asked to do in our work and our learning outcomes are shared with us. ★ understand that we are building on existing knowledge and have a choice of different skills and learning methods to use.

These aims were developed through consultation with parents, pupils and staff. (2012)

Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

- Analysis of the **SIMD data** shows that the majority of children are in deciles 5 and 6. We believe that all children are entitled to the best education and to be the best they can be.

- Our additional **PEF** will be targeted towards providing additional literacy and numeracy support, where required, as well as engaging beyond the school, i.e. visits and trips, and encouraging and enhancing partnership working. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school include:

- **High quality, active learning experiences**

At St Combs School, children behave well and work hard. Children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. We encourage working within classes, within achievement levels and within the whole school. Active Schools run various After-School Clubs within the school.

- **High levels of performance**

Children are making very strong progress in their learning across all curricular areas. Writing is a particular strength, particularly within 2nd and 3rd CfE levels.

- **The inclusive and nurturing ethos**

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

- **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required.

Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

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

Staff, pupils and parents at St Combs School demonstrate a commitment to continual improvement. Staff are highly motivated and are committed to enhancing their own practice and maximising impact for learners. We have a very supportive Parent Council who support with curricular developments e.g. Bags of Books and Bikeability as well as enhancing the curriculum for the pupils e.g. funding trips, swimming lessons and an annual pantomime visit.

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

Relevant NIF priority: All

Relevant NIF driver(s): School Leadership, Teacher Professionalism, School Improvement

Overview:

- The school engages in a self-evaluation process involving stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to continuously improve and demonstrate the school values.
- Staff have been committed to working collaboratively in school improvement initiatives such as literacy progressions to benefit outcomes for all our young people. All staff are reflective and ambitiously work to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion in staff and school development.
- Children give their views about the school as part of Pupil Council and Pupil Voice Groups and take responsibility for making improvements.
- HGIOS4 has been introduced and relevant Quality Indicators are used to inform monitoring and evaluations.
- Monitoring of plans, classroom practice and feedback are designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments and open-door policy.
- Staff engage with professional learning/CPL opportunities through ALDO. Leadership roles are encouraged and taken on by a range of staff e.g. Pupil Voice Groups. Professional Review and Development (PRD) procedure will be implemented as per GTCS guidance and time allocated for staff to update and review professional learning.

Key strengths:

- Constantly striving to deliver the best curriculum to our learners, through collegial working.
- Atmosphere of learning which is evident in the school.
- Ensuring that appropriate supports are in place so that all learners can access their curriculum.

Identified priorities for improvement:

- Continued use of HGIOS4, and, in particular, the Challenge Questions at collegiate sessions to provide systematic, focused reflection and stimulate improvements for learners.
- Enhance approaches to engage staff in professional dialogue and enquiry using up-to-date literature to maximise impact on all learners e.g. Education Scotland.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none"> Continued use of HGIOS4 and, in particular, the Challenge Questions at collegiate sessions to provide systematic, focused reflection and stimulate improvements for learners. 	<ul style="list-style-type: none"> Systematic approach to improvement, identifying areas for development and then planning the associated action/requirement. Increased use of HGIOS4 in school. Increased confidence in self-evaluation within school and the school community. School improvements are planned around selected QIs that focus on experiences for children. 	<ul style="list-style-type: none"> Evidence within collegiate minutes. Inclusion, and evaluation, within Improvement Plan. More cohesive approach to self-evaluation within our parent body. All staff to be involved in reviewing their practice within PU and CPD Opportunities. All class teachers to engage learners in regular evaluation activities focusing on their own learning.
<ul style="list-style-type: none"> Enhance approaches to engage staff in professional dialogue and enquiry using up-to-date literature to maximise impact on all learners e.g. Education Scotland. 	<ul style="list-style-type: none"> Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners. Increased understanding of current legislation, developments and expectations from Scottish Government, Education Scotland and Aberdeenshire Council. 	<ul style="list-style-type: none"> Built-in opportunities, within collegiate and joint collegiate session, for professional dialogue e.g. National Improvement Hub. Greater evidence of cluster working to move forward current developments. All staff involved in Primary/Secondary Assessment and Moderation work, with the focus on Literacy, Numeracy and HWB. Enhanced curriculum for learners.
<ul style="list-style-type: none"> Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. 	<ul style="list-style-type: none"> Analysis of attainment data forming a coherent part of planning for improved learning Progress and attainment improved for all learners. Involvement with NIF and its data. 	<ul style="list-style-type: none"> Use of new attainment tracker. Use of new wider achievement tracker. Increased confidence in Professional Judgement. Discussion opportunities with staff/parents. Evaluate NIF data and plan next steps.
<p>Evidence of progress/ comments/ identified next steps: Date: Date: Date:</p>		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Completion of a School Rationale, incorporating vision, values and aims.
- Continuation of celebrating the 4 capacities through Wall of Achievement.
- Consideration of the HGIOS4 Challenge Questions at the beginning of school collegiate sessions.
- Drop-In Monitoring/Observation Visits to ensure quality learning and teaching.
- Creation of a planned timescale for the development of curricular progressions. (Literacy: Spelling, Science, Exp Arts: Dance/PE and Technologies.)
- Continuation to share Improvement Plans with Staff and Parents/Carers.
- Discussions with staff during PRD sessions with agreement to set common targets for future development to benefit the pupils and school.
- Pupil, Parental and Community feedback generated from Open Day and School Events.
- Further development of Cluster approach e.g. Literacy/Numeracy Frameworks and Progressions.
- Involvement in BGE Curricular Transition Work with local Academy.
- Improved Reporting Approaches for Parents and Carers i.e. Reporting Calendar, Class Learning Plans and Updated CfE Pupil Report.
- Involvement in the implementation of the Named Person Scheme.
- Increased awareness of other cultures and customs, using Pupil Voice Group platform.

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's vision and values.
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and collaboration. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings start with a HGIOS4 Challenge Question. This will continue next session as well as reviewing the SIP regularly.
- Staff have a clear focus on improving outcomes for learners and engage in learning conversations with colleagues, pupils and parents. Increasingly using attainment data from SNSA, InCAS, ASL assessments and in-school assessments, will continue to support improvement.
- When developing our School Improvement Plan, local and national priorities are considered when planning the way forward.
- All staff are committed to, and continually reflect on and develop, improving practice to ensure best possible outcome for all learners.
- Overall, the ongoing changes made within the school community are having a positive impact on young people.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher Professionalism, School Leadership, Parental Engagement, Assessment of Children's Progress

Overview:

- Partnership Working opportunities, developing Excellence and Equity, are being provided but this needs to be planned more rigorously, particularly with reference to DYW (Developing the Young Workforce).
- All staff show commitment to the development and wellbeing of learners as individuals.
- Additional PEF (Pupil Equity Funding) will focus on Targeted Support for Literacy and Numeracy as well as engaging beyond the school and enhancing learning opportunities e.g. local trips.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is, however, an identified need to further revise and redesign aspects of the curriculum.
- Transitions are mainly well-supported but curricular transition with the local secondary school needs to be more effective. Work to develop a skills passport between primary and secondary is on the agenda.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children to be independent learners.
- Positive engagement with parents encourages them to take an interest in their child's learning.
- Digital Literacy learning opportunities are provided but future work is needed to ensure progression within planning.
- A new Aberdeenshire tracking format will be adopted as staff are becoming more confident in making judgements about children's progress within a level. Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge.

Key strengths:

- The majority of learners are achieving within, or above, the expected level for their age and stage.
- A positive partnership with our parents and community is present to deliver a varied curriculum and continuous improvement.
- The Head Teacher is involved in regular discussion with teaching staff, giving oral and/or written feedback. Collegiate activities are planned around the school's improvement plans and provide opportunities to reflect, discuss progress made and identify next steps.
- All staff engage in yearly reviews, identifying and planning targets for the future.

Identified priorities for improvement:

- Further develop the curriculum, including outdoor learning, developing bundles, ensuring it offers breadth, progression, depth, coherence and relevance.
- Development of a coherent plan and progression focusing on DYW and enhancing skills required for the workplace.
- Deliver quality additional support for learners, particularly in Literacy and Numeracy, utilising PEF.
- Streamline tracking of progress as well as wider achievements and interests.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none"> • Further develop the curriculum, including outdoor learning, developing bundles, ensuring it offers breadth, progression, depth, coherence and relevance. • Development of a coherent plan and progression focusing on DYW and enhancing skills required for the workplace. 	<ul style="list-style-type: none"> • A streamlined, cohesive curriculum to meet the needs of all learners. • Improved curricular transition and progression between Primary/Secondary. • Developed plan for DYW and the necessary 'workplace' skills required. 	<ul style="list-style-type: none"> • Consultation with learners and their parents regarding the curriculum. This will support shared understanding of emerging changes and 'the way forward'. • Continuation of the revised information pack for parents/carers. Feedback sought from parents. • P5-7 class teacher will attend P7/S1 Transition meetings at the Academy and implement any agreed changes. Development of skills passport from primary to secondary. • HT Cluster working group to facilitate change, building in opportunities for schools to work within cluster as well as on their own. (See Fraserburgh Cluster plan for greater detail). • Evaluation built in following implementation to ensure outcomes are improving for learners.
<ul style="list-style-type: none"> • Deliver quality additional support for learners, particularly in Literacy and Numeracy, utilising PEF. 	<ul style="list-style-type: none"> • Improved data on children's progress used consistently to advise on next steps in learning. • Revised, effective system of tracking and monitoring is in place. • Increased attainment at all levels as shown in SNSA and InCAS assessments as well as in-school assessments. 	<ul style="list-style-type: none"> • Attendance at twilight training on GIRFEC-Dyslexia and application of strategies given. • PSA training on Visible Learning in Nov 2017. • Planned individual and small-group support, using PEF funding, to deepen knowledge and understanding of Literacy and Numeracy. • Evaluation of opportunities for paired reading, within classes and whole-school. • Annual review and analysis of data will then indicate progress and inform future plans. • Focus on the national priorities of 'Raising Attainment for All' and 'Closing the Gap'.

<ul style="list-style-type: none"> Streamline tracking of progress as well as wider achievements and interests. 	<ul style="list-style-type: none"> Our pupils' learning will be enhanced by increased parental confidence and interest in learning e.g. learning plans Further increase in positive relationships with parents e.g. reporting calendar. Parents are engaging in school activities and events, having consulted on the best methods for this with the parent body. 	<ul style="list-style-type: none"> Use of new tracker which clearly records progress, or lack thereof, and opportunities to provide additional support, where required. Wider Achievement tracker will identify opportunities for school to 'fill gaps'. Continued engagement with parents through usual communications, encouraging the population of our 'Tree of Success'. Engaging beyond the school: Trips within Local Community and beyond to enhance learning opportunities, and life experiences, using PEF funding (transport and trips). Continued HT and staff attendance at Parent Council meetings confirm the school's wish to engage with parents. Collaboration with Parental Education Support Officer (Parental Engagement). Annual evaluation activities, encouraging parental views, ideas and contributions. Use of GroupCall to engage with parents.
--	--	--

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- Continuation of the use of 3-18 curricular guidance and entitlements, developing progressions utilising Aberdeenshire's Progression Frameworks.
- Look to utilise Glow as it provides opportunities to enhance learning and teaching.
- Implementation of 1+2 Languages initiative, with training, planning and self-evaluation.
- Reviewed Spelling Progression to ensure challenge and enjoyment.
- Reviewed Grammar Progression from P1-P7.
- Development of Listening and Talking Assessments within all levels.
- Developed a Literacy Approach for multi-composite classes (P1-4 and P5-7), incorporating Book Studies.
- Aimed to focus to develop personalisation and choice throughout year e.g. 'Magic' Writing – free choice writing 1x term.
- Developed and refined Quality Assurance calendar with set whole-school focus areas e.g. presentation and handwriting.
- Continued to identify individual needs and plan accordingly to meet them e.g. SfL time, visual timetables, extended transition periods. (GIRFEC)
- Further development of whole-school IDL opportunities e.g. Inventors and Inventions. (Term 3)
- Enabled pupils to work cooperatively and take more responsibility for their own learning.
- Improved Reporting Approaches for Parents (Cluster Focus) e.g. Learning Journey Jotters (LJJ).

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly at our Achievement Assemblies and shared with pupils, parents and the wider community through our Tree of Success and regular newsletter.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including Pupil Council, Buddies and Tuckshop Helpers. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Learning Intentions and Success Criteria are shared with children but this could be enhanced further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. A new format is being trialled this session.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment Of Children's Progress, School Improvement, Performance Information

Overview:

- Children at St Combs Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- The school is applying its PEF to support equity of outcome for learners requiring support in Literacy and Numeracy.
- The school is adopting a dyslexia and autism friendly approach.
- Staff are beginning to engage with Aberdeenshire Progressions Frameworks to enhance learning and teaching. Work using Benchmarks and SALs is ongoing.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. ePIPS and InCAS information, as well as professional judgement, is used to discuss strengths and identify next steps in learning.
- School tracking allows identification of current levels achieved and projected timescales for achieving the next level.
- Wider achievements are celebrated through Achievement Assemblies, on our Tree of Success and in our newsletter.
- Effective transition programmes, including enhanced opportunities, from N-P1, between classes and P7-S1 exist, though there is capacity to improve curricular transition.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- Effective teamwork across the school and cluster supports curricular development and CPD.

Key strengths:

- ePIPS and InCAS data, as well as ASL testing, continually informs future planning and next steps.
- Through regular professional dialogue, within school and with other agencies, barriers to learning are identified and pupils are supported appropriately.
- Effective transitions within N/P1, P7/S1 and all other classes take place and are reviewed to ensure the moves are as smooth as possible.
- PSAs work closely with class teachers, and HT, to support children's learning. ASL and PSA time is targeted appropriately, ensuring equity.
- **Identified priorities for improvement:**
- To further raise levels of attainment in numeracy.
- To ensure that the curricular transition from primary to secondary is robust, matching the pastoral support already available.
- To create multi-composite overviews for yearly, medium-term and weekly planning, ensuring pre-planned assessment and revisiting opportunities.

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

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none"> To further raise levels of attainment in numeracy. 	<ul style="list-style-type: none"> Standardised assessments will, in time, show improvements across: counting, arithmetic, partitioning, place value, fractions, decimals, sorting, patterns, problem solving, algebra, measure, shape and space, data handling and mental maths. Those requiring additional support will be identified and plans of work will be delivered. 	<ul style="list-style-type: none"> Continuation of the plan to strengthen mental maths skills, ensuring this is an area of focus throughout the year. Children will be achieving their next level when predicted. Learning Visits focus by HT. Pupil Sampling and Learning Conversations with pupils. Collegiate focus on Numeracy and the development of a year-by-year progression. Cluster moderation, through joint collegiate sessions with Primary/Secondary colleagues. Liaison with QIO. Enhanced curricular transition programme from Primary / Secondary, highlighting DYW. Analysis of attainment data in numeracy will demonstrate improved achievement.
<ul style="list-style-type: none"> To ensure that the curricular transition from primary to secondary is robust, matching the pastoral support already available. 	<ul style="list-style-type: none"> A strategic and planned approach to support curricular transition to be in place, ensuring that pupils continue their learning journey seamlessly. 	<ul style="list-style-type: none"> P7/S1 Transition Group meetings. Primary/Secondary Moderation Groups: Focus on Literacy, Numeracy and HWB. This is part of the Fraserburgh Cluster Improvement Plan this session. HT Cluster meetings.

<ul style="list-style-type: none"> • To create multi-composite overviews for yearly, medium-term and weekly planning, ensuring pre-planned assessment and revisiting opportunities. 	<ul style="list-style-type: none"> • More joined-up approach to multi-composite planning, ensuring that a balanced curriculum is delivered. Breadth and progression will be carefully considered. 	<ul style="list-style-type: none"> • Having liaised with Susan Duff, Attainment Adviser, a yearly overview of learning opportunities will be created. • Bundling will be utilised for planning, using the Aberdeenshire Frameworks, ensuring that the Significant Aspects of Learning (SALs) are experienced. Benchmarks will be used to assess progress.
--	--	---

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

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

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- School is working towards RRS status.
- Positive views reflected by pupils and parents on their education and desire to learn at St Combs School e.g. Open Day Feedback.
- Cluster/peer moderation exercise, linking with the Academy embarked upon.
- Analysis of attendance, LAC, exclusion and lateness data shows appropriate levels of commitment and participation regardless of background.
- Scrutiny/analysis of Child Protection procedures.
- Individual needs are identified and supported; equal access to the curriculum.
- Regular targeted PSA support in classes.
- Streamed Writing Sessions, from Early-3rd Levels, were considered. These started in August 2017.
- Regular Assemblies. RME sessions focus on Beliefs, Practices and Traditions and the Development of Beliefs and Values.
- Pupil Voice Groups focusing on e.g. Refugees, UNICEF, Red Cross, Democracy, Holocaust Memorial Day, International Women's Day, Martin Luther King and Fairtrade.
- Everyone is treated equally and all are valued.
- Meeting a variety of health needs in a calm, caring and compassionate manner.
- Working with other agencies, as and when, the needs arise.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum.
- Staff are able to access information about how to support learners from e.g. Pupil Support Staff, through MAAPMs and IEPs.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- 4 Articles from RRS have been chosen as focus areas within the whole school: Articles 12 (Have a say), 19 (Protected), 24 (Health) and 28 (Education). Each pupil is an individual with unique needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through Pupil Voice, Pupil Council, review meetings, MAAPM's, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks, relating to equality and inclusion.

Level of quality for this QI: 4 Good

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Continuing to improve the current levels of performance and attainment, through Professional Judgement, ePIPS, InCAS and SfL Testing.
- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Provision of robust evidence to National Improvement Framework (NIF) and 'Close the Gap'.
- Audit school improvement plans to inform next steps. Evaluate regularly.
- Use of HGIOS4 to self-evaluate and identify improvements, through challenge questions.
- Engagement with Professional Update for all teaching staff, enabling reflection.
- Development of more regular opportunities to share with parents / carers, both in and out of school.
- Collegiate sessions planned for cross-stage moderation.
- Exploration of the possibility of 'streaming' for reading and maths will be considered this session.
- Tracking of children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall)
- Continuing to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements.
- Increased awareness of R.I.C.E., our School Values, (Respect, Integrity, Compassion and Empathy) – linking with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS.
- Continuation on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.

Overall evaluation of level of quality :

- The vast majority of pupils in St Combs School are on track, or ahead, in Literacy, Numeracy and HWB. Numeracy skills need to be strengthened at all stages.
- Cluster moderation work, involving the local Academy, took place within all curricular areas. The focus next session will be Literacy, Numeracy and HWB: Responsibility for All.
- A tracking system has been in place but a more robust system is being adopted, within the Cluster.
- Wider achievements are recognised and regularly celebrated through Achievement Assemblies, Tree of Success and the school newsletter.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The playground has been revamped and there are curricular learning displays included, as well as a wider variety of playground equipment.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning. Transition periods have been the focus, N-P1, P7-S1 and every stage in between. Programmes of enhanced transition have taken place, when required.

- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom. This will be a cluster, as well as school level, focus area next session as Developing the Young Workforce, continues to be a priority.

Level of quality for this QI: 4 Satisfactory

5. What is our capacity for improvement?

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

- High levels of commitment and leadership by all staff.
- Young people in the school who show a respect for and commitment to learning.
- The positive ethos in the school underpinned by shared vision and values.
- A high quality programme of professional learning that supports all staff and leads to improvements for learners.
- Productive partnerships with parents, other schools and services and a range of contacts in the local community.
- Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do.

Aspects that could impact adversely on the capacity for further improvement include:

- A loaded curriculum with many demands on a very dedicated, but small, school staff.
- Time pressures due to the abundance of 'new developments' which leads to having to re-prioritise our priorities.

6. Record of updating

Date	Amendment made	By who	Comment