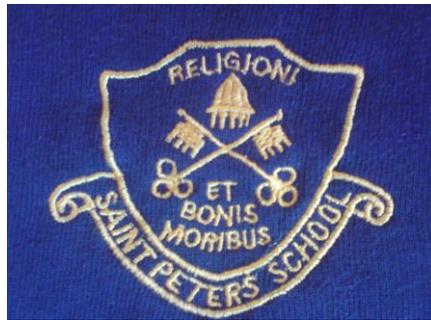


St Peter's RC Primary School

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Standards and Quality Improvement Plan (SQIP)

Session 2014 - 15



ABERDEEN
CITY COUNCIL

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The school and its context

St Peter's Roman Catholic Primary School is situated in Old Aberdeen, close to Aberdeen University and within easy walking distance of Seaton Park. There are 257 children currently on the roll. Our zone is based on the Catholic parishes of St Columba's (Bridge of Don and Balmedie), St Joseph's (Tillydrone, Woodside, Bucksburn and Dyce) and St Peter's (Powis, Footdee and Seaton). Our school is part of the St Machar Associated Schools Group.

Based on information given to us by parents at the time of enrolment, 90% of our pupils are baptised Catholics. The majority of our pupils live in Seaton and Tillydrone in a variety of rented, local authority and private accommodation. Some have a connection to Aberdeen University where their parents study or teach. Most of our pupils speak languages other than English in their homes. There are 18 different home languages. The national identity of 66% of our pupils is reported by their parents as non-UK. English is an additional language for 69% of our pupils and 141 (55%) of our pupils have Polish as their mother tongue (*September 2014 audit*).

We have a mixed intake. Deprivation levels are higher than the city average. 6% of pupils receive free school meals. 5% of pupils have an IEP. At present, there are no Looked After Children in our school. St Machar Parent Support Project and Aberdeen City Council Family Learning team offer support to parents with learning and managing family issues.

During session 2014 – 2015, there were ten classes – 2 P1 classes, P1/2, P2, P3, P3/4, P4, P5, P6 and P7. We had to breach the P1 class maximum of 18 pupils and the authority budgeted for an additional teacher to support P1 classes of 23 and 25. In session 2015-16, we will have eleven classes – two P1 classes, two P2 classes, two P3 classes, P4, P4/5, P5, P6 and P7. There will be more than 18 children in each P1 class again.

In our main building we have five large self-contained classrooms and a General Purposes room which has been used by Additional Support Needs staff and visiting staff from the English as an Additional Language Service. In the new session, this room will have to be used as an additional classroom until alternative accommodation is arranged. We have a large multi-purpose hall which is used for gym, music and drama lessons as well as assemblies, shows and whole school events. It becomes the dining hall each lunchtime. Meals are provided to our servery from Seaton School kitchen.

We have three classrooms for middle stages in Old Aberdeen House and extended library space has been provided in the corridor. Old Aberdeen House is shared with two other Aberdeen City departments, the Aberdeen Scientific Services Laboratory and the City Archivist. P6 and P7 classes have been housed in a portakabin for two years.

Our playground is mostly concrete and is not in a good state of repair, having grit, gravel and small stones. Games have been repainted on the surface and we have a colourful mural. Our grassed area has a range of wooden play equipment. The grass is disappearing under the canopy of the mature trees. We benefit from a walled environmental garden where pupils from all classes can plant, harvest and learn more about a range of living things.

We have had staffing difficulties this session. Two class teachers and the Support for Learning teacher left during the session and the Headteacher was on sick leave between Christmas and Easter. Core school staff in 2014-15 comprised the Head Teacher, two Acting Principal Teachers who shared 1.0 responsibility, six full-time and four part-time class teachers (including a probationer teacher in P6). A part-time relief teacher has covered Additional Support for Learning. Teachers who work part-time to cover non-class contact time and Behaviour Support have taken class teacher responsibilities. New teachers have been recruited for August 2015

(including two probationer teachers). Office staff are part-time: we have one administrator and two part-time school support assistants. Seven part-time Pupil Support Assistants work throughout the school. Our janitor is on site for three hours per day.

We have specialist teachers in Drama (one day) and Physical Education (two days). The English as an Additional Language (EAL) Service provides teachers who work the equivalent of two and a half days per week to support pupils in class and advise class teachers. Two Pupil Support Assistants from the EAL Service work a total of 1.5 days. Music tuition is offered for piano, woodwind and brass instruments. German is taught to P6 and P7 pupils by our MLPS (Modern Languages in the Primary School) trained staff and P5 – P7 learn Mandarin from a visiting teacher from Tianjin.

We have a Parent Council who meet regularly and organise social and fundraising events. A few parents volunteer during school time, accompanying classes on outings. Some have contributed to school improvement planning and have been involved in the development of our homework and language policies.

We have close links with local Catholic churches and Kings College Chapel. Pupils, staff and parents are involved in community events at Aberdeen University, St Peter's Church, St Mary's Cathedral and St Machar Rotary Club. Local councillors support school events. We have good links with local nurseries and primary schools in our Associated Schools Group. The school nurse, dentist, Childsmile team and community police officers visit us regularly and some staff take pupils to Tillydrone Library.

School aims and vision statement

Our aims were last reviewed in April 2015 and will be reviewed again in April 2016.



Vision statement

We care for each other and strive for excellence and understanding in our learning and behaviour.

At St Peter's RC Primary School, our vision is to develop as a community of faith and learning, providing the highest quality of education, and promoting Gospel values through service to the common good.

Our staff are committed to supporting all young people to gain the skills, values and attitudes that will prepare them for life's challenges and opportunities.



In St Peter's School, we aim to

Welcome, value and respect everyone.

Enjoy learning.

Look after our health and care for the world.

Create a happy, supportive and inclusive school community which nurtures everyone, challenging and supporting all to do and be their best.

Overcome obstacles together, helping and seeking help.

Mirror the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness in all that we attempt.

Excel by behaving kindly and achieving high academic standards.

Our extended aims are based on the Charter for Catholic Schools in Scotland:

*At St Peter's RC Primary School, we aim to provide a Catholic school education that will enable all young people to be **successful learners, confident individuals, responsible citizens and effective contributors.***

To help fulfil this overall goal, we:

1. Provide a welcoming, caring atmosphere and foster joy and enthusiasm for learning;
2. Create a secure environment in which everything we attempt mirrors the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness;
3. Include all children, supporting those with additional needs;
4. Offer the highest quality of learning opportunities in a well-resourced school;
5. Reflect, respect and celebrate each child's home environment and their diverse cultures and religions;
6. Promote justice and peace, respect for all life and concern for the environment;
7. Maintain an effective code of discipline with dignity;
8. Develop the strengths of the school community by building links and partnerships between children, parents, staff, faith communities, educational agencies and wider society;
9. Support the physical, social, spiritual, mental and emotional health and wellbeing of all pupils and staff;
10. Involve children in enterprising activities, generating creativity and co-operation;
11. Foster high quality leadership at all levels.

We use our extended aims alongside "How Good is our School?" to evaluate all aspects of our school's standards and quality and to set targets for improvement.

The Aims are simplified for display in classrooms and discussions with children:

- **We look after each other.**
- **We are kind.**
- **We are here to learn.**

How do we consult and engage with pupils and parents?

There has been formal consultation as part of the 'How Good Is Our School?' audit and ongoing informal consultation and engagement. In term 1, school newsletters were focusing on different aspects of the eight indicators of wellbeing – *Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included (the SHANARRI wheel)* to raise awareness of Safety/ Child Protection and of Healthy Lifestyles. Feedback from parents was that this was helpful information but could have been followed up with face to face sessions or literature from partner agencies.

All classes hold Circle Time discussions and most classes have 'Bubble Boxes' or other ways for pupils to let teachers know that they wish to discuss a particular matter. Our Pupil Council comprises two pupils from P4 – P7. They have met several times with the Acting Principal Teacher and have had a joint meeting with the Parent Council where they shared a 'wish list'. Most of the pupils engage confidently in the process and all nationalities are represented. Agenda items are gathered from all classes and discussed in class before the Pupil Council meetings. Issues discussed have included class projects, homework, class webpages, mental maths, playground routines and resources. Decisions reached are shared in class by Pupil Council reps and in assemblies.

Every class has prefects who have met with the Headteacher most weeks. Our EcoCommittee has met with a Pupil Support Assistant. Both these groups afford excellent vehicles for the 'Pupil Voice' to suggest improvements in the playground and the wider environment.

Opportunities have been taken to consult and engage with parents at curricular events, Open Afternoons and our well-attended parents' evenings. In September, each teacher presented an overview of the curriculum and shared resources and teaching strategies at a 'Meet the Teacher' event. Most class teachers have excellent relationships with the parents of pupils in their class; they offer regular opportunities to meet and they are willing to discuss every aspect of school life. Almost all class teachers post news and photos on the school webpage regularly. This has led to deeper and more informed engagement of parents with class activities and learning. They have expressed satisfaction that they know more about the curriculum and how to help their children.

The Parent Council meets regularly and its members state that they feel that their opinions and advice are valued. The newsletters and Headteacher's report prompt discussions on a range of issues – homework, accommodation, uniform, celebrating achievement, helping children to learn English.... They have explored ways to engage with more parents, particularly parents from different ethnic backgrounds who have different levels of confidence and different expectations about the consultation and engagement process. Meetings have been held at different times and in different places. The BEMIS (Black and Ethnic Minority Infrastructure in Scotland) Project hosted a 'Gathered Together' workshop for parents to discuss meaningful participation.

The School's Aims and Vision were updated in April 2015 following discussions with pupils in their classes, school prefects and Pupil Council, and with parents at the Parent Council. 'Pupil friendly' simplified aims are now on display in all classrooms.

Next steps

- Work more closely with the Family Learning Team to build on the 'Away Day' experience and develop the confidence of parents of new P1 pupils to engage with school improvement through the Parent Council.
- Follow up the 'Gathered Together' workshop by organising interactive sessions for parents to learn more about the curriculum and school policies.
- Use the SHANARRI Wheel to engage and inform parents through newsletters and workshops and then as a self-evaluation tool at individual, classroom and whole school level to track pupils' progress in Health and Wellbeing.

How well do our children/young people learn and achieve?

1.1 Improvements in performance

2.1 Learners' experiences

Developing a more robust tracking system and holding regular monitoring meetings were key aspects of our improvement plan last session. In all classes, the majority of our learners are on track in reading, writing and maths. Most can set and review their learning targets confidently. They identify their strengths and are motivated to improve their skills. With support from all staff and most parents, pupils develop responsibility for their own learning. Homework jotters have been used more effectively in most classes to share targets with families. More work needs to be done to help parents to engage with target setting and to communicate with staff about achievements and challenges.

In P1 and P2, some behaviour and language issues affected the rate of progress. Staff turnover meant that all classes had teachers who were new to this stage and line management was inconsistent. PIPS and INCAS data confirm teachers' judgments about improvements in performance. In P1, 80% were able to read and write securely at early level. Emphasis on phonics practice, using ICT to help children to learn sounds, developed children's confidence to write independently. In one P1 class, 21% were writing at First Level. Around 25% of P1 pupils worked below expected levels in numeracy although they could create and interpret bar charts and pictorial information confidently. The 16 P2 children in the composite P1/2 class benefitted from the revision of P1 sounds and maths concepts and they made better than expected progress. Limited listening and talking skills affected performance across P2 and impacted on all areas of the curriculum. 48% of all P2 children were below expected levels in writing and maths and 33% were below expected levels in reading.

Pupils in P3 were more settled and engaged: all made progress although just 35% were on track for writing, 47% for reading and 53% for numeracy. Grouping, supports and resources are all constantly reviewed to improve learner engagement and pace of learning. P4 learners were split into P4 and P4/5. Across the two classes, 46% were on track in reading, 54% in writing and 61% in maths. In addition, 15% were working above expected levels in reading and 10% were beyond expected levels in maths.

P5 PIPS results reflected the wide range of ability with 13% working well beyond expected levels in reading and 7% beyond in maths and writing. There are significant EAL issues and 50% perform below expectations in maths, 43% in reading and 73% in writing. P6 was a smaller class with a strong group who have worked beyond expected levels throughout school. 25% exceeded 2nd consolidating in reading, 13% in writing and 38% in maths. Our P7 class had significant learning and behaviour issues: PIPS results showed one third working at 2nd Secure level in reading and writing, 17% were already working at 3rd level in reading and 46% were at 2nd Secure in maths. 67% did not achieve 2nd secure in writing and enhanced transition planning was facilitated for 5 pupils (out of 24) to meet their learning and emotional needs.

2014 – 2015 Percentage of children achieving or exceeding expected Curriculum for Excellence standards
(2013-2014 results in brackets)

	Numeracy	Reading	Writing
Early Level (end of P1)	80% (69%)	82% (73%)	85% (67%)
First Level (end of P4)	60% (74%)	61% (47%)	50% (24%)
Second Level (end of P7)	59% (60%)	59% (69%)	41% (50%)

Teachers' confidence and consistency in using Active Literacy strategies in phonics, spelling and

writing is making a positive impact on writing and reading achievement at Early and First Level. Children in all classes are benefitting from Big Writing and Oxford Owl lessons, led and supported by our Principal Teacher. This has developed their motivation to use better vocabulary and structure to engage audiences. Some classes are using i-pad apps successfully to harness speech recognition, spell checkers etc. There is scope to make better use of Clicker 6 and other ICT.

All class teachers are improving feedback to help learners to review written work through consistent use of the Scottish Criterion Scale for self and peer assessment. Protected time for silent reading each day in P4 – P7 has improved opportunities to read more widely in a variety of genres (although we need to extend the range of poetry available). Some class teachers make excellent use of this time to support readers in most need.

Staff development sessions in school and at ASG level helped us to develop a policy for mental maths which gave staff a progression through the strategies to be practised at each stage. Weekly assessments prior to the strategy being taught help staff to group pupils more flexibly and all pupils in all classes have daily sessions to improve their skills and confidence in applying taught strategies. Classroom management is being addressed constantly so that teachers can make appropriate and timely interventions.

Wider achievements are recognised in weekly assemblies, newsletters and on the foyer noticeboard. All classes have reward schemes such as 'Star of the Week' and we have been reviewing our House Point system to include rewards for achievement outside the classroom.

Leadership

- The House system was reviewed and all House Captains were interviewed for the position. They refreshed ways in which house points were awarded and rewarded. They also started to organise House events and assemblies.
- P6 pupils were trained to organise and lead playground games.
- Prefects played a greater part in presenting issues and solutions at assemblies.
- Class teachers took responsibility for posting class news on the website.

Sustainability/ citizenship

- Pupils and staff learned more about many charities and worked with parents and the wider school community to raise funds throughout the year for MacMillan, Children in Need, Scottish Catholic International Aid Fund, Archie in Africa, Lepra, Missionary Children, the Abigail Trust (Kenya) and the Marie Curie Daffodil Appeal.
- All pupils participated and contributed to a Harvest Service led by Father Gabor and Rev Easter Smart from Kings College. The canned food collected was donated to the St Vincent de Paul Society and Seaton Food Bank for distribution to families in need. P5 sustained the collection throughout the year.
- One teacher followed up After-School Mandarin classes with an immersion course in Beijing during the summer holiday.

Sport

- All pupils attended sessions in a range of sports – swimming, kickboxing, gymnastics, table tennis, football... at Aberdeen Sports Village. After school sessions in dance, basketball, football and multi sports activities, organised by Active Schools were well-attended.
- P4 – P7 pupils participated in the Soccer Sevens football matches and the Inter-school Cross Country event. P6 and P7 pupils participated in friendly basketball, badminton and rugby festivals with local schools.
- All pupils participated in track and field events at our Sports Day which was held at Aberdeen Sports Village. Pupils made all announcements about events and winners.

Culture

- Our school choir of P4 – P7 pupils performed at the CLIC Malcolm Sargent Christmas Carol Concert at the Music Hall.
- Our P5 – P7 pupils participated in the Scottish Opera workshops and presented “Warriors” to the whole school, parents and invited guests.
- A very successful pantomime, “Panto Pandemonium”, was produced by P4 - P7 pupils. P3 performed “The Bossy King” and were supported by all pupils in P1 and P2.
- P6 presented the Passion Play to all pupils and many families at Easter.
- P7 pupils prepared information boards for display at the National Pilgrimage for the 400th anniversary of St John Ogilvie.

Work/ Enterprise

- Pupils in all classes created products for sale at the Christmas fair, promoted the event and staffed the stalls.
- Pupils in most classes invited their parents to share their learning at Open Afternoons which were very well-attended and evaluated extremely positively by parents and pupils.

Next steps

- To support all teachers to attend Co-operative Learning training and implement it in their classes.
- To develop staff capacity to lead improvement in learning and teaching, focusing on improved outcomes and impact for learners, particularly in the areas of writing, modern languages, PE and numeracy.
- To agree the assessment evidence which confirms progression in numeracy outcomes and the assignment of Curriculum for Excellence levels.
- To agree and implement a shared consistent approach to Personal Learning Planning that is fit for purpose and records appropriate evidence of learning.
- To ensure that pupils set targets that improve the pace of their learning and review progress towards targets regularly.
- To use Junior Librarian more effectively to encourage pupils to borrow library books, review them and keep a record of their progress in reading.
- To develop a whole school policy for Pupil Participation and implement a more effective strategy for meaningful involvement of pupils in improving the learning and social environment of the school.
- To refresh our EcoSchools work and encourage pupil leadership in auditing, planning and implementing environmental improvements.
- To register as a Rights Respecting School and raise awareness in the school community.

How well do we support our children/young people to develop and learn?

5.3 Meeting learning needs

5.1 The curriculum

Our curriculum has a clear rationale based on shared values and we use Curriculum for Excellence design principles to plan and evaluate our projects. We have reviewed our short term planning format to ensure consistency across all classes and to encourage joint responsibility of all staff working with a class for the totality of the curriculum. We support learners and their families during transitions into P1, between classes and from P7 to S1, sharing curricular and pastoral information. Although staff absences and turnover affected the P1 induction program, all events were well-attended and information was recorded and shared appropriately.

Staff work collaboratively in teams to plan activities in literacy, numeracy, class topics and whole school project weeks for Health, Science and Scotland. Promoted staff need to reflect on the range and quality of experiences and outcomes for learners across the curriculum as some repetition and omissions need to be addressed. Staff use the maths iPlanner to plan, assess and track maths more confidently. Active Literacy manuals have supported staff planning and enhanced learner enjoyment at all levels. Our PE teacher now works two days per week and all pupils get 2 hours' quality PE. They benefit from visits to Aberdeen Sports Village and Seaton Park for team games. Planning of RE outcomes has improved, using 'This is our Faith.' 'God's Loving Plan' was introduced at In-Service training and teachers will be supported to deliver this programme of relationships, sexual health and parenthood. Pupils report that they enjoy their projects which provide engaging contexts for social subjects and technologies. Many parents actively seek model making and research activities which extend children's inter-disciplinary learning. Science is taught discretely as well as through projects by all staff who are well-supported by our Science Co-ordinator. Pupils in P6 and P7 learn German. Mandarin has been taught each week in P5, P6 and P7 by the Tianjin teacher. Pupils in P3 – P7 have been introduced to calligraphy.

Opportunities for outdoor learning in the school grounds have been improved through the provision of seating and all teachers take children outside for PE, art, listening, talking, maths and environmental activities. Teachers share knowledge about useful websites and some are using classroom interactive whiteboards and i-pads creatively for pupils to present their learning.

Our school community comprises children from all social backgrounds with 18 family languages. Diversity is promoted by having a positive shared approach, valuing individuals, celebrating achievements, recognising barriers to learning and promoting effective communication. All staff work very hard to ensure equality of opportunities and try to meet the learning needs of all children. This poses significant challenges, including the ongoing support for native speakers of English who sometimes feel excluded from some social interactions in the playground and whose parents express concerns about the pace of learning in classrooms where a high proportion of learners require additional support.

We share information well with partner agencies in education (EAL, Pupil Support Services and Educational Psychology), social work and health services to support children with challenging behaviour and specific needs. Almost all families attend parents' nights and school events. Translators are available and key documents are also translated into Polish.

Learning and homework activities are differentiated and the majority of families, in most classes, are confident to ask for advice and encouragement to support their children's learning. We communicate well with most parents but we do not have systematic consistent ways of reaching parents who lack skills and confidence in their own English. School policies and practices demonstrate the inclusive ethos to meet all learning needs.

There is a wide range of learning needs in every class and all class teachers consult frequently with promoted staff and the English as an Additional Language (EAL) teachers to plan learning. Teachers share knowledge to identify the pupils' learning needs and preferred styles. Grouping, differentiation and questioning are improving in all classes, based on accurate knowledge of pupils' prior learning, and challenging activities are provided to meet the needs of more able learners more effectively. In most classes, timely verbal feedback is given throughout the lesson and pupils are encouraged to extend their thinking. Teachers have used their Tapestry learning to refresh Assessment is for Learning strategies and they are applying Co-operative Learning strategies to focus pupil attention on academic and social learning outcomes with clear success criteria.

Our Support for Learning teacher moved to part time working and then left mid-session; class teachers assumed full responsibility for providing stable support for vulnerable pupils. Staff recognise potential barriers to learning in terms of family circumstances, health issues, social and emotional factors and have strategies to meet the learning needs appropriately, seeking more help and resources as needed. A music therapist works one day per week to support individual children and small groups with particular needs. Regular review meetings are held about the progress and support for vulnerable children, involving parents, the educational psychologist and other professionals eg Behaviour Support teacher and Autism Outreach teacher in line with GIRFEC (Getting It Right for Every Child). All staff are familiar with Child Protection procedures and understand the importance of completing chronologies, recording and reporting events and concerns. This helps to safeguard our most vulnerable learners.

Most teachers make effective use of Pupil Support Assistants (PSAs) to support individuals and groups; some PSAs feel there is a lack of communication about targets and outcomes. There are regular meetings between the headteacher and the Pupil Support Assistants to review the way pupils are supported in class and in the playground and lunchroom.

Next steps

- To work with colleagues within school, the city Inclusion team and other agencies to review approaches to supporting children with particular learning, social and emotional needs.
- To review the school's EAL policy and our approaches to supporting pupils.
- To revise the school's IEP format in consultation with staff, pupils and parents and link it to SHANARRI
- To review topic work and devise and implement a whole school approach to Inter-Disciplinary Learning across the school.
- To develop the skills and confidence of Pupil Support Assistants and deploy them more effectively to make a bigger impact on pupils' learning.
- To develop a more collegiate approach to improve target setting by and with pupils and to give better feedback on their progress towards targets.
- To continue to develop 'Assessment is for Learning' strategies and help children to self-assess against success criteria.
- To improve the effectiveness of group work by using co-operative learning strategies.
- To share information about learning needs more effectively with specialists and with all teachers who are working with different classes.

How well do we improve the quality of our work?

5.9 Improvement through self-evaluation

9.4 Leadership of management and change

We continue to build on our strengths as a Catholic multicultural school, articulating and sharing our vision successfully. We reflect on ways to improve outcomes for all learners. We use attainment data to set challenging targets and we support vulnerable learners by allocating appropriate SfL and EAL provision. We establish priorities collegially and evaluate innovations through questionnaires and discussions with stakeholders.

There is a strong commitment to individual, class and collegial self-evaluation among most teachers. We have a positive climate and provide opportunities for staff and learners to reflect on learning and teaching.

Staff evaluate their own practice and the success of particular projects. The Headteacher and Acting Principal Teacher visit classrooms on learning walks and share best practice with all staff. Promoted staff have monitored classroom practice, focusing particularly on effective feedback and differentiation to meet learners' needs, and have agreed areas for improvement.

Pupil Council meetings have included discussions about reading resources and teaching methods, maths, project work and homework. Through questionnaires and conversations, the views of parents, staff and learners have been gathered. Parents have attended Open Afternoons, talking to their children about their learning. We responded to the wishes of families to have more practical homework tasks and more information about classroom learning on the school website.

Capacity to support staff in the improvement process has been compromised by instability in the Senior Management Team. Two Acting Principal Teachers shared the post of Acting Headteacher for a term and supported staff well to implement many agreed actions. Priorities for individual and school development have been negotiated collegially. Most teachers take responsibility for leading particular areas of the curriculum and they have clear roles in quality improvement. Their expertise and confidence is developing. Although we use a variety of methods to communicate face to face, in writing, e-mails and meetings, we do not always have a good shared understanding of new initiatives and the expected outcomes for learners.

Next steps

- To allocate sufficient time for staff, pupils and parents to audit and evaluate the life and work of our school, using the 'How Good is Our School' Quality Indicators.
- To share minute taking to record discussions and actions agreed at staff meetings.
- To support staff to lead developments in curricular areas – modern languages (1+2), PE, Science, Numeracy and Literacy – and give them time to plan, prepare and communicate with staff and pupils.
- To continue to scrutinize PIPS and INCAS results and address under-performance by specific pupils, groups and classes by targeting support more effectively.
- To support all teachers to access Career Long Professional Learning and to record their evaluation of its impact in their GTCS Professional Updates.
- To continue to review approaches to planning to make it fit for purpose.
- To continue to develop staff confidence to monitor peers and create action plans for improvement.

Our key strategic priorities for improvement for session 2015-16

Local Authority Key Strategic Priorities for Improvement

- Raise attainment through the implementation of the Aberdeen City learning and teaching policy, pedagogy and practice.
- Improve learning outcomes for specific underperforming groups
- Improve the quality of teaching to address underperformance.
- Implement the recommendations of the Inclusion Review

School Key Strategic Priorities for Improvement

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Develop staff capacity to lead improvement in learning and teaching, focusing on improved outcomes and impact for learners, particularly in the areas of writing, modern languages, PE and numeracy. |
| <ul style="list-style-type: none"> • Support five teachers to complete their Catholic Teachers' Certificates through attending four training days, undertaking class-based projects, keeping journals and submitting online reflections in response to professional reading. |
| <ul style="list-style-type: none"> • Develop staff understanding and confidence in using the Heinemann Active Maths i-planner to plan a broad balanced numeracy curriculum. • Agree the assessment evidence which confirms progression in numeracy outcomes and the assignment of Curriculum for Excellence levels. |

Meet learners' needs more effectively through

- Agreeing and implementing a shared consistent approach to Personal Learning Planning and collecting/ recording evidence of learning.
- Ensuring that pupils set targets that improve the pace of their learning and reviewing progress towards targets regularly.
- A shared consistent approach to IEPs (Individualised Educational Programmes), Personal Learning Planning, the collection of evidence of learning in and out of school and the timely involvement of parents.
- Better deployment, training and support for Pupil Support Assistants to maximise their impact on pupils' learning.

- Complete the first stage of become a Rights Respecting School by achieving the Recognition of Commitment (ROC) and starting the Level 1 Audit and Action Plan.
- Develop a whole school policy for Pupil Participation and implement a more effective strategy for meaningful involvement of pupils in improving the learning and social environment of the school.
- Use the eight indicators of wellbeing on the SHANARRI wheel – *Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included* - with corresponding Children's Rights to audit our efforts to improve wellbeing.

- Implement the 1+2 Languages Policy by training staff to teach French so that Early Years pupils can begin learning in August 2016.
- Sustain good modelling of spoken English and enable pupils to experience Mandarin throughout the school and German in P6 and P7.

ASG Key Strategic Priorities for Improvement

- Creating a shared framework to raise awareness of mental health promotion for pupils, their families and staff through increased understanding, support and curriculum development.
- Raising attainment in numeracy through sharing practice and pedagogy through meetings and peer observations, focusing on more effective differentiation and increased pace and challenge for all, especially the more able.
- Developing a shared understanding of moderation and assessment of writing.