

St Andrew's School



Contents

Section 1 - Looking Forward	3
Section 2 - Improvement priorities	5
Improvement Priority 1:	5
Improvement Priority 2:	7
Improvement Priority 3:	9
Pupil Equity Funding Planning Template	11
Appendices	12

Visit [aberdeenshire.gov.uk](https://www.aberdeenshire.gov.uk)

SECTION 1 - LOOKING FORWARD

Looking Forwards – 3-year improvement plan priorities			
Session	2026-2027	2027-2028	2028-2029
Priority 1	Development and organisation of the structure and content of the numeracy curriculum	Development and organisation of the structure and content of the Health and Wellbeing curriculum	Development and organisation of the structure and content of the Science and Technology Curriculum
Priority 2	Developing our play pedagogy through all sectors of the BGE whilst giving due regard to appropriate play pedagogy in Senior Phase Exploring the use of the Circle Framework in this ASN setting	Refining and evaluating play pedagogy in the context of an ASN school and ensuring that impact upon pupils is sustained Incorporating Walkthrus into school life	Increasing the opportunities for our young people to learn through play over a number of alternative contexts
Priority 3	Continued development and organisation of the structure and content of the literacy curriculum	Development of programmes for our pupils at risk of exclusion	Refining and evaluating our outdoor and community learning experiences and ensuring that the positive impact upon pupils is sustained

Priority 4	To re-evaluate the timings of the secondary school day with a view to aligning more closely with other schools in Aberdeenshire. Evaluating the current St Andrew's tracking and looking at possible alternatives.		
Whole School Three-year plan – Self-evaluation (in addition to QI 1.1, 1.3, 2.3, 3.1 and 3.2 which are considered annually)			
2026-2027	2027-2028	2028-2029	
2.5 Family learning	1.4 Leadership and management of staff	2.1 Safeguarding and Child Protection	
2.7 Partnerships	2.2 Curriculum	2.6 Transitions	
1.5 Management of resources to promote equity	3.3 Increasing creativity and employability	1.2 Leadership of learning	
		2.4 Personalised support	

Looking Forward – 1-year improvement plan priorities

Session	2026-2027
Priority 1	Development and organisation of the structure and content of the literacy curriculum
Priority 2	Developing our play pedagogy through all sectors of the BGE whilst giving due regard to appropriate play pedagogy in Senior Phase Exploring the use of the Circle Framework in this ASN setting
Priority 3	Continued development and organisation of the structure and content of the numeracy curriculum
Priority 4	To re-evaluate the timings of the secondary school day with a view to aligning more closely with other schools in Aberdeenshire. Evaluating the current St Andrew's tracking and looking at possible replacements.

Whole School One-year plan – Self-evaluation (in addition to QI 1.1, 1.3, 2.3, 3.1 and 3.2)
2026-2027
• 2.5 Family learning • 2.7 Partnerships • 1.5 Management of resources to promote equity

SECTION 2 - IMPROVEMENT PRIORITIES

IMPROVEMENT PRIORITY 1:	
Improvement Priority	Development and organisation of the structure and content of the literacy curriculum
Rationale for change: (What self-evaluation supports this change?)	Working group feedback regarding the necessity for a carry over for this improvement priority

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
Improvement in achievement, particularly in literacy and numeracy	Curriculum and assessment	2.3, 3.2	Improving learning, teaching and assessment

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
A progressive literacy curriculum is embedded in 100% of classes, with all planning showing clear progression in	Develop a literacy resource menu which details programmes and resources available. This should be linked with communication targets (attention skills,	Working group	Literacy resource menu is complete. Communication targets are a feature on almost all IEPs	June 2027	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
terms of breadth and experience XXXX - All observed lessons demonstrate effective literacy practice, including total communication strategies - All pupils achieve individual literacy targets and 70% of senior pupils achieve planned literacy accreditation	preference and choice and interaction) Set up a robust self-evaluation timetable in term 1. SMT plus peer teacher to observe lessons SMT to track progress in Literacy based on trackers and SQA units SMT to track progress in Literacy based on trackers and SQA units	All Senior Phase teachers, SMT SMT, all teaching staff	Observation timetables are available. Observation takes place and meaningful feedback is made. Meetings are arranged between the observed teacher and two observers More robust tracking leads to a an increase in literacy awareness at all levels All learners will experience a progressive literacy curriculum that meets their individual learning needs and offers meaningful opportunities for pupils to lead aspects of their learning	Over the course of 2026-2027 Over the course of 2026-2027 Over the course of 2026-2027	

IMPROVEMENT PRIORITY 2:	
Improvement Priority	Developing our play pedagogy through all sectors of the BGE whilst giving due regard to appropriate play pedagogy in Senior Phase Exploring the use of the Circle Framework in this ASN setting
Rationale for change: (What self-evaluation supports this change?)	Feedback from working group and the need to embed play pedagogy into St Andrew's School

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
All	Teacher and practitioner professionalism	3.1, 2.3	Improving learning, teaching and assessment

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
Quality of play experiences improved for most pupils through development of the play	Use the CIRCLE resource to audit resources and context to develop a central resource bank	Teachers, SLT	Circle audit shows current level – additional audit will show improvement in quality of resources and engagement	Over session	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
room and associated resources Established partnerships with at least 2 other complex needs provisions within Scotland through engagement with the Play Scotland Play Pedagogy Award to address equity of provision and shared expertise	Use the CIRCLE resource to assess pupil participation and levels of engagement in the Play room Engagement with the Play Scotland Play pedagogy award Establish a Play room leader/s to enable planning, preparation and development Establish a topic rotation for the Play room to include holidays and festivals	Class teachers, SMT, Play working group, play lead room Play room lead Teaching staff Vicki Ward	using the Circle Inclusive Classroom Scale to audit. Almost all pupils are engaged in play through opportunities both formal and informal Play pedagogy award is on track, almost all staff are using a level of play in planning	Over session By June 2027 By October 2026	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
- Play is an integral consideration and present in planning in all areas of the curriculum for all pupils - Shared recognition and understanding of positive pupil play experiences with families to raise awareness - Increased frequency of varied play opportunities for most pupils	Create clear expectations and guidance for Play room Incorporate a play profile into pupil passports Staff play questionnaires redistributed Questionnaires to parents – what do children like to play with? (gauge current level of understanding and recognition) Share play journey with parents (coffee mornings, curriculum afternoons, Learning Journals)	SMT Teaching staff SMT Parents All staff	Topic rotation for playroom is in place Guidance is published which is both inclusive and realistic. Play profile will add to the information around pupil preferences and pupil voice Questionnaires remain an effective way of gathering information. All staff, pupils and parents will have ownership of the play ideology leading to greater shared practice and consistency for pupils	By October 2026 Over session By July 2027	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG

IMPROVEMENT PRIORITY 3:

Improvement Priority	Development and organisation of the structure and content of the numeracy curriculum
Rationale for change: (What self-evaluation supports this change?)	Staff and SMT observation.

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
Placing the human rights and needs of every child and young person at the centre of education.	- Teacher and practitioner professionalism - Curriculum and Assessment	2.3, 3.2	Improving learning, teaching and assessment

Improvement in children and young people's health and wellbeing	School and ELC improvement				
Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
- A progressive numeracy curriculum is embedded in 100% of classes, with all planning showing clear progression in terms of breadth and experience 100% of pupils access appropriately differentiated resources	Carry out audit of current numeracy resources – Survey staff re what resources/schemes are being used - suitability for National 2	Numeracy working group	High quality learning, teaching and engagement will be present in all classes. There will be a bank of resources that will be collegiately shared leading to a measurable increase in young people achieving levels		
	Organise current numeracy resources and identify gaps, giving emphasis to the importance of numeracy life skills Consider the introduction of termly whole school numeracy topics/events across the year	Numeracy working group Numeracy working group	Whole school numeracy events will be a focus on numeracy for both teachers and for parents.		

• Almost all staff report increased confidence in numeracy assessment • All observed lessons demonstrate effective numeracy practice, including total communication strategies • All pupils achieve individual numeracy targets and 70% of senior pupils achieve planned numeracy accreditation • Almost all pupils demonstrate improved engagement in numeracy • At least one partnership with a mainstream/EP school established (baseline 0), resulting in adoption of 2 new	Numeracy tasks linked to outdoor learning Establish a numeracy area in the playroom Establish numicon across the whole school – staff training and resources Designate time for staff to share ideas (collegiate time – WTA) Set up a robust self-evaluation timetable in term 1. SMT plus peer teacher to observe lessons SMT to track progress in numeracy based on trackers and SQA units Observation in classes	Numeracy working group/Play working group SMT, all teaching staff SMT SMT	Linking numeracy to practical skills in outdoor learning will ensure that all pupils experience numeracy learning that is relevant to them. Positive feedback from observed lessons demonstrates effective practice Appropriate progress has been made by pupils on an individual basis. SQA units are resulted at an appropriate level and this is tracked		
---	--	---	--	--	--

numeracy approaches or ideas	Collaborate with other provisions to gain overview of their numeracy programmes. Invite schools to share good practice and think about peer observation				
------------------------------	---	--	--	--	--

IMPROVEMENT PRIORITY 4:

Improvement Priority	Re-evaluation of the Secondary School day
Rationale for change: (What self-evaluation supports this change?)	Alignment of the day with other Aberdeenshire schools and the need to examine wider opportunities for pupils in the face of a changing demographic.

NIF Priority	NIF Driver	HGIOS 4 Qis	Aberdeenshire Priority
- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing.	- School and ELC leadership - School and ELC improvement	1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	- Improving learning, teaching and assessment. - Partnership working to raise attainment.

▪ Closing the attainment gap between the most and least disadvantaged children and young people. ▪ Improvement in skills and sustained, positive school-leaver destinations for all young people;			
--	--	--	--

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
Consultation process undertaken to look at bringing the secondary school day into alignment with other Aberdeenshire standalone Special Schools Evaluate the current St Andrew's tracking and possible suitable replacements	Parental survey to ascertain support for an earlier start Survey staff to raise awareness of the changes Begin recruitment process for additional escorts	G Drummond P Cruickshank ASN transport All staff	Staged introduction of an 8.45am – 3.15pm day for Secondary aged pupils with almost all staff moving to Secondary teaching hours. New tracking through and possible DPIA achieved if evaluation supports. Post implementation follow up in session 2027-2028	Consultation complete and staged implementation to be commenced by October 2026 By July 2027	

Outcomes/ expected impact (Outcomes for learners/targets set/%change)	Tasks to achieve priority (professional learning/L&T interventions/Activities to be carried out)	Person(s) Responsible/ Involved	Measures of impact (What will we see/How will we measure this/What does better look like? /How will we know it is improving?)	Timescales (key dates for implementation)	Progress/ Comment/ RAG
	Evaluate tracking with staff SMT examination of all the tracking to ascertain completeness.				

PUPIL EQUITY FUNDING PLANNING TEMPLATE

PEF Allocation: £15K

Gap	Outcome Statement	Details of Intervention	Lead Staff Member	Measures	Cost
The ability for pupils with sensory issues and physical disabilities to access the local community The ability for pupils to access appropriate play equipment for HWB and learning through play	Pupils who are deprived of opportunities for community involvement will gain access to the local environment Pupils who are deprived by disability of the opportunity to access play equipment will be enabled to fully engage in play pedagogy.	Use of a minibus and additional staffing to facilitate access to the community for transitioning learners and those learners who are deprived of experiences through disability. Our program. Use of playroom and loose parts/construction equipment will dovetail into play pedagogy and play interventions	Gina Drummond	Number of pupils accessing the community Purpose and evaluation of transition visits Purpose and evaluation of community access visits Numbers of pupils attending construction afternoon.	1 x additional PSA and use of additional teaching hours. £3000

APPENDICES

National Improvement Framework Priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

Key Drivers for Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parental/carers involvement and engagement
- Curriculum and Assessment
- School and ELC improvement

- Performance Information

Aberdeenshire Priorities

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

HGIOS

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff/practitioners
- 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 Improving/ ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability