



Aitkenbar Primary  
School Standards  
and Quality Report

2017 / 2018



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## About our School: Vision, Values and Aims

Aitkenbar's vision is based on our acorn badge and the phrase 'Mighty Oaks from Little Acorns Grow.' The acorn, as a seed, is a symbol of growth and unlimited potential. This illustrates our approach to working together to nurture and enable every child to achieve their full potential at Aitkenbar and to continue to grow and develop throughout their lives. Staff, pupils and parents agreed on the values which are taken from the school name:

<b>A</b> spiration -	we set goals and ambitions and work hard in order to achieve them
<b>I</b> nclusion -	we provide opportunities for ALL our children
<b>T</b> rust -	we trust each other to be true to our values
<b>K</b> indness -	we are kind and considerate towards all others and help whenever we can
<b>E</b> quity -	we believe in fairness and justice - we are all given an equal chance
<b>N</b> urture -	we encourage each other to grow, develop, thrive and succeed
<b>B</b> eing the best -	we have high standards and always try our best in everything we do
<b>A</b> chievement -	through hard work we strive to raise attainment and achieve success
<b>R</b> ESPECT -	we treat all others with respect, courtesy and good manners



## Aims of Aitkenbar Primary School

- To help all our pupils achieve their full potential in all areas of school life.
- To have happy, healthy children working, learning and playing together in a secure and caring environment.
- To serve the community by teaching children to be independent, confident and respectful to others.
- To make the best use of resources and finances to support the children's learning.
- To encourage participation, support and co-operation between home and school.
- To prepare the pupils for the world of work and the demands of modern life.

## About our School: Context

### **SCHOOL PROFILE**

Aitkenbar Primary School

Bellsmyre Campus

Howatshaws Road

Dumbarton

G82 3DR Tel: 01389 773901

Head Teacher: Christine Hutchison

Email: [SchoolOffice.Aitkenbar@west-dunbarton.gov.uk](mailto:SchoolOffice.Aitkenbar@west-dunbarton.gov.uk)

Website: <http://scottishschools.info/aitkenbar>

### **INTRODUCTION**

Aitkenbar Primary is a non-denominational school for children aged 5 - 12. The school serves the areas of Bellsmyre, Mansewood and parts of High Overtoun in the town of Dumbarton. The original school opened in 1959 with the new shared campus opening in August 2016. The campus is shared with St Peter's Primary School and Bellsmyre Early Learning and Childcare Centre. Each establishment within the campus is managed and run independently and we share many opportunities to work closely across the two schools and the nursery. The campus is very well equipped and with a wide range of excellent resources. It has a large gymnasium, dining hall and several unique teaching areas which are shared. There are extensive play spaces and outdoor learning areas for all classes.



## TEACHING & SUPPORT STAFF/SCHOOL ROLL

The current school roll is 192. There are 14 members of the teaching staff including the Head Teacher and one Depute Head Teacher. There are two visiting music specialists who teach brass and violin. Our Learning Assistant allocation is 4 which comprises of 3 full time LAs and 2 part time - mornings only. This session we appointed two Pupil and Family Support Workers who offer support and advice to parents as well as working with individual pupils, groups and providing whole class support. There are several volunteers who regularly visit the school: these include parents, potential B.Ed students and S6 pupils from Dumbarton Academy.

## SCHOOL HOURS

School begins: 9.00 am

Morning interval: 10.30 - 10.45 am

Lunch: 12.15 - 1.00 pm

End of school day: 3.00 pm



## SCHOOL/COMMUNITY LINKS

- We have a close working relationship with our co-located school, St Peter's. The children have daily opportunities to play and eat together, as well as many planned joint learning experiences and social activities throughout the session.
- Family members are encouraged to become involved in the life of the school through visits, workshops, regular newsletters and attendance at various events and concerts.
- We have an active and committed Parent Council.
- A breakfast club operates from 8.15am every day.
- We have strong partnerships with the local community, particularly with the Bellsmyre Trust. Children from the school regularly visit Bellsmyre Community Gardens and staff from the Trust help with gardening projects in the school grounds. We also have a close link with Crosslet House Care Home. This involves groups of children regularly visiting day care clients to take part in a wide range of activities - buddy projects, cooking and baking, walks in the park etc. Day care clients also attend events in the school.

**SIMD Data 2017-2018**

<b>SIMD decile</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Primary 1</b>	13%	23%	42%	0%	16%	3%	0%	3%	0%	0%
<b>Primary 2</b>	8%	17%	71%	4%	0%	0%	0%	0%	0%	0%
<b>Primary 3</b>	3%	14%	54%	7%	15%	7%	0%	0%	0%	0%
<b>Primary 4</b>	14%	36%	18%	0%	23%	5%	0%	5%	0%	0%
<b>Primary 5</b>	8%	12%	59%	11%	11%	0%	0%	8%	0%	0%
<b>Primary 6</b>	18%	11%	47%	3%	18%	40%	0%	3%	0%	0%
<b>Primary 7</b>	14%	28%	38%	10%	3%	7%	0%	3%	0%	0%

## **FURTHER INFORMATION**

More information about our school including our school handbook can be found on the school website:

### **Aitkenbar Primary School - Gateway Engage**

- Aitkenbar is an eco-friendly school and has been awarded three green flags.
- We have recently been awarded Digital School status
- We play an active role in the local community and the school choir sings regularly at events in the town
- The school has a very good reputation in Dumbarton and the wider authority
- We have close links with local partners and work closely with The Bellsmyre Trust

During session 2017 - 2018 we established a link with Crosslet House Care Home and have developed a range of activities for groups of children to engage with the elderly day care service users



## What evidence have we used to evaluate our work?

Self-evaluation is an integral part of our work and staff regularly collaborate and discuss our approach to continuous improvement. We use a range of methods to gather information and evidence and ensure that all staff and stakeholders are actively involved. The following list provides examples of our sources of information.

- Assessment results
- Performance data
- Attainment data
- Focus groups
- Lesson observations
- Pupil surveys
- Parental surveys
- Partner surveys
- Staff audits and discussions



Results of surveys can be found on our school website

We use the evidence gathered to analyse how we are performing, comparing our findings with similar schools and against local and national benchmarks. This informs our future plans for improvement and allows us to plan effectively to ensure continuous improvement.

## What were our priorities for session 2017/18?

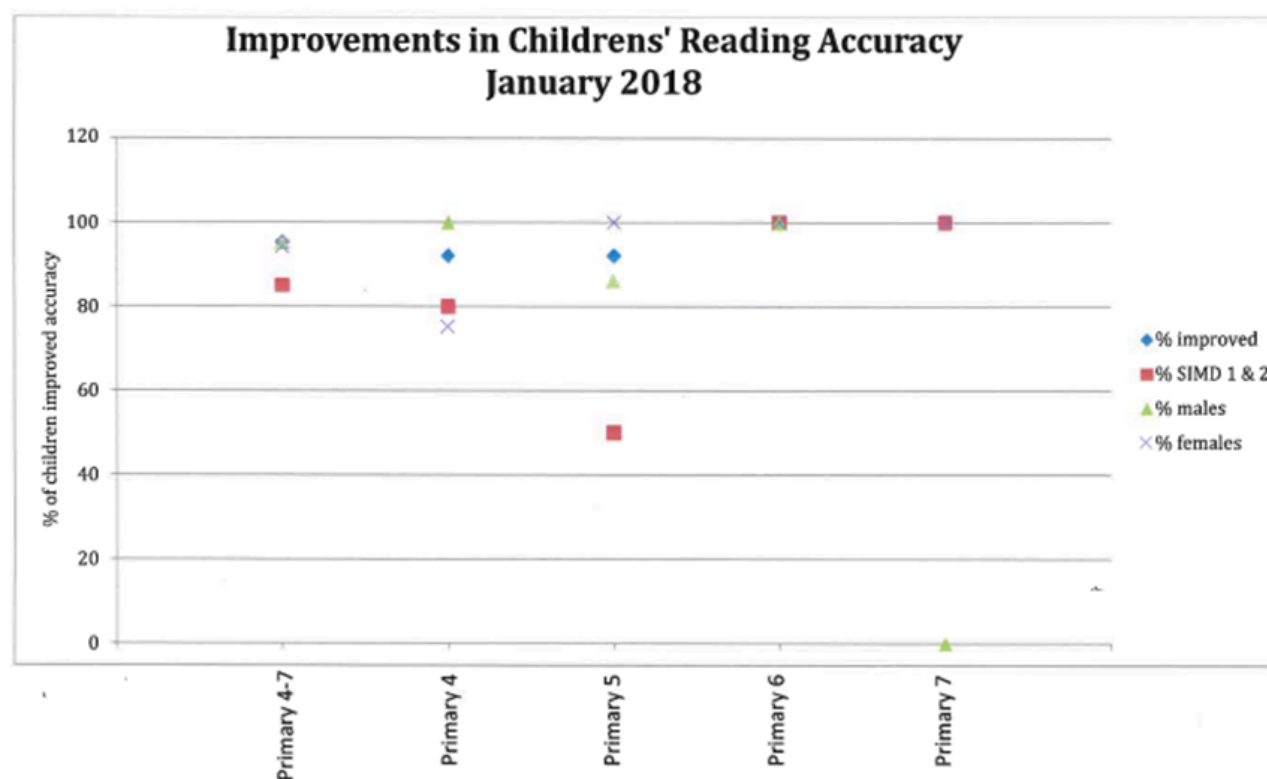
### School and Local Learning Community Priorities for 2017 - 2018

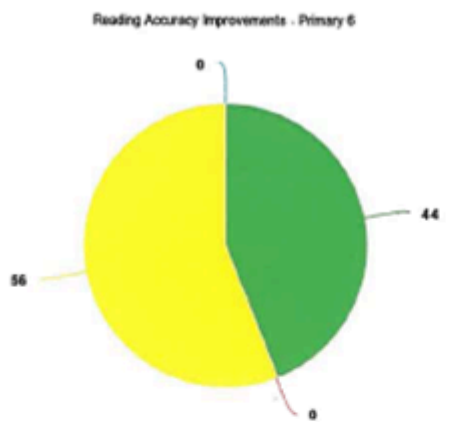
1. PUPIL EQUITY FUNDING - Raise attainment and narrow the poverty related attainment gap
2. RAISE ATTAINMENT IN LITERACY AND NUMERACY
3. EQUITY AND EXCELLENCE IN THE BROAD GENERAL EDUCATION
4. ASSESSMENT AND MODERATION
5. 1+2 LANGUAGES

## School Priority 1:

School Priority 1: Pupil Equity Funding – Raise attainment and narrow the poverty related attainment gap	
<b>NIF Priority:</b> <ul style="list-style-type: none"><li>Closing the attainment gap between the most and least disadvantaged children and young people</li></ul>	<b>HGIOS?4 QIs:</b> <ul style="list-style-type: none"><li>1.1 – Self-evaluation for improvement</li><li>1.4 – Leadership and management of staff</li><li>1.5 – Management of resources to promote equity</li><li>2.2 – Curriculum</li><li>2.4 – Personalised support</li><li>2.5 – Family Learning</li><li>3.1 – Ensuring wellbeing, equality and inclusion</li></ul>
<b>NIF Driver:</b> <ul style="list-style-type: none"><li>school leadership</li><li>assessment of children’s progress</li></ul>	
<b>Progress and Impact:</b> <ul style="list-style-type: none"><li>All staff within the school have a clear understanding of and a strong commitment to the Equity agenda</li><li>The appointment of a Principal Teacher to drive this initiative has proved most effective</li><li>All staff agreed to focus initially on pupils with low attainment in reading</li><li>The PT conducted research into the Equity Gap and carried out thorough assessments and analysis of data – SIMD, GL, Nursery baselines, CfE levels, comparisons of Standard Age Scores and National Averages</li><li>Results from this in-depth analysis provided robust information in terms of the attainment gap in reading and identifies our target group</li><li>Research and consultation identified appropriate interventions – Rhyme Aware has improved phonological awareness. The impact of Rhyme Aware is as follows:<ul style="list-style-type: none"><li>Target group 100% SIMD 1 -2</li><li>100% now able to discriminate syllables</li><li>60% teacher noted improvement in reading</li></ul></li><li>Rainbow Reading (an audio facilitated reading programme) has been introduced to improve fluency and accuracy. The impact of Rainbow Reading is as follows:<ul style="list-style-type: none"><li>Target Group 85% SIMD 1-2</li><li>95% improved reading accuracy</li><li>38% improved reading age by 12 months or more</li></ul></li></ul>	

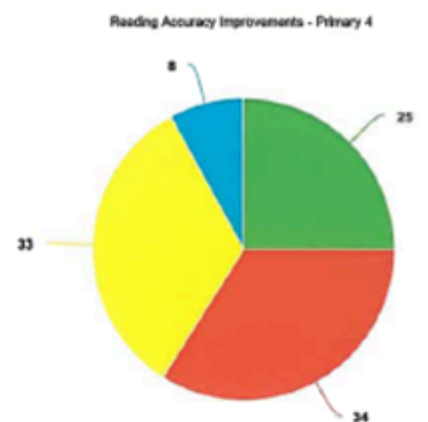
- Learning Assistants have been trained in facilitating Rainbow Reading sessions
- Parents have been informed about the intervention and are positive about the improvement in their children's fluency and willingness to engage with books
- The introduction by the PT of bi-lateral integration has improved the gross and fine motor skills of identified children
- A Nurture / Skills group for identified PEF children has improved their social skills
- Additional interventions include Tulloch Trust group work and SKapade media workshops for selected pupils. All pupils involved provided positive feedback and acquisition of skills





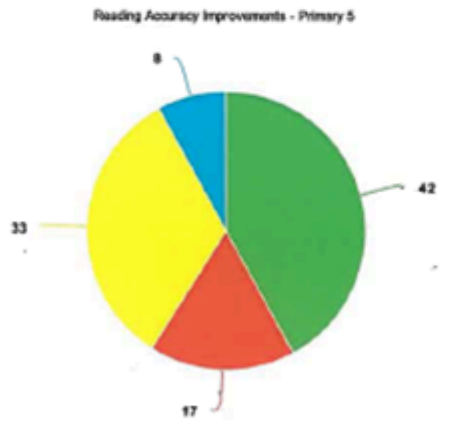
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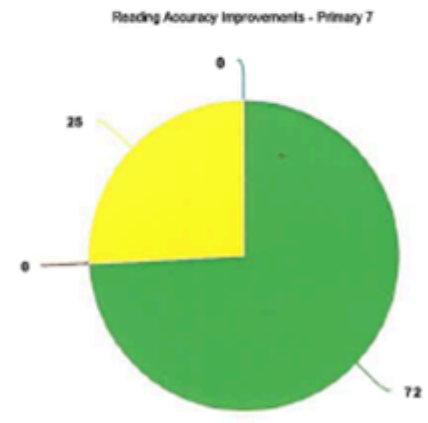
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- The appointment of a Pupil and Family Support Worker in August 2017 and another in February 2018 has provided a wide range of benefits for children and their families. Both P&FSWs report positive impacts in all of the work they undertake. Projects include:
  - supporting parents with attendance and timekeeping
  - providing a soft start breakfast club for targeted children
  - providing a wide range of sporting ventures
  - in-class support for pupils
  - after school clubs - gardening club / homework club / family Keep Fit club
  - collaboration with Working4U – Family Learning programme
  - skills / nurture group for identified children
  - accessing clothing and toy banks
  - Crosslet House Care Home link
  - developing parental links and offering support and advice
- The projects listed provide added value, exciting learning activities and strong support for the more vulnerable pupils, resulting in rich experiences, tailored to the needs of individuals
- Family Learning Surveys: Results of pupil and parent surveys which were issued to evaluate the P&FSW interventions were very positive with 100% of children and parents stating that attitudes to homework improved as a result of the Homework Club.
- Keep Fit Club – 100% of parents and children strongly agreed that they enjoyed participating in a club with their child/ parent. 83% of parents and 80% of children felt the club had a positive impact on their attitude to physical activity

#### **Next Steps:**

- Continue to use the Literacy interventions in order to narrow the poverty related attainment gap (Rhyme Aware, Word Aware, Rainbow reading, PM and Engage Literacy).
- Close tracking and monitoring of PEF pupils will continue and appropriate interventions sourced, implemented and performance monitored
- Continue to develop the role of Pupil & Family Support Worker – both are remaining at Aitkenbar for session 2018 – 2019
- Enhance the Family Learning aspect of the P&FSW remit to encourage more ‘hard to reach’ families to engage with education
- Establish a parent social group for parents new to the school

## School Priority 2:

School Priority 2: Raise attainment in Literacy and Numeracy	
<b>NIF Priority:</b> <ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy</li></ul>	<b>HGIOS?4 QIs:</b> 1.2 – Leadership of Learning 2.2 – Curriculum 2.3 – Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement
<b>NIF Driver:</b> <ul style="list-style-type: none"><li>assessment of children's progress</li><li>school improvement</li><li>performance information</li></ul>	
<b>Progress and Impact:</b> <ul style="list-style-type: none"><li><b><u>Numeracy / mathematics</u></b> planning templates which include the benchmarks are used by every teacher – all report clarity and ease of use resulting in clear progression pathways for all children</li><li>Benchmarks are recorded and tracked – progress and pace of learning for every child is clear</li><li>All staff (teaching and support) took part in SEAL training this session, resulting in children benefiting from a new and consistent approach to teaching numeracy</li><li>SEAL resources have been purchased, labelled and stored – the use of rich and relevant resources provides engaging and motivating lessons for the children</li><li>SEAL is used as a teaching methodology in Primary 1 – 4 and as an intervention in Primary 5 – 7. Teachers report increased pupil understanding and added enjoyment during numeracy lessons</li><li>Two First Level teachers have been filmed delivering SEAL interventions and added to the Numeracy Family Learning Hub</li><li>Staff and pupils benefit from the DHT's expertise resulting from her involvement with inter-authority moderation as a QAMSO</li><li>We continue to teach Numeracy outcomes in ability groups across Primary 5 – 7 and Mathematics as class lessons – this approach is flexible and allows greater, targeted support for children, regardless of their ability</li><li>Numeracy and Maths is given high priority</li></ul>	

- A Numeracy Strategy paper provides clarity in terms of our delivery of the curriculum

### **Attainment in NUMERACY**

- **CfE Teachers' judgements** for pupils attaining expected levels for their age and stage are:
  - Primary 1                      Early Level Numeracy 87%
  - Primary 4                      First Level Numeracy 45%
  - Primary 7                      Second level Numeracy 40%
- **SNSA testing in NUMERACY** was introduced this session with the following attainment results :
 

	HIGH	MEDIUM	LOW
• Primary 1	87%	13%	0%
• Primary 4	50%	35%	15%
• Primary 7	63%	37%	0%
- **Primary 1 baseline NUMERACY**

P1 NUMERACY	Green	Amber	Red
Estimation & Rounding	100%	0%	0%
Number	97%	3%	0%
Fractions	100%	0%	0%
Money	82%	18%	0%
Time	94%	6%	0%
Measurement	100%	0%	0%
Pattern & relationships	100%	0%	0%
Properties of 2D & 3D shapes	97%	3%	0%
Angle, symmetry & transformation	94%	6%	0%
Data and Analysis	100%	0%	0%



- A **LITERACY** Working Group has been established to look at the delivery of Literacy across the school ensuring a consistent approach is in place
- A Reciprocal Reading strategy has identified when and how various elements of the programme should be introduced and developed. This ensures that the outcomes for children are delivered at the optimum time and there is no overlap or needless repetition
- Rainbow Reading has had a positive impact on reading attainment and will continue to be used as an intervention to support children not reaching expected standards (see priority 1)

### **Attainment in LITERACY**

- **CfE Teachers' judgements** for pupils attaining expected levels for their age and stage are:

- Primary 1      Early level **Listening and Talking** 87%
- Primary 4      First level Listening and Talking 73%
- Primary 7      Second level Listening and Talking 87%
- Primary 1      Early level **Reading** 77%
- Primary 4      First level Reading 55%
- Primary 7      Second level Reading 63%
- Primary 1      Early level **Writing** 84%
- Primary 4      First level Writing 41%
- Primary 7      Second level Writing 63%

- **SNSA testing** was introduced this session with the following results :

NUMERACY	HIGH	MEDIUM	LOW
Primary 1	87%	13%	0%
Primary 4	50%	35%	15%
Primary 7	63%	37%	0%

- **Primary 1 baseline LITERACY**

Phoneme blending	97% green	3% amber	0% red
Non-word reading test	84% green	16% amber	0% red

<i>Word reading tests</i>	<i>90% green</i>	<i>10% amber</i>	<i>0% red</i>
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>• <i>A common language for Numeracy / maths is still to be introduced</i></li> <li>• <i>Continue with targeted support for children not attaining expected levels for age and stage (particularly current Primary 4s)</i></li> <li>• <i>Engage in moderation activities</i></li> <li>• <i>Continue to develop and apply holistic assessments in Numeracy</i></li> <li>• <i>Extend Numeracy planners to include 3rd level</i></li> <li>• <i>Continue with the already established Literacy Working Party to look more widely at Reading within the school</i></li> <li>• <i>Create comprehensive Literacy planners which include the benchmarks</i></li> <li>• <i>Moderate learning and teaching in Literacy and Numeracy</i></li> </ul>			

## School Priority 3:

School Priority 3: <b>Equity and Excellence in the BGE</b>	
<b>NIF Priority:</b> <ul style="list-style-type: none"> <li>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<b>HGIOS?4 QIs:</b> <ul style="list-style-type: none"> <li>1.3 – Leadership of Change</li> <li>1.1 – Self-evaluation for improvement</li> <li>2.2. – Curriculum</li> <li>2.3 – Learning, Teaching and assessment</li> <li>2.5 – Family Learning</li> <li>3.1 – Ensuring wellbeing, equity and inclusion</li> <li>3.2 – Raising attainment and achievement</li> </ul>
<b>NIF Driver:</b> <ul style="list-style-type: none"> <li>school improvement</li> <li>performance information</li> </ul>	
<b>Progress and Impact:</b> <ul style="list-style-type: none"> <li><i>The introduction of key strategy papers in Literacy, Numeracy and Health &amp; Wellbeing complemented the papers produced by the local authority, resulting in clarity of delivery and a well-structured curriculum. This provides cohesion and consistent approaches for pupils</i></li> <li><i>Pupil and Family Support Workers have been instrumental in supporting children with unique characteristics, ensuring that they are included and coping well with the demands of school life</i></li> <li><i>A Nurture / skills group provides a supportive environment for targeted children – engagement, attendance and attainment in some areas has improved for these children</i></li> <li><i>Outdoor Learning has increased and children benefit from rich experiences in the grounds of the school</i></li> <li><i>One member of staff has undertaken Forest Schools training (jointly with a teacher from St Peter's). An area of woodland near the school has been developed and is used regularly – children show high levels of motivation and enthusiasm</i></li> <li><i>A digital technologies programme has been developed and is ready to be launched in all classes</i></li> <li><i>STEM is integrated into IDL topics and is working well – children can talk at length about the various skills they are developing and why these skills are important</i></li> <li><i>Work has started on a skills development pathway</i></li> <li><i>Most parents are involved and engaged with school life – results of surveys are extremely positive with 97.7% of parents indicating that they are satisfied with the quality of education and care provided for their children.</i></li> </ul>	

**Next Steps:**

- Continue to develop the Forest Schools programme
- In planning the curriculum, continue to review the 'essentials' and the 'desirables' in relation to the Es and Os
- Launch the Digital Technologies programme of study – review and monitor its effectiveness in line with the benchmarks
- Clarify links to maths / numeracy when planning STEM lessons
- Continue to develop the Skills Development programme in collaboration with the local learning community and OLSP
- Plan and hold a Careers event involving local community partners, parents and local businesses
- Continue to develop and maintain strong links with parents and other stakeholders

## School Priority 4:

School Priority 4: <b>Assessment and Moderation</b>	
<b>NIF Priority:</b> <ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy</li></ul>	<b>HGIOS?4 QIs:</b> 3.2 – Raising attainment and achievement 2.3 – Learning, teaching and assessment 2.4 – Personalised support 1.1 – Self-evaluation for improvement
<b>NIF Driver:</b> <ul style="list-style-type: none"><li>assessment of children's progress</li><li>school improvement</li><li>performance information</li></ul>	
<b>Progress and Impact:</b> <ul style="list-style-type: none"><li><i>As a result of scrutiny of benchmarks in Numeracy, Maths, Reading, Writing and Talking &amp; Listening, teachers have a clearer understanding of the standards required when moderating children’s performance</i></li><li><i>Moderation in Writing and Talking and Listening has taken place between teachers in Aitkenbar and St Peter’s – this has provided further clarity when determining children’s levels of attainment</i></li><li><i>The DHT attends regular QAMSO events and shares her expertise with teaching staff</i></li><li><i>All teaching staff have taken part in the development of holistic assessments</i></li><li><i>Numeracy planners include clearly identified benchmarks</i></li><li><i>An assessment calendar identifies the minimum requirement in terms of assessment –teachers have a clear picture of the plan for the year and children are not exposed to too many assessment activities</i></li><li><i>Good use of the authority tracking tool provides robust data and information on every child</i></li><li><i>Staff are becoming skilled in tracking the attainment of their pupils through the use of in-class tracking sheets</i></li><li><i>The introduction of SNSA was smooth and successfully administered</i></li></ul>	

**Next Steps:**

- *Continue to develop the use of benchmarks*
- *Develop and engage in a programme of moderation activities across the local learning community*
- *Continue to track and monitor the attainment of all children*

## School Priority 5:

School Priority 5: Languages 1 + 2	
<b>NIF Priority:</b> <ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy</li></ul>	<b>HGIOS?4 QIs:</b> 1.1 – Leadership of learning 1.2 – Leadership of change 2.2 – Curriculum 2.3 – Learning, teaching and assessment 3.2 – Raising attainment and achievement
<b>NIF Driver:</b> <ul style="list-style-type: none"><li>assessment of children's progress</li><li>school improvement</li></ul>	
<b>Progress and Impact:</b> <ul style="list-style-type: none"><li>All staff trained in programmes 1 – 4 Spanish</li><li>The implementation of Spanish is going well – learning visits to classes have demonstrated well-structured lessons, enthusiasm and high attainment in the children</li><li>The shared learning environments feature Spanish displays and provide opportunities for play-based Spanish related learning</li><li>Primary 7 received input from a modern languages specialist from Dumbarton Academy. This enabled our pupils to be well prepared for their transition to secondary education</li><li>The provision of Language 3 (French) for primary 5, 6 and 7 is in place and well resourced</li></ul>	
<b>Next Steps:</b> <ul style="list-style-type: none"><li>Continue to implement the Languages 1+2 programme (full implementation by 2020) – Programme 5 next session</li><li>Continue to monitor progress and provide appropriate resources</li></ul>	

## What is our capacity for continuous improvement?

Quality assurance in Aitkenbar is part of our day-to-day work. We use a wide range of activities to ensure that high standards are maintained and outcomes improved for our children. These include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning, teaching and the curriculum, these quality assurance approaches apply equally to assessment.



## 1.3 - Leadership of Change

Quality Indicator 1.3 - Leadership of Change	Level:	5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Developing a shared vision, values and aims relevant to the school and its community	<ul style="list-style-type: none"> <li>· Vision and values were refreshed recently - all stakeholders consulted - new charter established</li> <li>· Our school vision is ambitious and sets high standards and expectations for all</li> <li>· SIMD data scrutinised and considered when planning curriculum provision</li> <li>· Surveys are carried out to determine views of stakeholders</li> <li>· Community links established - St Andrew's Church, Bellsmyre, Riverside Church, Bellsmyre Community Gardens, Bellsmyre Trust, Crosslet Care Home</li> <li>· Children, parents and staff are proud of Aitkenbar and appreciate the quality of provision in all aspects</li> </ul>	<ul style="list-style-type: none"> <li>· Highly valued SLT who give their staff professional trust to lead on change and improvement</li> <li>· Collaboration and enthusiasm of staff to lead and develop aspects of improvement is improving outcomes for learners. Eg play, growth mindset outdoor learning, digital technologies</li> <li>· Allocation of 1 hour per week leadership time has supported this capacity building with clear guidelines and expectations of staff within this</li> </ul>
Strategic planning for continuous improvement	v Staff have a collaborative, collegiate approach to change and	· Clearly defined remits of the SLT who provide strong leadership.

	<p>improvement. There is a strong sense of teamwork and a commitment to improved outcomes for all our children</p> <p>There is strong sense of the child at the centre of everything we do</p> <ul style="list-style-type: none"> <li>v Collegiate meetings enable views to be shared and agreement to be reached</li> <li>v Pace of change is carefully managed by leaders to avoid teacher overload</li> </ul>	<ul style="list-style-type: none"> <li>· Consistent high expectations set.</li> <li>· The use of curriculum planning, tracking and monitoring is beginning to increase the pace of learning and ensure continuity and progression of learning.</li> </ul>
Implementing improvement and change	<ul style="list-style-type: none"> <li>v All staff strive to ensure that there is equity and fairness of provision</li> <li>v Staff embrace innovative, creative practices and work closely to facilitate change</li> <li>v Most staff have been / are involved in practitioner enquiry</li> <li>v Regular staff dialogue ensures the impact of change is discussed, monitored, evaluated and adapted as necessary</li> <li>v Collegiate discussions allow staff to suggest appropriate interventions and the purchase of new resources - this supports the continued focus on improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>· Embraced SAC, STEM, Play, DYW and improvements underpinned by quality professional learning.</li> <li>· Use of progression pathways and benchmarks used as a focus for dialogue at planning and tracking meetings.</li> </ul>

## 2.3 - Learning, Teaching and Assessment

Quality Indicator 2.3 - Learning, Teaching and Assessment	Level:	5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Learning and engagement	<ul style="list-style-type: none"> <li>v Pupil involvement - taking responsibility and</li> <li>v Strong commitment to children's rights and</li> <li>v Positive adult/child interactions</li> <li>v Strong ethos, vision and values</li> <li>v Happy, resilient, highly motivated children</li> <li>v High quality learning experiences which engage children</li> <li>v Good use of resources</li> <li>v Programme of after-school clubs</li> <li>v Provision of appropriate support and challenge</li> <li>v Children feel safe and valued</li> <li>v 7 principles and 4 capacities of Curriculum for Excellence addressed</li> <li>v Children are exposed to high quality learning contexts</li> </ul>	<ul style="list-style-type: none"> <li>· Highly committed staff team.</li> <li>· Positive relationships between staff and learners</li> <li>· Active engagement by all learners.</li> <li>· The range of interactive and independent learning opportunities.</li> <li>· Variety and range of learning opportunities.</li> <li>· Wide range of after school clubs including family learning opportunities.</li> </ul>
Quality of Teaching	<ul style="list-style-type: none"> <li>v Strong collegiate approach</li> <li>v Vision and values exemplified daily</li> </ul>	<ul style="list-style-type: none"> <li>· Improvements in learning and teaching is beginning to impact the attainment of all in</li> </ul>

	<ul style="list-style-type: none"> <li>v Excellent Learning environment - indoor and outdoor</li> <li>v Creative teaching approaches</li> <li>v Use of digital technologies</li> <li>v Clear, well planned lessons</li> <li>v Skills based approach</li> <li>v Differentiated teaching</li> <li>v Support and challenge</li> </ul>	<p>closing the gap particularly in relation to numeracy.</p> <ul style="list-style-type: none"> <li>· Informed decision making re Maths/Numeracy planning</li> <li>· Clearly defined strategy for literacy, numeracy and health and well-being aligned to NIF.</li> <li>· Parents speak positively about school, well led, well informed, teachers vibrant, creative, and motivate children to learn website is well used to support communication.</li> </ul>
Effective use of assessment	<ul style="list-style-type: none"> <li>v Numeracy QAMSO (SB)</li> <li>v Formative assessment strategies well embedded</li> <li>v Assessment calendar provides clarity and direction</li> <li>v Effective planning that includes assessment</li> <li>v Assessment approaches develop teachers' judgement in judging CfE levels</li> <li>v Personal achievements in and out of school celebrated</li> <li>v Assessment data informs next steps</li> <li>v WDC Tracking toolkit populated and up to date</li> </ul>	<ul style="list-style-type: none"> <li>· The development of holistic assessment for numeracy through the leadership of the QAMSO.</li> <li>· Moderation within LLC, PEF projects, collaborative planning - embedded as part of practice.</li> </ul>
Planning, tracking and monitoring	<ul style="list-style-type: none"> <li>v Planning systems are clear and consistent - short term</li> <li>v Children are involved in planning their learning</li> <li>v Tracking and monitoring systems gather clear evidence to determine attainment</li> <li>v Data gathered informs our interventions</li> </ul>	<ul style="list-style-type: none"> <li>· Approach and systems to planning and tracking meetings is ensuring that teachers and practitioners regularly consider summative assessment evidence to demonstrate how well children are making progress.</li> <li>· Systems for monitoring, tracking, target settings and data analysis.</li> <li>· Rigorous analysis of data and</li> </ul>

		<p>identification of targeting intervention to reduce equity gap</p> <ul style="list-style-type: none"> <li>· The tracking tool is clear and well understood by all staff. It identifies learners who are not on track, on track and performing above expected levels as well as clearly identifying the poverty related attainment gap.</li> </ul>
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### 3.1 - Ensuring wellbeing, equality and inclusion

Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion	Level:	5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Wellbeing	<ul style="list-style-type: none"> <li>· The wellbeing of our children is paramount - this is understood by every member of staff in the school</li> <li>· Every child is valued and staff have high expectations and aspirations for all</li> <li>· Results of pupil surveys indicate that the majority of our pupils feel safe and valued at Aitkenbar</li> <li>· We strive to provide learning experiences of the highest quality</li> <li>· There are positive relationships across the school community. A climate of mutual respect, good manners, shared vision and values and pride in the school is evident</li> <li>· P&amp;FSWs work closely with individual children who are possibly struggling with wellbeing issues, providing guidance and support</li> </ul>	<ul style="list-style-type: none"> <li>· Parents feel well consulted through surveys – shaping the improvements in the school.</li> <li>· Parents feel that their children are well supported.</li> </ul>
Fulfilment of statutory duties	<ul style="list-style-type: none"> <li>· Latest Pastoral Notes are recorded timeously on SEEMiS</li> </ul>	

	<ul style="list-style-type: none"> <li>· All staff have received training in GIRFEC and Child Protection. They know the correct procedures to follow and are up to date with local and national legislation.</li> <li>· Sensitive information relating to pupil wellbeing is shared in a discrete manner</li> <li>· GIRFEC approaches are employed and staff use the SHANARRI indicators to ensure wellbeing and to intervene when appropriate</li> </ul>	
Inclusion and equality	<ul style="list-style-type: none"> <li>· All children are engaged in the life of the school and provided with opportunities to succeed and shine</li> <li>· Support is provided where appropriate</li> <li>· Children and parents (most) feel they are treated fairly and with respect and equality.</li> <li>· A focus on SIMD information has raised our awareness of children from the most deprived areas. Low SIMD children in many cases are attaining good levels and performing very well.</li> </ul>	<ul style="list-style-type: none"> <li>· Work associated with PEF beginning to see data that is showing impact on outcomes for learners in relation to reading</li> <li>· Rigorous analysis of data and identification of targeting intervention to reduce equity gap</li> </ul>

## 3.2 - Raising Attainment and Achievement

Quality Indicator 3.2 - Raising Attainment and Achievement	Level:	4
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Attainment in Literacy and Numeracy	<ul style="list-style-type: none"> <li>· Attainment in Literacy and Numeracy is carefully tracked</li> <li>· Children are involved in conversations about their learning and are aware of their targets</li> <li>· Teaching and Support staff are currently undergoing SEAL training. This is being implemented in P1-4 and used as an intervention P5 - 7</li> <li>· Attainment in Numeracy is tracked against the benchmarks</li> <li>· Using additional staff enables differentiated numeracy and spelling groups to be small - teaching is targeted with appropriate levels of support and challenge</li> <li>· Highest attaining Numeracy group is working at third level</li> <li>· ASN children are included in Literacy / Numeracy flexible groups and are well supported in order to attain. Support staff (LAs and</li> </ul>	<ul style="list-style-type: none"> <li>· <i>Rigorous analysis of data and identification of targeting intervention to reduce equity gap</i></li> <li>· <i>Improvements in learning and teaching is beginning to impact the attainment of all in closing the gap particularly in relation to numeracy.</i></li> <li>· <i>Informed decision making re Maths/Numeracy planning</i></li> <li>· <i>Clearly defined strategy for literacy, numeracy and health and well-being aligned to NIF.</i></li> </ul>



	<p>P&amp;FSWs ) are timetabled to support children in the groups</p> <ul style="list-style-type: none"> <li>· A whole school audit identified children who were not attaining expected levels. Following careful assessment and research, tailored interventions were introduced</li> <li>· Learning assistants are trained and timetabled to provide daily support for interventions - Rainbow reading, PAT, Codecracker etc</li> <li>· Parents are involved in the reviews of children's plans and the creation of new targets</li> <li>· Advice is given to parents about how to support learning in Numeracy and Literacy at home</li> <li>· Teachers update the school website weekly to allow parents access to the learning programmes for each week</li> <li>· Termly overviews are posted on the school website for parents to access</li> <li>· An after -school family homework club provides advice and support to parents who struggle to manage homework</li> </ul>	
Attainment over time	<ul style="list-style-type: none"> <li>· Attainment is showing a steady improvement</li> <li>· Teachers' assessment files contain</li> </ul>	

	<p>detailed information on the progress of all pupils</p> <ul style="list-style-type: none"> <li>· Individual writing folios provide a clear picture of improvement over time</li> <li>· Teachers take account of prior learning and know the starting points for all their children</li> <li>· Tracking systems have evolved to enable teachers to have a clear picture of their pupils' progress</li> <li>· Tracking meetings allow for appropriate interventions to be implemented if required</li> <li>· Staff work closely with other agencies (SLT, OT, Ed. Psych) to effect improvement</li> </ul>	
Overall quality of learners' achievement	<ul style="list-style-type: none"> <li>· Most of our children are confident and have a clear focus on improvement. They have ambitions and aspirations</li> <li>· A skills based approach to learning is ensuring that our children are developing a range of key skills which they can transfer in a variety of situations</li> <li>· Our children are fully involved in the life of the school and the wider community</li> <li>· A wide range of learning experiences provides our children with</li> </ul>	·

	<p>opportunities to develop a range of skills and attributes</p> <ul style="list-style-type: none"> <li>· Our children's achievements and successes are celebrated and shared across the school and with parents via the school website</li> <li>· Teachers make explicit links to WHY children are learning certain concepts. Learning is relevant and linked to real life</li> </ul>	
Equity for all learners	<ul style="list-style-type: none"> <li>· Wider achievement is recorded and encouraged</li> <li>· We actively seek opportunities to allow the most disadvantaged children to achieve success and equity</li> <li>· The introduction of P&amp;FSWs has allowed a sharper focus on the most disadvantaged children</li> <li>· Teachers are aware of the learning gaps between the least and most disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>· <i>Work associated with PEF beginning to see data that is showing impact on outcomes for learners in relation to reading.</i></li> </ul>

## Next Steps: Priorities for session 2018/19

Our priorities for session 2018 – 2019 are determined by the outcomes of this Standards and Quality report and seek to further improve our provision in line with the local and national improvement agenda.

- **Priority 1 - Pupil Equity Funding - Raising attainment and narrowing the gap**  
(WDC priority - Closing the attainment gap between the most and least disadvantaged children and young people Driver - Parental and Family Engagement Strategy)
- **Priority 2 - Improving LITERACY**  
(WDC priority - Improvement in attainment, particularly in literacy and numeracy Drivers - School Improvement, Literacy, Numeracy, Health and Wellbeing Strategies Regenerating Learning, Early Learning and Childcare )
- **Priority 3 - Assessment & Moderation**  
(WDC Drivers - Assessment, Moderation & Tracking Framework, Early Learning and Childcare)
- **Priority 4 - Skills development framework**  
(WDC priority - Improvement in employability skills and sustained, positive school-leaver destinations for all young people Driver - Learner Journey)