



**St Andrew's School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 - 2023**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021 - 2022 and our School Improvement plan for the current session 2022 - 2023. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in St Andrew's school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

At St Andrew's School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Kind regards

A handwritten signature in black ink that reads "Gina Drummond". The signature is written in a cursive style with a large initial 'G'.

Gina Drummond

Head Teacher

Extraordinary people are what make St Andrew's a very special school.



Our Vision:

- To deliver excellence in the education of our pupils so they become the best they can be
- To share our knowledge and expertise in order to enhance learning provision for all

We aim to:

- Get It Right For Every Child
- Drive educational excellence
- Commit to lifelong learning
- Invest in our staff
- Involve parents and carers
- Work effectively with multi-agency professionals
- Succeed and celebrate together

Values that underpin our work

The positive **ethos** in the school is the foundation on which we build learning and teaching. Our curriculum is tailored to meet the needs of every pupil and offers a broad range of learning experiences. We value our pupils and allow their unique interests to inform the content of the curriculum. We strive for excellence at all opportunities and value research evidenced practice, encouraging practitioner enquiry and professional dialogue. We have an open-door policy and teachers and senior management team are happy to meet and talk to parents and carers at all times. We believe that parents and carers are expert in terms of their children and as such we look to draw upon that expertise along with the professionalism of staff and allied health professionals in order to put together a genuinely effective and communicative team around the child.

What do we aim to achieve for our children/pupils?

St Andrew's School is committed to support and nurture every child and young person with an outstanding quality of learning and social experiences along with community opportunities where each child can grow in confidence both academically and socially. In putting the child at the centre of everything we do, we work closely with parents who are encouraged to take an active part in their child's learning if desired.

That every pupil will have access to a personalised curriculum which will allow them to experience relevant and meaningful opportunities to ensure they reach their full potential. It is of utmost importance that our pupils feel valued by and included in their communities. The school vision, values and aims have recently been refreshed and have included all stakeholders. Our school vision, values and aims permeate all aspects of school life.

Context

St Andrew's follows the Curriculum for Excellence. Pupils enjoy a wide and varied BGE from Nursery – S3 over each of the 8 curriculum areas. The Milestones to Support Learners with Complex Additional Support Needs (Education Scotland) for pupils looks at significant aspects of learning, communication, making connections (cognitive), self and emotions and functional movement and aligns to CfE levels. Some pupils follow the St Andrew's extended curriculum and there is a smooth transition between curriculum paths where appropriate. Pupils then move into the Senior Phase at S4 – S6 where SQA National 1 and 2 units and Personal Development awards are studied.

As a community resource hub (CRH) we share our expertise and skills through extending outreach and in-reach support to cluster schools and other educational provisions.

St Andrew's School is committed to multiagency working and works closely with the Inverurie and Aberdeenshire CDT team (physiotherapy, occupational therapy, speech and language therapy). We also work with the sensory impairment service and communicate with CHAS, Charlie House and Rachel House, and the Bobath Centre where appropriate.

St Andrew's School embraces the use of technology to support learning. We have developed a close working partnership with ASPECTs who assist staff with all ICT applications.

St Andrew's School and nursery was inspected in February 2018. The inspection was positive and inspectors felt no further need to revisit the school, and grades reflected the stage of development of the school at that point.

- Analysis of the **SIMD data** shows that no child at St Andrew's School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 8, 9 and 10. Although St Andrew's School does not have any children who are classed as living in an area of deprivation, our pupils can experience isolation and lack of opportunity for accessing the local community whilst at home there are many forms of deprivation of course and we recognise this.
- The use of the **PEF** will be targetted towards increasing the range of resources within the school that support movement and communication and to compliment this staff training opportunities will be extended. The school has a clear commitment to excellence and equity and values the learning of all children. In 2020 - 2022 a significant percentage of the PEF was used to fund the MOVE program and residual capital went on increasing the number of PSAs in class to support learning and to facilitate the MOVE programme. Staff also received training in Rebound Therapy as a supplementary to the MOVE programme. This session the PEF will be used to continue to fund the MOVE programme, extend the programme in Rebound therapy and also to add the opportunity for music therapy – these measures will ensure that all pupils can make full use of the curriculum and the spend will be extended to provide training in Health and wellbeing activities with an emphasis on outdoor learning. A significant proportion of the PEF funding will be channelled into music therapy and the provision of a makaton choir. The makaaton choir will potentially join with the choir at Orchardbrae thus increasing the potential for social interaction.

Strengths of the school include:

We are a 'can do' school and yes is our default position. St Andrew's School is characterised by relentless positivity, commitment to pupils and an openness and honesty within a capacity for improvement. All teaching staff are directly involved in interagency working and are encouraged to form direct links with partners. St Andrew's pupils have the opportunity to work alongside mainstream partners where appropriate. Shared teaching takes place within the cluster, and teaching staff are also actively supporting the development of mainstream enhanced provision spaces. St Andrew's staff have a truly pupil focussed attitude and strive to achieve the GIRFEC principals at every opportunity.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021 - 2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
To improve data awareness and to facilitate practitioner enquiry	<ul style="list-style-type: none">• Undertake a survey (staff) of the current monitoring and tracking system• One aspect of tracking to be electronic and completed in attainment meetings• Analyse the impact of the PEF spend• Focus groups (staff) based upon practitioner enquiry• Design and implement a self-evaluation calendar to include moderation of planning, levels and engagement, SLT and peer observation	<ul style="list-style-type: none">• Survey undertaken showing support for a move towards electronic tracking• One pupil from each class was moved onto the new electronic tracking to allow familiarity with the system• PEF spend analysed with positive results. Qualitative and quantitative evidence for success of MOVE and Rebound at St Andrew's.• Ongoing• Self-evaluation calendar completed for session 2022/2023

	<ul style="list-style-type: none"> • Distribute questionnaires to staff, parents and AHPs using HMIE formats • Facilitate and engage with new tracking Evidence for Learning and Insights for Learning to ensure that digital tracking is progressed. 	<ul style="list-style-type: none"> • Ongoing and carried forwards to next session – will be introduced during Child’s planning meetings. • Data protection issues with EFL software. Bespoke system developed in house.
<p>To improve learning and teaching</p>	<ul style="list-style-type: none"> • Introduce the use of Talking mats in identified classes to enable pupils to comment on aspects of their learning experiences and hence influence their future learning opportunities • RME curriculum – introduction of a programme which identifies a progression of experiences and learning outcomes across the school • Sensory rooms/therapies - Staff to cascade knowledge and skills to colleagues • Development of outdoor learning environment to meet the needs of all learners and improve the quality of outdoor learning experiences 	<ul style="list-style-type: none"> • Talking mats have been used extensively through Pupil Council to enable pupils throughout the school to make choices and decisions around class names. • The RME curriculum is incorporated into our 4 year rolling topic grid and teachers are matching experiences and learning outcomes to individual pupil age and stage. • With the lifting of covid restrictions, our sensory rooms have been made more accessible to a wider range of pupils and classes. Staff have been upskilled to use these resources. We have also made them available to our cluster EP, who use them on a weekly basis. • Working groups have developed different areas of the outdoor environment through acquisition of resources and development of practice.

		<ul style="list-style-type: none"> • Structured outdoor learning sessions take place twice a week (from May 2022) for all pupils with identified targets and learning outcomes
<p>To improve wellbeing, equity and inclusion</p>	<ul style="list-style-type: none"> • Continue to add pupils to the MOVE programme as appropriate • Gain the Bronze and Silver Quality Marks for MOVE • Carry out the MOVE parental awareness training for parent forum • Complete MOVE practitioner training with new staff • Gain the silver award for RRSA, including each class to develop a class charter and establish a 'Right of the Month' • Develop a way of continuing the RRSA steering group in a COVID friendly way 	<ul style="list-style-type: none"> • More pupils have been added to the MOVE programme and an off-branch group working on Steps, Slopes and Uneven Ground has been started. • These have been achieved • This is planned to be carried out during the AGM in the Parent Council and during a Curriculum Night in 22-23 • Two courses have been completed there are some new staff that have started employment at the school since these courses and another course will be required next session • RRSA packs have been given out. First Rights for Schools have been purchased and Human Rights Town added to all iPads • A new pupil council has been started and meetings have begun again

	<ul style="list-style-type: none"> • Develop the digital use of Evidence for Learning to track IEP targets to ensure progression for all pupils • Review all school policies and include all new legislation and adapt to use in the new school building • Monitor the digital recording of daily registers on SEEMIS by all teachers • Single and multi-agency planning. Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing and mental health. • Write Personal Emergency Evacuation Plans for all pupils that require them • Functional Behavioural Assessment and Behavioural Support Plans in place for all pupils that requires them • To register and participate in the annual MOVE day 	<ul style="list-style-type: none"> • This was investigated and approval did not come from Aberdeenshire Council. A new electronic system of tracking has been developed and shared with staff • A system of policy review has been written, and will begin in Aug 2022 • All teachers are now using SEEMiS for registration • Ongoing. Teacup Mental Health Package proposal was sent out to staff and parents for consideration and feedback was not positive • Discussions were had around PEEPS, ongoing • This is ongoing and plans will be completed as they are required • This was held on 1st June 2022
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<p>To close the attainment gap</p>	<ul style="list-style-type: none"> • Explore and develop the use of electronic tracking system 'Evidence for Learning'. Within this we will record milestones and BGE benchmarks • Design and implement a Developing the Young workforce focus and work with individual learners to ensure they obtain a positive destination • Review Numeracy Resources • Develop a structured approach to the handover of pupil information at the end of year. • Develop the communication with parents through newsletters and social media. • Review the outdoor learning and implement learning experiences. • Moderation between stage partners focussing on the Levels of Engagement. 	<ul style="list-style-type: none"> • 'Evidence for Learning' was explored and not approved by Aberdeenshire Council however, an alternative electronic tracking system has since been sourced and adapted to our specific requirements and is on trial. This tracking system is to be used whole school in session 2022-2023 with ongoing evaluation. • All transitions to adult services completed with appropriate placements • A full set of numeracy resources for each classroom have been purchased. • New class lists produced 7 weeks before the end of term enabling more time for handover and discussions with parents/carers • A newsletter was created and has been trialled weekly, fortnightly and monthly. A parent questionnaire was completed to determine the significance, impact and quality of the newsletter. The responses have been purposeful in in providing next steps. • An outdoor learning programme was developed and implemented starting in May 2022.
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: Good (4)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- St Andrew's School has a clear set of vision, values and aims. These have been developed through an extensive consultation with parents, staff and the community. The vision, values and aims reflect the national agenda of excellence and equity for all learners and the desire of St Andrew's School to share good practice and skill with others.
- All staff at St Andrew's School are involved in continuous improvement and ensuring all learners achieve their potential. Ongoing professional learning opportunities are available and accessed by staff to ensure the school continues to strive for excellence. There are a range of in-house CPD opportunities directly linked to the school improvement plan and staff are encouraged to seek out CPD opportunities. There is a strong understanding of the importance of CPD and this is seen as a school priority. Senior management are aware that over the course of the pandemic there has been a decrease in CPD opportunities for staff and have been proactive in arranging opportunities for school based in-service in sessions 2022-2023.
- All staff have access to effective Professional review and development and continuous professional learning which links very closely to both the school improvement plan and GTCS standards. These opportunities support staff to reflect and self-evaluate against professional standards as well as identify appropriate next steps.
- Self-evaluation processes and procedures are becoming embedded in practice at St Andrew's School. This has included peer evaluation, SMT observation and monitoring of tracking information. This ensures that all stakeholders are working towards a common goal of improving outcomes for learners.
- All staff have a good understanding of the socio-economic context of our school and the opportunities/challenges that this brings. Using this and our vision, values and aims staff are continuing to strive to ensure all pupils achieve and attain and have access to a pupil centred and led individualised curriculum.
- St Andrew's School is currently looking at opportunities for leadership at all levels. Our Pupil Council has been active in assisting with some key decisions and will vote upon the nomenclature for the new school rooms. For staff there are also a number of opportunities for staff to impact change and lead developments including participation on the devolved leadership team and working groups as well as development opportunities and involvement in whole school initiatives such as the new outdoor learning initiative, and involvement in developing tracking and assessment. In short if staff members wish to have a whole school leadership opportunity then this will always be facilitated. There are many opportunities for active engagement with parents/carers throughout the school session. We communicate effectively with parents/carers through a range of media including newsletters twitter, letters, information evenings, parent council meetings and

our open-door policy. Additionally, there is daily contact between teachers and parents/carers via Seesaw.

- St Andrew's School are developing effective community links and there have been a number of different engagement events including; Inverurie Pantomime performances, participation in parades and direct liaison with local businesses. In November 2021 St Andrew's hosted a highly successful Winter Fayre. St Andrew's School and its pupils and staff are well known and supported by the local community.

How do you know?

What evidence do you have of positive impact on learners?

- A full review of the vision and values took place. All stakeholders were involved in this. A new graphic was developed to illustrate our vision and values. The vision and values are referred to in meetings between staff and additionally with parents. Posters with the Vision are visible throughout the school.
- The school has a very positive relationship with parent forum. We provide parents with opportunities to participate in the life of the school including questionnaires, surveys, consultations and meetings to support and to inform our next steps. Our Parent Council has been active and supportive. Throughout the year our parental information evenings and open days are well attended.
- Social media is used effectively to seek opinion. For example, in our vision and values work as well as our transition to the new build. Newsletters provide regular opportunities for parents to be involved in the school.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. QA evidence partly informs next steps alongside national and local priorities.
- St Andrew's School SQUIP reflects that all staff are involved in change and many staff have opportunities to develop their leadership capacity.
- All staff have had opportunities to be involved in MOVE/TacPac and other training to enable staff to provide effective support to all pupils.
- There are staff and pupil groups in place for areas such as Rights respecting schools.
- Teaching staff have a range of leadership opportunities such as outreach provision and staff are encouraged to adopt a problem-solving approach and to share knowledge.
- Whole School QA calendar clearly documents processes to review and improve school work
- CPD opportunities are linked to PRD and/or SQUIP.

What are you going to do now?

What are your improvement priorities in this area?

- Reference the Vision in class and attainment meetings where appropriate and ensure that the meetings move to a more value centred theme.
- Make space for professional dialogue and practitioner enquiry. Give up sector meetings from the current operational genre into meetings more broadly based upon practitioner enquiry.
- Form working and focus groups based upon practitioner enquiry
- Distribute HMIE questionnaires to all staff, parents and allied health professionals.

QI 1.4 Leadership and management of staff

Governance framework

Building and sustaining a professional staff team

Staff wellbeing and pastoral support

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: Good (4)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- We follow Aberdeenshire Council structure for governance, taking due consideration of job descriptions, roles and remits.
- The visions and values of the school are modelled by all relevant groups and individuals.
- Senior leaders are approachable and operate an open-door policy for staff.
- Moving away from Covid restrictions, we are now better able to balance use of digital communication with opportunities for face-to-face discussions and collegiate time.
- St Andrew's School has a well-documented complaints procedure. Any complaints are promptly dealt with. Where there are ongoing concerns, the school looks to mediation and the feedback team as options.
- We diligently follow Aberdeenshire Council's policy and procedures in relation to recruitment, taking appropriate account of parental involvement legislation when relevant.
- Equalities legislation is adhered to and explicit in recruitment practices.
- We have an open and welcoming school community which does not tolerate prejudiced-based discrimination and where everyone feels comfortable to be themselves.
- All staff have current membership of the Protecting Vulnerable Groups (PVG) Scheme.
- Teachers are encouraged to reflect on the GTCS standards, both in terms of their daily practice and as a focus for PDRS meetings with the head teacher.
- Teachers update their CPD profile regularly and are signed off by the Head Teacher on a 5 yearly basis.
- All staff receive yearly professional update meetings with SMT.
- This year, an optional wellbeing questionnaire was added to the EYP EDRS process to give staff the opportunity to discuss personal health and wellbeing if they wished, with their line manager who is a Mental Health First Aider.
- Student teachers and newly qualified teachers are assigned a mentor from our experienced staff who support them in all areas of practice.
- Supply teachers have equal opportunities to PRD and professional learning opportunities. We also offer these opportunities to staff in our cluster schools.
- Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.

How do you know?**What evidence do you have of positive impact on learners?**

- The views, experience and opinions of staff are taken into account and capitalised on to ensure high-quality learning experiences and outcomes for all of our pupils. However, discussions during EYP PDRS sessions highlighted that some of our EYPs are not being given the opportunity to fulfil all of their roles and responsibilities.
- SMT are available to listen to staff concerns and suggestions by operating an open-door policy.
- Teaching staff and EYPs can share ideas and participate in collegiate discussion during staff meetings and peer monitoring procedures.
- Class teachers are paired to enable and encourage professional dialogue around teaching and learning and moderation of the tracking process.
- Complaints and concerns are dealt with in a timely manner. Most often, these are managed at an SMT/class teacher level, as if dealt with promptly, situations can be resolved before escalation. These communications are recorded in Pastoral notes.
- We have a high calibre of staff due to high quality leets as a result of increased interest in vacant posts at St Andrew's School.
- All staff complete mandatory Aberdeenshire training courses.
- GTCS standards are part of the PDRS self-evaluation paperwork for teaching staff and discussions are recorded by the staff member and submitted into GTCS platform if appropriate.
- Teaching staff are signed off from GTCS CPD on a 5 yearly basis.
- All staff receive a yearly PDRS review. The head teacher reviews teaching staff, one depute reviews PSA staff and one depute reviews EYP staff. Minutes document these meetings.
- EYP staff were given the opportunity to complete a wellbeing questionnaire as part of their PDRS review meeting – minutes to reflect.
- A survey was carried out by staff to evaluate the desirability of an online health and wellbeing app (T Cup).
- Staff mentors have documentation around the support offered to our new staff and newly qualified teachers.
- Attendance records for training CPD events and activities document attendance of supply staff.
- Appropriate records are kept in relation to disciplinary procedures and attendance/absence procedures.

What are you going to do now?**What are your improvement priorities in this area?**

- Ensure that everyone has an understanding of the roles and remits of staff remits and job profiles and how this translates to daily practice, particularly in relation to teaching, learning and assessment.
- Develop the role of the EYP within St Andrew's School, giving due consideration to roles and responsibilities, ensuring that levels of experience and knowledge and understanding are targeted and used to their best ability and effectiveness.
- Continue to develop a complaints policy to ensure any complaints are managed and dealt with effectively.
- Develop a 'dignity at work' policy to share with all staff.
- Develop an approach to staff mental health and wellbeing which enables staff to be supported, valued and listened to.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: Good (4)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of St Andrew's School is warm, positive, nurturing and promotes mutually respectful relationships. Pupils engage well with learning experiences, are eager to learn, motivated and involved. With the introduction and implementation of a robust tracking system, there is growing evidence of appropriate pace and challenge across classes.
- Visitors to the school comment on the calm and purposeful atmosphere.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. This is facilitated by effective use of total communication strategies, including choice boards, visual timetables, talking mats and flexible approaches to learning contexts.
- Our senior phase pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within all classes at St Andrew's using tracking documents linked directly to the extended early curriculum and the Milestones to support learners with complex additional support needs.
- Teaching staff have begun to pilot the new electronic tracking format with one pupil from each class with a view to rolling out to all pupils next session.
- Differentiation exists across all classes with experiences and outcomes matched to individual needs and targets.
- Learning intentions and success criteria are well used in classes as appropriate to enable support staff to effectively support pupils in their learning.
- Staff make effective use of appropriate total communication strategies during learning and teaching experiences extending learning as appropriate.
- Pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to interact with other classes.
- Learning experiences are planned to match pupils needs/abilities.
- The 4-year rolling programme has been established for topic planning which ensures all learning outcomes and experiences are addressed over a 4-year period.
- Staff use a variety of assessment strategies including holistic approaches to allow pupils to demonstrate their learning.
- Staff know their pupils very well and identify potential barriers quickly. Often these are of a sensory nature. Where appropriate, pupils have a sensory profile which feeds into an 'Inhibitors to learning' document. Evidence of impact of interventions is sought in order to identify next steps.

- Staff have confidence in using a wide range of assessment data. This includes data collected and shared by allied health professionals and speech and language therapists.
- Termly tracking supports pupils progress in learning.
- Tracking information is used effectively to create IEP targets and individual targets in the areas of literacy, numeracy and health and wellbeing to ensure learning is matched to the needs of the learners, resulting in a personalised approach to the curriculum.
- Annual Child's Plan meetings have been established to ensure a holistic approach and resulting in a care plan which is contributed to by everyone working with and involved with the child.
- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform – Seesaw. The use of Seesaw as an interactive tool enables staff to share progress and daily evidence with parents and carers. This can be used to produce end of term/year reports.
- Staff and pupils use a wider range of learning environments including the outdoors, the local town centre, and local amenities ensuring there are opportunities to develop skills for learning, life and work.
- PSA staff and early years practitioners are included in in-service day training opportunities to encourage a shared knowledge and understanding in relation to the learning and health and wellbeing needs of our pupils.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year – class visits, peer monitoring and QA of individual pupil information folders.
- Depute head teachers covering weekly NCCT for designated classes to ensure regular input and observation.
- Development of the tracking process with the introduction of engagement profiling and levels of support provides a comprehensive picture of each individual's progress in all curricular areas across the school session.
- New teaching staff have access to and support from an established member of staff for mentoring. This includes discussion around school ethos, planning and assessment methods and creative teaching strategies.
- Aberdeenshire frameworks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- Regular staff meetings allow the opportunity for staff to engage in solution focused collegiate discussion, whereby experience and expertise can be shared to ensure consistency across the school to achieve the best outcomes for our pupils.
- Local and national frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Tracking is updated regularly to illustrate ongoing progress, relating directly to curricular and IEP targets, with the introduction of electronic tracking which will be rolled out to all pupils next session.
- PEF is used to fund additional support staff in order to better support identified pupils. It is also used to train and develop expertise in areas including Rebound therapy and MOVE to enhance a holistic approach which benefits identified pupils.
- Effective use is made of laptops, iPad, Eye Gaze, Soundbeam, Go Talks, Big Mack switches and recordable voice pads. Technology is used, where appropriate, to support and meet individualised targets in collaboration with allied health professionals, particularly speech and language therapy and with regular input from ASPECTS.
- Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive.
- Twitter and Facebook are used to promote everyday learning and achievements.

- The outdoor area is very well used as a learning resource and pupils have opportunities to make independent decisions about where and how they would like to learn.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop robust QA practice to ensure continuity across all classes.
- Provide opportunities for peer monitoring and class team meetings to facilitate professional dialogue at all levels.
- During sector staff meetings, create opportunities for professional dialogue to develop moderation across tracking and target setting.
- Continue to develop the use of total communication strategies, including Talking Mats, to encourage learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Continue to quality assure the use of the new school thematic/topic approach to citizenship subjects, including RME, prioritising progression and breadth of experiences and outcomes relevant to each child's learning pathway and ensuring meaningful learning.
- Roll out the electronic tracking system to all pupils at the beginning of session 2022-2023.
- Continue to share knowledge, understanding and competence in the use of the new sensory and therapeutic opportunities presented by the new school, including sensory integration, rebound therapy and use of the immersive room to extend beyond our immediate pupils to include EPs within our cluster.
- Quality assure the new structured outdoor learning programme to ensure our pupils receive equal opportunities to have their learning needs met in a range of contexts and environments and that progress is effectively recorded.
- Develop an outdoor learning policy.
- Continue to develop the use of accessible spaces in the new community campus to expand the learning environment and create new experiences and opportunities, including the fitness suite, gymnastics hall and MUGA.
- Continue to work on developing a way of sharing learner's achievements in and out of school effectively which will foster an understanding of how these achievements contribute to the development of knowledge and skills for life, learning and work

QI 2.4 Personalised support

Universal support

Targeted support

Removal of barriers to learning

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: Good (4)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Our staff have a broad and in-depth knowledge of our pupils, working with allied health professionals to ensure all aspects of an individual's needs are met within the learning environment. We very much operate a holistic approach,

recognising the important role of physical and mental health and wellbeing to our pupil's ability to engage in their learning.

- There are high expectations for all learners across the school.
- All of our pupils have high quality and individualised and meaningful learning programmes.
- Annual Child's Plan Meetings have been introduced for each pupil in order to coordinate the input of all professionals involved with each pupil.
- Parents/carers are invited to attend Child's Plan Meetings and parent/teacher meetings to discuss IEP targets.
- Our pupils have the opportunity to participate in a variety of activities and therapies from a range of professionals and providers, including rebound therapy, MOVE, Drake music, music therapy, makaton choir, Sounds Light Sensory, Kodaly, Duke of Edinburgh award and attendance at college. All of these contexts contribute to an individualised programme for each of our pupils.
- There is a school wide commitment to the recognition of potential barriers to learning and how we can develop strategies to alleviate these as far as is possible.
- Staff work closely with parents/carers to ensure a focused individualised approach to meeting all aspects of our pupils needs, including guidance on personal care, eating and drinking, behaviour management and management of medical conditions.
- Transition meetings begin in November in order that adult services can become familiar with our older pupils in preparation for leaving in the summer.
- Transition meetings continue into the new year to ensure the process is working smoothly and meeting the needs of our pupils and their families.

How do you know?

What evidence do you have of positive impact on learners?

- We have regular communication with the CDT (occupational therapy, physiotherapy, speech and language therapy), medical consultants (dieticians, gastro and respiratory nurses and doctors, visual support, hearing support), CAMHS, educational psychology, to advise, inform and support us in the care and provision for our pupils.
- All pupils tracking profiles track from extended early level up to Level 2 to ensure that no ceilings are placed on pupil attainment and programmes of work include appropriate levels of challenge throughout literacy, numeracy and health and wellbeing.
- Teacher planning for individual targets in literacy, numeracy and health and wellbeing reflect targets and next steps which are relevant, meaningful and achievable for each and every pupil – see QA timetable.
- IEP targets focus on SHANARRI health and wellbeing indicators to ensure an individualised programme which addresses all areas of each pupil's developmental needs – see QA timetable.
- Minutes from Child's Plan Meetings.
- Therapy reports, MOVE meeting minutes, photographic and video evidence, Seesaw communication, certification.
- Inhibitors to learning documentation, behaviour support plans, care plans, guidance on physiotherapy exercises, eating and drinking care plans.
- Minutes to meetings, pastoral notes, Seesaw, parental questionnaires.
- Transition meeting minutes.

What are you going to do now?

What are your improvement priorities in this area?

- Update staff on the fundamentals of posture management with training from the CDT (occupational therapy and physiotherapy) to provide a more comprehensive understanding of why use of physiotherapy equipment and positioning is important to each individuals health and wellbeing and how this impacts on their ability to learn.
- Update staff on eating and drinking training from the CDT speech and language therapy team to ensure all pupils nutritional needs are being met safely.

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

QI 3.1 Ensuring equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: Good (4)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Staff at St Andrew's have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils and staff.
- All staff are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build positive relationships, allowing staff to identify and support individual needs.
- The school has developed a whole school promoting positive behaviour policy and most staff have been trained in CALM theory training. This is now mandatory for St Andrew's school staff.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are committed to the principles of GIRFEC and use the Child's Plan meeting format and chronologies.
- The school tracks Health and Wellbeing through individual tracking sheets.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing. St Andrew's School has recently developed a programme of RME suitable for delivery at all levels.
- Clear procedures are in place to for pupils with additional support needs. IEPs, CSPs and risk assessments are in place for individual pupils and are developed where possible with pupils, and parents to improve outcomes for learners.
- All pupils have digital chronologies in place. Pastoral notes are used on SEEMIS by Senior managers to support this. This includes a particular area to record any incident of alleged bullying.
- Class teachers offer individualised learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. Teachers have good relationships with families and outside agencies and is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for leavers and involve education staff and child/adult services in SW.
- MOVE programmes are embedded in some IEPs and work has progressed towards the Quality Mark. The two trainers in school are members of the Scottish Network Group. Almost all staff have been trained as MOVE practitioners with a view to MOVE practices forming part of a child centred individual curriculum.

- An increased the number of Rebound Trainers in schools has allowed more flexibility in providing Rebound sessions at Level 1 and 2.
- Each pupil has a behavioural risk assessment as required, which is updated annually
- SQA programme of units has been developed, alongside the development of a programme for moderation of units
- RRSA steering group / pupil council has been re-established to enable the pupils to have a voice. Including use of talking mats and AAC, and the CDT SLT has agreed to be involved
- Numerous staff have completed paediatric first aid and two members of staff have become Mental Health First Aiders
- Staff have good working relationships with ASPECTS who attend school weekly to offered support and advice

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work. The school has gained the Bronze RRS award.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by the local authority.
- Coram Scarf resources used annually.
- Effective partnerships are in place with local church and community groups
- The school is accredited by the National Autistic Society and school staff receive regular training in Autism friendly approaches. Some teaching staff have undertaken Post graduate training in Autism and/or inclusion.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the targeted support for individual pupils and there is often dialogue between school staff and the Educational Psychology Service.
- Sensory support services provide ongoing guidance and support for a staff member.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- Child's plan process is being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs. Child's plans meeting in place. Digital chronologies for all pupils.
- St Andrew's School chairs the Garioch CRH forum ensuring that pupils from Inverurie, Kintore and Westhill are appropriately placed at cluster schools.
- Robust programme of outreach and in-reach provision available.
- PSAs and EYPs allocated and moved according to pupil need.
- Continue to develop the use of digital recording of daily registers on SEEMIS by all teachers
- The school participates in the Annual MOVE Day
- The school has achieved the Bronze MOVE Quality Mark

What are you going to do now?

What are your improvement priorities in this area?

- Continue to add pupils to the MOVE programme as appropriate
- Gain the Gold Quality Mark and Centre of Excellence for MOVE
- Complete MOVE practitioner training with new staff
- Complete CALM Theory training for all staff

- Gain the silver award for RRSA, including each class to develop a class charter and establish a 'Right of the Month'
- Purchase 6 Flexibouncers and train 15 members of staff in how to use them, so all pupils will access to either Rebound or Flexibounce programmes
- Develop that way in which we track IEP targets to ensure progression for all pupils
- Review all school policies and include all new legislation and adapt to use in the new school building
- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing and mental health.
- All staff to complete the 6 GIRFEC modules on ALDO, to refamiliarise themselves with Aberdeenshire procedures
- PEEPS to be completed for pupils where there is an identified need
- FBAs to be completed for pupils where there is an identified need
- BSPs completed for pupils where there is an identified need

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: Satisfactory (3)
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Rebound programme has been established and will move to a more focussed concentration onto pupils with limited mobility as per the MOVE programme later.
- In the Broad General Education (BGE) most learners are making steady progress in literacy and numeracy as demonstrated by progress in the trackers and in levels of engagement.
- Through collaborative working, staff have developed confidence in using the tracking system.
- Within the BGE early and extended early levels have been tracked through the School based Monitoring and Tracking system.
- Within and across classes staff have had opportunities to work collegiately to share standards which is leading to more consistency in professional judgements made on pupil's progress.
- Young people's achievements are valued and celebrated well through Seesaw, assemblies, newsletters, displays and an annual prize giving celebration.
- We are planning a focus on Developing the Young Workforce and we work with individual learners to ensure they obtain a positive destination by providing additional opportunities

and support the young people throughout their Senior Phase and particularly in their transition year.

- The school is investigating developing a skills framework which will be used to track and monitor effectively the development of young people's skills across the curriculum.
- Over the last four years the school has successfully tackled the level of attendance and works proactively with parents to keep in touch when pupils are not able to attend.
- A range of tracking systems were identified and investigated with Evidence for Learning selected as the electronic tracking system that best meet our needs in the monitoring of pupils' progress and achievements.
- Formal training was conducted to teaching staff and EYPs on the operation of the sensory equipment within the multiple sensory rooms. Individual class timetables were created to allow pupils focussed times within the new learning environments.
- Child's Plan meetings are being conducted. These meetings allow all agencies working with a pupil the opportunity to discuss and set achievable actions.
- The format for delivering Individual Educational Plans has been reviewed and a new arrangement is in place.
- Moderation between stage partners focussing on the levels of engagements of pupils.

- Duke of Edinburgh Award has been established.
- A new tracking system has been introduced to teaching staff and is being trialed in preparation for whole school roll out in session 2022-2023
- Autism and sensory training sessions were offered to all staff.
- Young people's achievements are celebrated through Seesaw, school newsletter, assemblies and annual prize giving celebration.
- Blended placements with local primary and secondary schools have been further developed ensuring pupils are accessing suitable lessons, subjects and experiences.
- Partnership with ASPECTS has resulted in a range of technical resources for pupils and classrooms and advice given to education staff.
- Moderation between stage partners focussing on lunch service. With the recent Government announcement that all ASN pupils will receive free school lunches has seen a slight uptake within school.
- Electronic pastoral notes on SEEMIS have been established.
- Child's Plan meetings have been conducted and are now offered through a hybrid approach allowing the opportunity for more agencies to attend.
- Management observations and professional discussions within Health and Wellbeing.
- Several senior pupils attending weekly college courses.
- Social Enterprise Company working with senior pupils focussing on a range of life skills.

How do you know?

What evidence do you have of positive impact on learners?

- Professional judgements and pupil levels of engagement throughout the school indicate that most learners have achieved an appropriate level of progress by the end of the relevant academic year.
- Most pupils can demonstrate joy and active participation at their level in classroom learning and outside activities.
- Almost all leavers have consistently achieved a suite of qualifications at National 1 level over a wide variety of units and some leavers have achieved National 2 level passes in units relating to literacy, numeracy and science.
- In S5 over the last 3 years there has been a steady improvement in the number of SQA units entered and achieved.

- Awards have been achieved by pupils who attend college courses as part of their timetable.
- Over the last 3 years all pupils have achieved a positive destination.

What are you going to do now?

What are your improvement priorities in this area?

- Review the outdoor learning and implement learning experiences.
- Moderation between stage partners focussing on the Levels of Engagement.
- Specific focus on monitoring, tracking, and moderation at identified times throughout the school year.
- Child Plan meetings to be conducted early in school session for all pupils to allow the actions to be accommodated and evaluated throughout the school year.

PEF 2021-2022

Identified gap	The gap caused by disability through impaired mobility. The need to ensure that pupils are able to access opportunities for mobility at school. Increasing physical wellbeing for identified pupils.
Expenditure	<p>£20,000 = Total expenditure</p> <p>£16,200 = PEF allocation but carry forwards from 2021-2022 can be utilised</p> <p>£6000 = employment of 0.2 FTE PSA to allow staff to deliver MOVE and Rebound</p> <p>£8000 = Procurement of Music therapy for session 2022-2023</p> <p>£6000 = Procurement of flexi-bouncers and training from rebound UK.</p>
Expected outcomes	<ul style="list-style-type: none"> • All MOVE pupils continue to work towards their targets • More pupils are identified and join the MOVE programme where appropriate • Rebound therapy starts at Level 1 only for pupils who are identified by PEF/LAC data • Flexi-bouncers and flexibounce training to classes • Identified pupils benefit from MOVE and Rebound including Flexibounce. • Whole school participation in Makaton Choir • Targetted participation in music Therapy
Impact Measurements	<ul style="list-style-type: none"> • MOVE Silver award to school • MOVE targets met for pupils • Hydrotherapy and swimming sessions to identified pupils • Rebound therapy at level 1 to identified pupils • Well onwards to Gold Award in MOVE and centre of excellence for Rebound therapy – expertise benefitting targetted pupils.

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To develop the role of the EYP at St Andrew's School</p>	<p>Data/evidence informing priority: July 2021</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When ?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p>

				Not Achieved
Staff meeting to address EYP roles and responsibilities	VW Teaching staff and EYPs	7/6/22	Feedback and staff discussion – recorded in staff meeting minutes	
Attendance at class team planning meetings during session 2022-2023	VW EYPs	2022-2023	Monitoring of discussion and practice – QA Evidence of EYP planning	
EDRS meetings with EYP staff – June 2023	VW EYPs	June 2023	EYPs feeling more confident in their role EYPs feeling that their skills and knowledge and understanding are being used to best ability QA – planning folders	
EYPs to have input to planning	VW Teaching staff EYPs VW Teaching staff EYPs	2022-2023	QA – tracking and reports	
EYPs to have input to assessment, recording and reporting	VW Teaching staff EYPs VW EYPs CS	2022-2023	Regular SMT monitoring of Seesaw entries Parent questionnaire	
EYPs to have access and regular input on Seesaw		Aug 2022		

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
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<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 2 : Learning and teaching</p>	<p>Data/evidence informing priority: January 2022</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>To develop a structured outdoor learning programme</p>	<p>Laura MacGillivray Fatime Plavec Katie Kane Class teachers and EYPs</p>	<p>Start May 22</p>	<p>SMT observations</p> <p>Monitoring of planning and proposed experiences and outcomes</p>	
<p>Develop an outdoor learning policy</p>	<p>Laura MacGillivray Fatime Plavec Katie Kane</p>	<p>January 2023</p>	<p>Electronic pupil tracking</p> <p>Draft policy</p>	

Teaching staff to review outdoor learning policy	Teaching staff	June 2023	Revised policy
Electronic tracking to reflect progress in learning outcomes	Teaching staff	June 2023	Revised policy
Electronic tracking to reflect progress in learning outcomes	CDT – OT and physio All staff	Session 2022-2023	SMT – QA
Whole staff training in postural management	VW CDT – OT and physio	November 2022	Course evaluation Daily classroom practice – monitoring – QA
Review postural management policy	CDT – SLT All staff	April 2023	Postural management policy
Whole staff training in eating and drinking	VW CDT-SLT	November 2022	Course evaluation Daily classroom practice – monitoring – QA
Review eating and drinking policy	VW CDT-SLT Class teachers	April 2023	Eating and drinking policy
Ensure that all pupils who require one have an eating and drinking care plan		June 2023	Eating and drinking care plans in place

Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC 1.1 Self-evaluation for self-improvement	Aberdeenshire Priorities:
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<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Priority 3 Equity and inclusion	Data/evidence informing priority:
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Continue to add pupils to the MOVE programme as appropriate Gain the Gold Quality Mark and Centre of Excellence for MOVE Complete MOVE practitioner training with new staff Gain the silver award for RRSA, including each class to develop a class charter and establish a 'Right of the Month' 	<p>MOVE Trainers</p> <p>MOVE Trainers</p> <p>MOVE Trainers</p> <p>RRSA coordinator</p>	<p>Ongoing</p> <p>June 23</p> <p>Ongoing</p> <p>June 23</p>	<p>More pupils will be accessing MOVE</p> <p>Quality Mark awarded to school</p> <p>Staff in class more confident and competent at completing MOVE programmes</p> <p>Quality Mark awarded to school</p>	

<ul style="list-style-type: none"> • Develop the way in which we track IEP targets to ensure progression for all pupils • Review all school policies and include all new legislation and adapt to use in the new school building • Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing and mental health. • All staff to complete the 6 GIRFEC modules on ALDO, to refamiliarize themselves with Aberdeenshire procedures • PEEPS to be completed for pupils where there is an identified need • FBAs to be completed for pupils where there is an identified need • BSPs completed for pupils where there is an identified need 	<p>SMT</p> <p>SMT and staff</p> <p>All Staff</p> <p>All Staff</p> <p>TK and Staff as required</p> <p>All Staff</p>	<p>Ongoing</p> <p>Ongoing starting Aug 22</p> <p>Inservice Nov and Feb</p> <p>Ongoing</p> <p>Inservice Nov and Feb</p>	<p>IEP targets tracked</p> <p>Policies reviewed on a rolling programme</p>	
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