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**St Andrew’s School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 - 2024**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022 - 2023 and our School Improvement plan for the current session 2023 - 2024. 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-Improvementis 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. We have, over the last two years really focussed upon self evaluation and how we can triangulate evidence in order to best improve our school.

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. We will endeavour to ‘adjust the sails’ as we respond to budgetary constraints and fiscal pressures. Through this document we hope that you will get a sense of our developments, successes and areas for further growth. We welcome feedback and would be happy to answer any questions that you many have.

Kind regards



Gina Drummond

Head Teacher



**Values that underpin our work**

The positive ethosin the school isthe foundation on which we build learning and teaching. Our school, especially since our new build, hosts many visits from other local authorities within Scotland. All of these visitors comment upon the calm and purposeful nature of the school. 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 experts 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 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 (in exceptional cases) or P1 – 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 (some 67%). 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 targeted 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 - 2023 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. Last session we extended the use of rebound therapy in all of our classrooms by purchasing and training upon flexibouncers which means that more pupils can get rebound therapy input. This session the PEF will be used to continue to fund the MOVE programme, extend the programme in Rebound therapy and also to continue the input for music therapy which we started in session 2022 – 2023. 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 inter-agency 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. We are fortunate that we attract high quality applicants for positions across all levels and this helps us to maintain the highest of standards.

# 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 2022 - 2023.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| To develop the role of the EYP at St Andrew’s School | * Staff meeting to address EYP roles and responsibilities * Attendance at class team planning meetings during session 2022-2023 * EDRS meetings with EYP staff – June 2023 * EYPs to have input to planning * EYPs to have input to assessment, recording and reporting * EYPs to have access and regular input on Seesaw | * Initial staff meeting to discuss roles and responsibilities did take place. EYPs in some areas of the school did become a major part of class planning * 2 EYPs became practice supervisors for RGU students in nursing and paramedics * EYPs input became part of the planning process in almost all classes * EYPs in most classes did input and assist in recording and reporting * n/a - Seesaw is no longer used |
| Learning and teaching | * To develop a structured outdoor learning programme * Develop an outdoor learning policy * Teaching staff to review outdoor learning policy * Electronic tracking to reflect progress in learning outcomes * Whole staff training in postural management * Review postural management policy * Whole staff training in eating and drinking * Review eating and drinking policy * Ensure that all pupils who require one have an eating and drinking care plan | * A structured outdoor programme is in place and there is an outdoor learning policy. This has not currently been reviewed. * All classes are now regularly using the electronic tracking system with the paper based system still being used for planning activities. * Staff training in postural management took place and postural management policy has been reviewed in line with Aberdeenshire ASN page * Wholes staff training in eating and drinking has taken place and policy has been reviewed. * All pupils who require an eating and drinking care plan have one, provided by speech and language therapy. * Pupil information regarding eating and drinking is held in other documents and care plans are currently being reviewed. |
| To promote inclusion and wellbeing | * 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’ * 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 | * Pupils are assessed and added to the MOVE programme as appropriate. MOVE targets are reviewed regularly. * Gold Quality Mark and Centre of Excellence in MOVE achieved. * New staff have undertaken MOVE training * Right of the month introduced. Staff supported through the use of monthly PowerPoints for activities to link to the article. All classes have charters. * Silver award for RRS was achieved in June 2023. * Policies have started to be reviewed to include links to rights. * Some staff have begun these Modules. More time to be given Feb 24 in-service days |

# How good is our leadership and approach to improvement?

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| **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: Very Good (5)**  **(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. * Self evaluation is becoming an integral part of life at St Andrew’s School. There is a clear self evaluation calendar and all staff are becoming more comfortable with both peer and SMT observation. * Across the year there is a planned series of monitoring and evaluating learning exercises. All members of SMT have designated classes and look at attainment and achievement in that class as well as pastoral matters and communication with parents. * 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. Over the course of the last five years it has become very clear that in this school CPD works best when it is school wide. For example training all our staff as MOVE practitioners has led to an increase in MOVE across the school and a self sustaining model. * 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 have become 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 work well as a team and support each other. St Andrew’s School and it’s staff fully embrace the principals of lifelong learning. As such we have a dedicated school mentor and have this session (2022-2023) started taking in nursing and paramedic students. * 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?** |
| * The vision, values and aims are present in all classes and are frequently referenced in meetings. The graphic continues to be relevant today. * The school has a very positive relationship with parent forum. We provide parents with opportunities to participate in the life of the school including coffee and chat sessions, Rights respecting and MOVE awareness sessions, stay and play type activities etc. 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. One of our DHTs was seconded to another school for two days per week during the session 2022 – 2023 and this gave the opportunity for another member of staff to act up and gain valuable experience. * All staff have had opportunities to be involved in MOVE/TacPac and other training to enable staff to provide effective support to all pupils. This session all staff were trained in postural management and also in bereavement. * There are working groups in place for areas such as Rights respecting schools, objects of reference, autism and bereavement. * 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. All staff can become involved in outreach and we are currently increasing the opportunities for staff. * Whole School QA calendar clearly documents processes to review and improve school work * CPD opportunities are generally linked to PRD and/or SQUIP. Personal development opportunities linked to staff interest are supported where possible. |
| **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. * Ensure that the school focus sits with the rights respecting message at the heart of improvement planning * 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 development needs. * Look at the four contexts of learning and ensure that parents and staff are familiar with them. * Look again at Shanarri and the Shanarri wheel and how we address all of the issues within it. * Work with staff at meetings to ensure that all staff are familiar with the evolving SIMD profile of our school. * Continue work on embedding Aberdeenshire policies to our school policy framework. * Distribute HMIE questionnaires to all staff, parents and allied health professionals. * Look at the attainment and achievement of pupils and evaluate the impact of self evaluation on both of these. |

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

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| **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. * Senior pupils access learning opportunities in Inverurie Academy and through the School Links courses at NESCol, developing their independence and the knowledge and understanding in a variety of subject areas. * Senior pupils access the Duke of Edinburgh Award scheme, developing their talents in a variety of skills, physical and volunteering activities and roles. * 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 are using the electronic tracking format with all of their pupils. * 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. * The 4-year rolling programme links topic planning with SQA units for our senior phase pupils. * 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 to learning 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 did share learning through the use of a digital platform – Seesaw. We have now moved to using Marvellous Me. This is an interactive tool which 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. * 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. * The Aberdeenshire Framework for learners with significant and complex needs is 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. * 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. * 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. * Continue to 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 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. * Introduce the new Aberdeenshire Framework for Learners with Significant and Complex Needs document as a reference for planning. * Review our curriculum rationale to ensure it still accurately reflects the learning needs and outcomes for our pupils. * Quality assure the use of the electronic tracking system with all pupils at the beginning of session 2023-2024. * Introduce The Engagement Model and profiling in order to better understand, record and reflect upon engagement in learning of our more complex pupils. * 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. * 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 |

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

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| **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 the school has achieved Centre of Excellence. The two trainers in school are members of the Scottish Network Group and are becoming Associate Trainers for MOVE. Almost all staff have been trained as MOVE practitioners with a view to MOVE practices forming part of a child centred individual curriculum. * Rebound Trainers in schools has allowed more flexibility in providing Rebound sessions at Level 1 and 2. The increase of 33 trained Flexibounce instructors, and a Flexibouncer in each class has allowed for all pupils to access Rebound. * 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 is 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 offer support and advice * RRSA – Article of the Month was introduced at the start of the session and staff are supported by the RRS lead teacher to deliver activities linked to the articles. * RRSA - All classes have Rights Charters created with the pupils and Rights are evident on all school displays. Links to rights are beginning to emerge in planning documents and in school policies. * RRSA - Senior pupils led a Parent Awareness afternoon to share their knowledge of rights and the Convention on the Rights of the Child. Learning opportunities are shared via the school’s social media platforms showing the links with rights. * Global Learning days have taken place to highlight the Global Goals and UNCRC Rights. * A second cohort of pupils were registered and completed the DofE Award Scheme, achieving both Bronze and Silver Awards * Links have been established with DofE Scotland ASN team and we work closely with them to provide an inclusion, yet personally challenging Award scheme in school |
| **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 Silver 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 Gold MOVE Quality Mark and the Centre of Excellence Quality Mark. * The school achieved the Silver Rights Respecting Schools Award. * Staff and pupil questionnaires completed for RRSA have shown an increase in knowledge and confidence. * Duke of Edinburgh Awards completed and verified by an Awards Verifier to ensure all pupils have completed the sections correctly |
| **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 * Complete MOVE practitioner training with new staff * Complete CALM Theory training for all new staff * RRSA - Continue Article of the month and Global learning days – linking to rights and with greater links to the Global Goals. * RRSA – Develop the Class Charters with ‘Adult actions’ and ‘Pupil actions’ to show how the rights can be achieved. * RRSA - Further develop the steering group to include members of the parent council. * RRSA – Make links with other schools and raise awareness of the UNCRC in the community as we take the initial steps towards the Gold RRS award. * 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 * Continue to offer Duke of Edinburgh Award Scheme in S4 – 6 * Continue to work with the academy to develop partnerships through DofE, assessing each others expedition, working on sections collaboratively |

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| **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 programmes have 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 Marvellous Me, 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. * We are continuing to use the sensory rooms as an integral part of our curriculum, targeting support as needed and appropriate. Individual class timetables allow pupils focussed times within these learning environments. * Every pupil has at least one Child’s Plan meeting each year. 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. Class teams discuss IEPs at a review meeting each November. * Moderation between stage partners focussing on the levels of engagements of pupils. * Duke of Edinburgh Award has been established. This has developed links with the local community through the volunteering element. * The new tracking system has been introduced to teaching staff and EYPs and is being used for all pupils. * Autism and sensory training sessions continue to be available to all staff. * Blended placements with local primary and secondary schools have been further developed ensuring pupils are accessing suitable lessons, subjects and experiences. * Partnership with ASPECTS continues to result 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. * Senior pupils are actively engaged with choosing their SQA units of learning. Staff have grown in confidence delivering this learning and collecting evidence. * A wide variety of SQA units are covered each year and a simple tracking system is in place. * The rolling topic grid has SQA units linked. * SQA teachers meet termly as part of the internal verification process. * Several senior pupils attend weekly School Links college courses through NESCoL. * Senior pupils access learning opportunities through the close links with Inverurie Academy. * Social Enterprise Company working with senior pupils focussing on a range of life skills. * Access to RDA has enabled some of our pupils to achieve qualifications in horse care and management. * Links have been made with adult services and transition placements with pupils having extended transition visits. |
| **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. National 3 Maths was also achieved this year for 2 pupils. * In S5 over the last 3 years there has been a steady improvement in the number of SQA units entered and achieved. * External verification has taken place for National 1, 2 and 3 with positive feedback. * 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. * 21 Duke of Edinburgh Awards have been presented to pupils in the last 2 sessions |
| **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’s Plan meetings to continue to be conducted early in school session for all pupils to allow the actions to be accommodated and evaluated throughout the school year. * Introduce a careers fair so that parents and pupils have greater knowledge of adult services and options available after St Andrew’s. |

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| **QI 2.5 Family Learning**  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?** |
| * Parental engagement and participation during open afternoons and events within school e.g., coffee morning, class swims, class open afternoons, curriculum evenings and specific curriculum and school developments such as Rights Respecting Schools and Duke of Edinburgh Awards Scheme. * The school developed its core vision, values and aims with a range of partnerships and is well established within the school and its local community. * Childs Plan meetings are held for every pupil and includes external agencies to ensure collaborative approaches for the continued development and support to both individual pupil and family. * Individual Education Plan discussions are teacher led and involves parent/carer in setting targets and allowing involvement in their own and pupils learning. * The development of social media - Facebook, Twitter. Parental and public engagement has increased since more focus on Rights Respecting School has been included within posts and a focus has been on pupils learning, development and opportunities. * Newsletters are written for each class within St Andrew’s School and received by parents at the end of each term. The newsletter includes a brief overview of pupils learning for that term and associated pictures. * Parental volunteering has been re-established this year and they have been assisting with supporting classes either in class or on weekly outings. * School leavers positive destinations has continued to evolve and starts up to 8 months before the pupil leaves school. This allows full parents/carer involvement at all stages. * MarvellousMe is the new pupil profiling family link after the removal of Seesaw. This encourages parents/carers to capture a moment of their child’s participation in school life. * Parent Council has been re-established and has plans for developing itself to oversee school priorities. * Friends of St Andrew’s fundraising group has continued to offer a range of opportunities for both family and pupils including family fun nights, Christmas Fayres and Ladies Day. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Parents/carers are aware of our curriculum and how pupils progress in their learning. * Every pupil has a Childs Plan meeting where all agencies including parents/carers are involved in the discussing and actioning of targets. * Many opportunities are available to parents/carers to come into school and be part of their child’s learning. * Parents/Carers receive regular updates though MarvellousMe and can contact staff for further updates via email. * Parents are encouraged to participate and be involved in Parent Council and Friends of St Andrew’s. * Parents/Carers are involved in staff training to ensure the best care is giving to our learners. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Family wellbeing sessions with Disability Sport Aberdeenshire. * Continue to develop opportunities for families/carers to discuss their learning with staff and set appropriate targets for the next stages – (this could come in the form of discussions within Child Plan meetings, IEP meetings, parents evening) * Parent Information Sessions and workshops (potentially with pupils) sensory stories, TacPac, Story Massage, and Busy boards, Makaton and Intensive Interaction. * Information sessions with other sectors, Social Work, Educational Psychology, Speech and Language. * Recording and celebration of achievements and successes in family learning. * Continue to develop family/carer volunteering opportunities within school. * Develop a partnership with the Community Development Team with the aim to provide learning opportunities for families and responding to their needs. * Provide staff opportunities to understand the range of diversity within our school community and learn about their culture and way of life. * Continue to develop partnership working with external agencies to allow further understanding of pupils needs and the care that is required at home. |

# PEF 2023-2024

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| **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. The use of music therapy to allow identified pupils to self-regulate and thus raise attainment. |
| **Expenditure** | £12,000 – Total expenditure  £11, 652 – PEF allocation  £4000 = employment of 0.2 FTE PSA to allow staff to deliver MOVE and Rebound  £8000 = Procurement of Music therapy for session 2023-2024 |
| **Expected outcomes** | * 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 utilised in all classes * Identified pupils benefit from MOVE and Rebound including Flexibounce. * Whole school participation in Makaton Choir * Targeted participation in music Therapy |
| **Impact Measurements** | * MOVE awards * MOVE targets met for pupils * Rebound therapy to identified 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

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : Inclusion, equity and well being** | | | **Data/evidence informing priority: June 2023** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
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| Revisit CP and safeguarding policies and procedures  Evaluate by class delivery of the 4 contexts of learning and opportunities within school. Present with stalls at an open morning  Refresh Shanarri wheel to all staff  Examine current Chronologies and check for understanding  Ensure all staff familiar with GIRFEC | | All  All | | June ‘24  June ‘24 | Visual displays of how we deliver on the 4 contexts of learning by class. Discussion at staff meetings, compilation of evidence  Documentation and evidence around the four learning contexts. Presentation at open afternoon  Meeting minutes and staff familiarity.  Chronologies and self evaluation exercises around them become more embedded | |  |

# Action plan 2

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 :**  **Learning and teaching – developing the curriculum** | | |  | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Review and develop the St Andrew’s Curriculum Rationale (in collaboration with pupils, parents and staff)  Introduce the new Aberdeenshire Framework for Pupils with Significant and Complex Needs as a reference for planning  Introduce The Engagement Model – trial profiling with one pupil from each class with a view to rolling it out to all pupils in session 2024-2025 | | All staff  Parents  Pupils  Vicki Ward  All teaching staff and EYPs  Vicki Ward  All teaching staff and EYPs | | June 2024  February 2024  November 2024 | The new rationale will accurately reflect the learning and teaching which takes place at St Andrew’s  Pupil’s short term targets in IEPs and curriculum planning will reflect a greater awareness of the smaller steps within linear development of specific skills and knowledge and understanding  One pupil from each class will have a detailed engagement profile. This will increase the effectiveness of subsequent target setting and lesson planning. | |  |

# Action plan 3

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3**  **QI 3.1 Ensuring equality and inclusion** | | | **Data/evidence informing priority:** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * To train 12 more staff as Rebound Instructors * Set up and maintain a MOVE specific room that can be timetabled for pupil use * St Andrew’s SHANARRI wheel, printed and displayed * CALM theory training for all new staff * MOVE practitioner training for all new staff * All staff to complete 6 GIRFEC Modules on ALDO * To develop a meaningful way to deliver Gold DofE to our S6 pupils * To work in partnership with Inverurie Academy, DofE Scotland and NTS to develop our offering of the award at all levels * To offer DofE Young Leaders Award to appropriate pupils | | Rebound  TK / IB  GD / TK  TK  TK / IB  All staff  TK / GD / DofE Scotland  TK  TK | | Nov Inset  AUG 23  DEC 23  TERM 1  TERM 1  Feb Inservice  Term 1  Ongoing  Term 1 | More pupils able to access Rebound sessions  Room utilised and progress made towards targets  Visual remind to all stakeholders of our intentions  Staff confident to deal with distress that presents as challenging behaviour  Staff able to implement MOVE programmes  Staff knowledge and awareness of Aberdeenshire policy improved  Pupils will be able to successfully gain the award  Improve the way we are able to offer the award  Pupils will successfully gain the award and develop leadership skills | |  |

# Action plan 4

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership    Teacher professionalism    Parental engagement    Assessment of children’s progress    School improvement    Performance Information |
| **Priority 2 :**  **Learning and teaching – developing the curriculum** | | |  | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Provide information sessions regarding practices we do within school and from other agencies.      Create further opportunities for families to engage in their child’s learning and provide opportunities for their learning.      Develop a partnership with the Community Development Team with the aim to provide learning opportunities for families and responding to their needs.    Provide staff opportunities to understand the range of diversity within our school community and learn about their culture and way of life.    Develop further partnership working with external agencies to allow further understanding of pupils needs and the care that is required at home. | | All staff  Parents  Pupils        All teaching staff and EYPs        SMT            SMT and teaching staff          SMT, Teaching staff, EYPs | | June 2024            June 2024            April 2024            December 2023          July 2024 | By the level of engagement during the sessions.      Documentation and minutes of meetings.            Opportunities provided to families and the level of engagement.        Staff knowledge and awareness.          Staff knowledge and awareness, minutes of meetings, engagements with families through questionnaires and surveys. | |  |