

Sunnybank School Improvement Plan 2021/2022



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p>National Improvement Framework Priorities</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 and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2020-2021</p> <p>Priority 1 – To return to school safely in August 2020</p> <p>Priority 2 – Learning and Teaching approaches will support all pupils to access learning successfully and make effective use of digital technology.</p> <p>Priority 3 – Supporting the health & well-being of children, families and the school community.</p>	<p>School Improvement Priorities 2021-2022</p> <p>Priority 1 – Learning and Teaching approaches will support all pupils to access learning successfully and make effective use of digital technology. This will have a positive impact on attainment in Literacy and help close the gap between the most and least disadvantaged pupils.</p> <p>Priority 2 – Effective use of Outdoor Learning will support our teaching of STEM subjects and have a positive impact on attainment in Maths. This will also positively impact the HWB of our pupils.</p> <p>Priority 3 – Review and continue to improve approaches to Health and Wellbeing to support the pupils and families of the Sunnybank School community. Increasing opportunities for pupils to take a lead in the school improvement journey and their learning.</p>

Our Vision

Sunnybank is a nurturing school. Our vision is to provide a happy, vibrant and safe environment in which we work to ensure the highest quality learning takes place and where success is celebrated.

Our School Values

- **Empowerment**
- **Ambition**
- **Nurture**

Our School Motto



Our School Aims

- To build a nurturing school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of all
- To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future
- To foster interest and enjoyment in learning, supporting children to become successful and confident lifelong learners
- To work in partnership with families and the wider school community

Our Context

Sunnybank School was built in 1906 and is housed in a three-storied granite building. We are situated in a mainly residential area to the north east of Aberdeen City centre, close to Aberdeen University. We share the building with Aberdeen School for the Deaf (ASfD), the English as an Additional Language Service (EAL), Urban Studies and Sunnybank Community Learning and Development Facility. We have strong partnerships with each. Our catchment area is a mix of local authority housing, rented accommodation and private developments.

The school has a roll of 267 children with an additional 120 place nursery (reduced to 80 due to pandemic) and a 14 place Language Support Provision. There are 13 primary classes, 4 nursery classes (included pupils from ASfD) and 2 Language Support classes (attended by pupils from across the city). Our roll has dropped this year due to the current global pandemic. We have seen a number of family return to home country and we would normally have a number of families move into the area to

attend the university, this has not been the case this year. For 21/22 we will have 12 primary classes, 5 nursery classes (including a 9-3 provision as part of the 1140 expansion) and 2 Language Support Provision classes.

The school has a management team of a Head Teacher, two Depute Head Teachers and a Principal Teacher. An additional 0.8fte PTs was appointed in 2018 to take the lead with Pupil Equity Funded interventions. The full-time equivalent teaching staff is 23.72fte and the children are supported by 9.33fte Pupil Support Assistants. Sunnybank School has pupils from many nationalities and cultures, 60% of which have English as an Additional Language (EAL). Within the P4-7 classes the level of free school meals provision is 30% which is an increase of 20% from last year. Our Nurture Room continues to provide support for some of our vulnerable pupils but is currently offering this in small groups to keep in line with current restrictions.

Our nurturing ethos is one of our strengths and this of particular importance as schools re-open. The school is welcoming, friendly and has a positive atmosphere. This is commented on frequently by visitors to school, parents and new staff. The staff are committed to working well together and reflecting on practice to provide a high-quality experience for our pupils. In December 2018 Sunnybank school was awarded Nurture UKs Nurturing School Award.

The school is part of the St Machar Associated Schools Group and we have close links with all the schools in this group. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events.

Returning to school safely was our main priority for 20/21 and continues to be reviewed on a daily basis to refine and evaluate measures in place.

Our biggest achievements during the 20/21 session continues to be the support we offer families and staff throughout the Covid pandemic. This was an unprecedented situation and we successfully navigated it together.

The most recent school inspection took place in October 2008 and the Care Inspectorate reported on the nursery in January 2016. The Care Inspectorate report is available at www.careinspectorate.com

Sunnybank School received a Quality Assurance visit by two Quality Improvement Officers and two Peer Head Teachers in March 2019. This visit was to review how well the school evaluated itself and whether identified next steps were appropriate. The feedback from the visit confirmed school evaluations were accurate and appropriate next steps had been identified. In addition, the following feedback was also received:

- Relationships between staff and learners are respectful in all classes and in most classes the ethos and culture reflect a commitment to children's rights
- In the majority of classes, the school's vision and values underpin teaching and in almost all classes, interactions between individuals are positive
- Almost all learners are eager and motivated to learn, interacting well during activities and in the majority of classes children are learning actively
- In most classes, the learning environment is well-organised and creative teaching approaches are evident in the majority

Attainment

Attainment across Literacy and Numeracy has increased in Primary 1 and the average across P1-7 has increased in Literacy and Numeracy too. The impact of Covid can be seen across the school. In particular we see P7 Reading, Writing and Maths decline when compared with previous years.

The new tracking system on SEEMIS has been introduced and this allows for increased engagement from teaching staff with the data. We have aligned this with our ASN structure within the school to ensure consistent recording and monitoring of interventions. These are reviewed at regular tracking meetings throughout the school year.

A Request for Support system has been established which aligns with ACC Request for Assistance system. It is hoped this will ensure clear pathway and impact are tracked effectively.

Free School Meal Entitlement (P4-7)

2017/2018	2018/2019	2019/2020	2020/2021
11.5%	14%	10%	30%

Q1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	A shared vision for change and improvement which is meaningful and relevant to the context of the school has been developed.	<ul style="list-style-type: none"> New Vision Values and Aims created and shared with the school community in Sept 20. Pupil consultation in March 2021 on how to embed across school. 	Feedback from pupils in March 21 will be linked with school dispositions and to ensure coordination between elements for 21/22
Vision and Values	New vision, values and aims were created at the end of 19/20 and launched in Sept 20. Due to lockdown these have yet to be embedded effectively, however were used by teaching staff as the template for the 'Child as a Learner' report comments in March 2021 VVA are beginning to be embedded in school improvement	<ul style="list-style-type: none"> New Vision Values and Aims created and shared with the school community in Sept 20. Data shows newsletter was viewed 286 times School Improvement calendar has been linked to HGIOS and school values. 	Embed vision, values and aims within school improvement
Senior Leadership	The Senior Leadership Team and teaching staff have clearly established the vision and direction for the school.	<ul style="list-style-type: none"> Through the Annual Calendar the direction of school improvement has been clear. All staff, pupils and the wider community supported the development of the shared vision and direction for the school. 	Review school improvement following lockdown and consult all stakeholders to ensure vision remains clear and direction is shared.
Teacher Leadership	Staff have been central to the school improvement process this year. Working groups have successfully progressed improvement priorities	<ul style="list-style-type: none"> Quality Improvement Calendar Click here to view Actions have been clear and consistent throughout the year; this has been reviewed and updated in preparation for each Inset Day All teaching staff have been part of working groups which have supported the development of the vision <ul style="list-style-type: none"> Digital Learning Visible Learning Health and Wellbeing Rights Respecting Schools bronze level was regained this year and our PT is working with the pupils committee to consult on our next steps 	Review progress for 20/21 with all stake holders and consult on next steps for 21/22
School context	All staff have a sound understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims	<ul style="list-style-type: none"> Staff respond to the needs of learners in relation to social, economic and cultural requirements. Professional dialogue during tracking and wellbeing meetings 	Celebrating our Diversity as a main focus for 21/22???
Impact	VVA have been created by the school community and shared with all stakeholders.	<ul style="list-style-type: none"> Pupil consultation on how to embed effectively 	Increase profile of VVA across school and embed within classes. Pupils' ideas form the basis of plan for session 21/22 <ul style="list-style-type: none"> Digital information accessible on website

Q1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Strategic planning for continuous improvement			
Culture for change	A culture of change exists withing Sunnybank School and despite the pandemic we have continued to move forward in our school improvement journey. All staff engage with school improvement and contribute to curricular development. Digital approaches have supported an increase in parental engagement with the consultation process too. There has been an increase in the involvement of pupils in the school improvement process.	<ul style="list-style-type: none"> • All teaching staff are part of a working group which has lead improvement in the following areas <ul style="list-style-type: none"> ○ Health and Wellbeing (CT Led) ○ Digital Education (CT Led) ○ Visible Learning (CT Led) ○ Rights Respecting Schools • Feedback from pupils is an integral part of the school improvement process but there continues to be room to grow. • School Improvement consultation – 66 parents and partners responded 	Expand and strengthen the opportunities for pupils and families to meaningfully contribute to school improvement
Evaluation	School improvement journey has continued successful despite the global pandemic. Focus areas aligned with external priorities and allowed for continued success.	<ul style="list-style-type: none"> • Development calendar • Working group planning and work product • Regular stakeholder consultations • Digital newsletters to share improvement journey 	As restrictions lessen, maintain and build on good practice particularly within digital education. Increase the rate of improvement as restrictions allow more freedom within the school
Management of change	The strategic direction of improvements for learners and the pace of changes is managed by the SLT. However, both staff and pupil are taking increasing responsibility in driving forward improvement through working groups.	<ul style="list-style-type: none"> • Evidence through SQUIP evaluation comments • Increased attainment in key focus areas is evidenced through professional dialogue and learning is more consistently planned for. • CfE data capture • Staff working groups plans and work product • Rights Respecting School Working group and Pupil Council 	Continue to encourage staff to lead school improvement. Increase opportunities and involvement of pupils within school improvement journey
Achieving change	We have rightly identified the need to continue to monitor and measure the impact of change and improvements.	<ul style="list-style-type: none"> • Continue use of digital surveys with all stakeholders • Regular digital newsletters to share improvement journey with school community 	
Collegiate learning	Staff benefit from the developing culture of collegiate working.	<ul style="list-style-type: none"> • Teaching staff lead change as part of their working groups <ul style="list-style-type: none"> ○ Digital Education ○ Health and Wellbeing ○ Visible Learning ○ Pupil Voice/Right Respecting Schools • Professional Learning records / PRD discussion 	Teacher leadership skills will continue to be developed and used to effectively support school improvement. Pupils and families will be further integrated within this process too.
Implementing improvement and change			
Summary statement	A culture of shared decision making, and consultation is established within Sunnybank School.	<ul style="list-style-type: none"> • Regular consultation with pupils, parents and staff throughout this year: school improvement, online learning 	
Looking outward	Increases use of digital technology has supported working with partners in a different way.	<ul style="list-style-type: none"> • 'Near Me' sessions with SALT • Opportunities for staff to take forward shared initiatives at school and ASG level 	Adapt ASG moderation approach in line with current restrictions

Q11.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
		<ul style="list-style-type: none"> Engagement in QI trio visits and follow up collaborative working 	
Equity	The school has set out clear plans for the use of PEF with the consultation of stakeholders. Main priority continues to be our nurture provision, this is agreed by the Whole School Community.	<ul style="list-style-type: none"> PEF plans and evaluations are clear and show progress Consultation 	Continue with nurture provision as main focus. Consult on remaining balance with a greater focus on HWB to support pupils returning to education.
Planning for Self-evaluation	Quality Assurance calendar linked with School Development calendar allows for continued progress and more robust evaluation of impact	<ul style="list-style-type: none"> Quality Improvement Calendar Clear success measures planned in SQUIP Action plans 	
Self-evaluation including all stakeholders	Increased responses from parent through school improvement questionnaires. A clearer direction has allowed for greater progress e.g. review and refresh of VVA. In addition, our QA visit supported our school evaluation	<ul style="list-style-type: none"> Data from Microsoft SWAY for newsletters Professional dialogue, including planning and tracking meetings QA dialogue Consultations 	
Professional learning	All staff have engaged in a review of their professional development All teaching staff are undertaking professional enquiry through Visible Learning and other access external opportunities for refresh their pedagogical practice.	<ul style="list-style-type: none"> Professional learning discussion / PRD My GTCS records evidence CLPL CRD records for non-teaching staff Links with Aberdeen University Links with Education Scotland 	Continue to maintain clear links between professional development and school improvement
Planning for improvement	Narrowing of School Improvement has had a positive impact on school's journey	<ul style="list-style-type: none"> SQUIP 	Continue with analysis of evaluations and SQUIP action plans is needed to inform future improvement priorities.

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	Sunnybank School is a nurturing school and despite lockdown challenges have continued to provide a warm and welcoming environment for pupils. Opportunities for pupils to lead learning has been impacted by the pandemic but continues to sit as a priority within school improvement.	<ul style="list-style-type: none"> Self-evaluation Professional dialogue Consultations Learning Dispositions Pupil Groups 	Annual Calendar Integration of Visible Learning across individual curricular areas Professional Dialogue

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Culture, ethos and relationships	Relationships between staff and learners are respectful in all classes and children's rights are a feature in all classes with increasing emphasis on embedding this across all learning and teaching	<ul style="list-style-type: none"> • HWB working group • Pupil Consultations • Emotions Check-ins for every pupil • Nurture Provision for targeted pupils 	Ensure annual methods of gathering data are in place to establish clear targets. Link this with HWB working group. Review of our Positive Behaviour Policy with a particular focus on celebrating diversity and respect for all
Learner engagement	Almost all learners are eager and motivated to learn, interacting well during activities and in the majority of classes children are learning actively	<ul style="list-style-type: none"> • Quality Improvement discussions • Pupil survey during lockdown 	Pupil surveys have been success in evaluating use of Digital Education during lockdowns. This will be expanded to include pupil view across all school improvement.
Pace, challenge and relevance to learning	<p>The learners experience in the majority of classes is appropriately challenging, enjoyable and well-matched to their needs and interests.</p> <p>Targeted/vulnerable pupils have bespoke learning experiences which offer them challenge and enjoyment. Strong partnerships exist between Sunnybank School, Aberdeen School for the Deaf, EAL, NHS, Sport Aberdeen and CSW to help support this.</p>	<ul style="list-style-type: none"> • Professional dialogue through tracking meetings highlights individuals who would benefit from further targeted support • Child's plans / IEPs show SMART targets • Sunnybank Request for Support system 	<p>Evaluate how to offer appropriate support in line with current restrictions.</p> <p>Continue to build on staff confidence with the evaluation of resources both indoors and outdoors, the planning and balancing this with use of curricular progressions.</p> <p>Evaluation the use of Outdoor Learning to support STEM subjects more effectively.</p>
Learner use of digital technology	Google Classroom has been used effectively by all classes throughout both lockdowns. All pupils who requested devices were offered one as well as connectivity if required.	<ul style="list-style-type: none"> • 81% of P6/P7 pupils who decided to take school devices (accurate as of Feb 21) • 97 devices issued during lockdowns (36% of pupil accurate at Feb 21) • Engagement of pupils throughout second lockdown • QA of Google Classroom • Draft Shared Expectations for consistent use of Google Classroom • 	Evaluate use of devices across the school. Ensure new senior pupils are offered devices.
Learner Leadership	Covid 19 meant that the opportunities for pupils to contribute to the school and wider communities was reduced. Efforts were focused within individual classes. On return both the Rights Respecting Working Group and the Pupil Council were re-established quickly. All pupils were	<ul style="list-style-type: none"> • RADS • Pupil Council • Pupil / Teacher dialogue highlights the knowledge of skill development 	Given the current/ongoing restrictions there is a need to change our approach. We also need to expand this to offer all pupils the opportunity to be involved in contributing to the life of the school making use of HGIOURS. Led by the RRS working group

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	offered the opportunity to consult on Digital Education as a focus during lockdowns.		Re-establish pupil groups for session 21/22 Pupils Involved in learning as focus for Planning dialogue discussions
Quality of teaching			
Summary statement	The School's vision, values and aims were reviewed and refreshed. This process involved all stakeholders. In addition to this learner disposition are being developed to support pupils with their understanding of their learning journey and the skills they are developing in order to succeed. VVA have been integrated with HWB development and linked with VL too.	<ul style="list-style-type: none"> • Classroom observations • QI visit • Working Group plans and work product 	Continue to embed new VVA across the school community link effectively work other developments e.g. learning dispositions.
Range of teaching approaches	Prior to lockdown, Learning Intentions and Success Criteria are used in most classes, with a few examples of pupils involved in their creation within the senior department. An increasing number of pupils can talk about their learning. LI/SC were shared across all classes on Google Classroom.	<ul style="list-style-type: none"> • Visible Learning • Learning visits • QA of Google Classrooms 	Evaluate pupils understanding of their learning: pupil groups. Evaluate the effectiveness of LI/SC across different curricular areas. (VL working group) Introduce dispositions
Digital technology used to enhance learning	Technology has been used effectively by some learners because of lockdowns. There is greater use of progressions to support skill development across the school. The whole school participated in a digital learning project was also shared with families. Click here for evidence. Increased consistency across Google classrooms is also evidence and shared expectations have been developed.	<ul style="list-style-type: none"> • Google Classroom quality assurance • Minutes and professional learning sessions • Shared expectations for Google Classroom • Digital Learning Progressions • Visualisers purchased for all classrooms • Subscription to Bookbug and Readingwise • Use of Education City 	Pilot use of Shared Expectations for Google Classrooms. Embed use of visualisers and capture examples of good practice across the school and link with Visible Learning improvements.
Delivery of learning, explanations and instruction	Teachers deliver well-structured lessons on a whole class basis, with clear explanations and instructions.	<ul style="list-style-type: none"> • Professional dialogues in relation to planning support well-structured lessons and clarity of instruction 	Develop a consistent approach to allowing pupils to lead their learning e.g. create instruction videos etc

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Questioning	Higher order questioning is not yet used consistently across the school, this has been identified as part of our self-evaluation and professional development planned to support. This remains a target for 21/22	<ul style="list-style-type: none"> Classroom visits QA visit Professional discussion 	Incorporated with VL development work
Purpose and relevance of learning	The purpose of learning is clear. In some classes, links are made to learning, life and work and where this is in place, there are positive outcomes for learners. Use of interventions are monitored and impact tracked in order to meet individuals needs	<ul style="list-style-type: none"> Classroom visits evidence limited connections being explicitly made to skills for learning, life and work. Pupil focus groups identify the need for clarity and relevance of learning to be shared. 	All teachers should continue to ensure the purpose of learning is made explicit by relating it to skills for learning, life and work. Tasks should focus on skill development or stimulating thinking and problem-solving for learners.
Differentiation of learning	Use of appropriate differentiation differs across the school. Use of assessment information has supported this.	<ul style="list-style-type: none"> Classroom visits Professional dialogue 	Consistent differentiation is required to ensure appropriate levels of challenge and support are in place for all children.
Feedback for learners	Feedback within Writing allows pupils to talk with increased confidence about their learning and next steps.	<ul style="list-style-type: none"> Classroom and learning activities evidence some examples of positive and effective feedback. 	Develop a shared understanding of feedback across all curricular areas, (what, how, when and where).
Effective use of assessment			
Summary statement	Aifl strategies are used in majority of classes, and SNSA is integrated into tracking to ensure clearer links in the use of data to inform planning		
Assessment Approaches	Across the curriculum, a range of assessment approaches are being used effectively to capture the progress being made by learners.	<ul style="list-style-type: none"> Pre and post topic assessments SNSA assessments Peer and self-assessment are used in a few classes Baseline class assessments 	The range of assessment approaches should be developed further to ensure evidence is robust, reliable and demonstrates breadth, challenge and application of learning.
Impact of assessment on planning	Holistic assessment is used in a few classes to establish if pupils can apply their learning in a range of contexts.	<ul style="list-style-type: none"> Professional dialogue during planning and tracking meetings Reporting for parents/learners ASG moderation survey 	Improve consistency in the use of assessment to inform planning across the school. Feedback will be targeted through Visible Learning and Outdoor Learning to support assessment of STEM subjects
Moderation	A planned strategic approach to moderation in partnership with the ASG had been developed to support staff to agree standards in literacy and	<ul style="list-style-type: none"> ASG agenda Staff evaluation / feedback Agreed ASG guidance / expectations in literacy and numeracy 	Review approach to ASG moderation given current restrictions and create new plan.

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	numeracy. We were able to begin this process, but lockdown prevented Cycle 2.		
Planning, tracking and monitoring			
Planning for learning	All teachers plan using the experiences and outcomes for all curricular areas. ACC progression framework is used across all areas of the curriculum. A new template for planning has been created to support greater emphasis on motivating learners, capturing their ideas and using them to inform planning.	<ul style="list-style-type: none"> • ACC Progression pathways • Professional development session on planning and new formats 	Greater emphasis places on effectively engaging pupil views within the planning process
Planning with the learner	New planning format emphasis 'setting the scene' with pupil to engage them in the learning process and support them to contribute effectively to planning	<ul style="list-style-type: none"> • New planning formats and staff training 	Evaluate impact of new formats to establish if they support better engagement of pupils within planning
Tracking and monitoring arrangements / processes	SEEMiS is used to capture pupil progress and all staff are trained in its use. Tracking has been mapped to SNSA results to allow for greater depth in professional discussions.	<ul style="list-style-type: none"> • Professional dialogues during tracking meetings • Termly tracking meetings planned into QI calendar (add link) • Some classes meet with SfL staff on a regular basis to plan for individuals and groups • Child's Plans and IEPS 	Review of Child's Plan and IEP process to make use of automated system.
Impact of tracking and monitoring, including those with additional challenges	Two new system are now in place to support pupils. ACC have launched a Request for Assistance system and Sunnybank created a Request for Support system. These have been piloted and will continue to support the impact of interventions.	<ul style="list-style-type: none"> • Professional dialogues during tracking meetings • Termly tracking meetings planned into QI calendar • Request for Assistance • Request for Support 	Embed use of Request for Support and continue to build confidence in use of this system

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	Sunnybank School is a nurturing school. Children and families are asked for their views. Parents' suggestions are sought and there is increased use of this feedback to help evaluate the service and to make improvements.	<ul style="list-style-type: none"> • Data from newsletter • Responses to consultations 	
Wellbeing of all refer to Wellbeing indicators	Staff and pupils are familiar with the wellbeing indicators and are able to discuss them. Senior leaders recognise that there is scope to extend their use across all aspects of school life.	<ul style="list-style-type: none"> • Wellbeing indicators are displayed in all classes and learners can talk about them. • Professional dialogue with some staff highlights the planning for wellbeing through planned H&WB activities. 	VVA to be linked to wellbeing indicators and overall school improvement agenda
Quality L&T for all	Universal support is well planned and learning discussions take place regularly with learners.	<ul style="list-style-type: none"> • Professional Dialogue • Tracking meetings • Refresh planning and staff input 	Evaluate impact of new formats and Request for Support System
Relationships of all	Caring and positive relationships are evident across the whole school	<ul style="list-style-type: none"> • Positive relationships are visible in the school community 	
Children's individual needs and rights	Staff have systems and processes for identifying young people's needs and their barriers to learning.	<ul style="list-style-type: none"> • Creation of 'Request for Support' system to allow clearer overview of interventions and tracking of impact. • Child's plans / IEPs • PCRA's • Professional dialogue with class teachers during planning and tracking meetings 	Evaluate the impact of the Request for Support system
Fulfilment of statutory duties			
Statutory duties and requirements	School policies and frameworks reflect current legislation. We ensure that school staff comply with legislation and guidance relating to wellbeing, equality and inclusion and that all staff are aware of their responsibilities and have undertaken appropriate professional learning.	<ul style="list-style-type: none"> • School policies and frameworks reflect current legislation • Professional Learning – MyGTCS / Core HR • QI Calendar including planned learning activities for staff show appropriately planned activities to reflect updated legislation and expectations 	Ensure Children's rights are reflected in all areas of the school in line with new legislation
Inclusion & Equality			
Summary statement	Practice across the school is inconsistent regarding staff's role in 'getting it right for every child' and of understanding pupil's barriers to learning.	<ul style="list-style-type: none"> • CP Logs • GIRFEC reviews • Child's Plans • Referral records 	Review of IEPs/CPs following legislative changes to include UNCRC into Scots Law.

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Inclusion and appropriate support	We have clear strategic approaches to supporting all young people with barriers to learning, including those who are facing significant challenges in their lives. A minority of pupils (Av33%) failed to engage effectively during lockdown. These families were offered additional support.	<ul style="list-style-type: none"> Attendance and exclusion data show that there are repeating patterns which need to be analysed more thoroughly. Review meeting minutes PCRAs Child's Plans CP/GIRFEC & Attendance reviews by SLT Partnership working Throughout Lockdown, regular contact was maintained with vulnerable families to ensure support was provided. Virtual register for lockdown 	
Equality including support and challenge of discrimination	Staff, pupils and the school community recognise the need to promote an inclusive environment across the school. This remains a focus for the school as we recover from another lockdown.	<ul style="list-style-type: none"> Incident reporting SEEMIS chronologies Review meeting minutes Celebration events – Cultural dress 	As part of the HWB curricular review we will be including diversity to ensure this is promoted across the school community

Q13.2 Raising Attainment & Achievement	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in Literacy and Numeracy			
Approaches to raising attainment	Class teachers are more confident in use of tracking data but still an area of development Regular meetings with SLT support this. Comparison between SNSA data and Attainment form the basis for Term 4 tracking meetings	<ul style="list-style-type: none"> P & A Tracking Meetings 	Increased focus on using tracking information to support pupil transition into new year group and between Nursery and P1
Progress from prior levels	Within P1 the Northern Alliance toll is used to identify learning needs of pupils. Progress withing Reading, Writing and Spelling is assessed to identify progress and gaps within learning. Greater depth is required to support the tracking of pupil attainment within Numeracy	<ul style="list-style-type: none"> PM Benchmarking Schonell Spelling Assessment Northern Alliance Assessments ACC Pathways for Writing 	Identify more robust methods for supporting teacher judgement within Maths. Ensure stronger link between STEM and Maths/Numeracy to support assessment of pupils' application of Kn/Sk
Raised attainment in literacy & numeracy	We have seen an increase in P1 L & T of 6.81% Listening & Talking across the school increased by 0.98%	Data recorded in Progress and Achievement app Regular Tracking meetings to discuss data and the impact of supports	Tracking meetings will become the focus for the start of term meetings. Planning will follow this so that

Q13.2 Raising Attainment & Achievement	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	Reading across the school increased by 3.73% Writing across the school increased by 3.1%		discussions can look at the evidence in the first instance and then how this has been used to assess impact on learning.
Attainment over time			
Raising attainment over time across all curricular areas	Average attainment across P1-7 shows a dip in 19/20 but an increase in L & T, Writing and Numeracy when compared with 18/19.	Whole School analysis of tracking data for last 3 years	Main focus for next session linked to whole school data: Reading across P1 Writing across P4 Numeracy across P7 Numeracy across the whole school
Learners Progress from prior levels over time	Attainment in Primary 2 & 3 has risen consistently across Literacy and Numeracy in the last year. Listening & Talking across P4 has risen when compared across the last 3 years Literacy and Numeracy in P5 & P6 has risen compared with last session	Analysis of Year Group tracking data over past 3/4 years	Main focus for each year group after tracking progress over last 3 years. Reading: P1, P2 and P6 Writing: P3, P4 and P5
Effective use of assessment to make judgements	Progressions are used consistently across the school to inform planning and assess pupils' progress.	Professional Dialogue Transition planning	Continue to build moderation opportunities within the annual calendar to ensure consistency across the school.
Tracking systems and interventions	New Progress and Achievement app has been used effectively by all class teachers to record attainment data and progress		
Attainment of individuals and groups over time	Attainment is tracked effectively over time by practitioners and there is increased confidence. The new P & A module offers the opportunity to evidence this more effectively as pupils move through the school.	Discussion at tracking meeting Introduction of Progress and Achievement Comparison between attainment data and SNSA results to identify inconsistencies	
Overall quality of learners' achievement			
Learners Achievements	Lockdowns and restrictions have limited but not prevented this. Our annual Awards ceremony was able to go ahead this year and all pupils in P1-7 were given a resilience award to recognise their success during this challenging time.	School celebrations	
Development of learner skills	Opportunities exist within individual classes to develop learners' skills and for them to contribute to the life of the school. In addition, the Pupil	Class Planning Pupil Could meetings RRS Group meetings	Use of Skills Development Scotland across the school to allow consistent

Q13.2 Raising Attainment & Achievement	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	Council and Rights Respecting groups were able to be re-established.		approach to tracking skills and ensure pupils take the lead with this. Expand opportunities for pupils to contribute to the life of the school within the current restrictions.
Learners taking ownership of individual pathways	This exists within some of the classes but will be a focus for next session.	Class planning	Increase opportunities for pupils to take greater ownership of the learning pathways. Use of Learner Dispositions through visible Learning will support the whole school approach.
Equity for all learners			
Systems which promote equity	Analysis in progress	All 7s access the end of year trip to Adventure Aberdeen which was funded by PEF	Assess the needs of our families following the summer break
Raised attainment of the most disadvantaged learners	Analysis in progress		
Positive Destinations			
Impact of tracking and monitoring including those with additional challenges	Teaching staff's are beginning to be more confident in using data and analysing it. Work will continue in this areas next session to build on new Progress and Achievement module within Seemis	<ul style="list-style-type: none"> Request for Support system established Overview of SFL/ASN within school Review of SFL through tracking meetings 	Continue with new Request for Support system to allow regular evaluation of supports to assess impact.

1

1. Return safely in August and refresh school RA based on current restrictions. Assess families who may be requiring support following the summer
2. Improving and developing our approaches to Learning, Teaching & Assessment linked to areas identified within tracking
3. Effective use of Outdoor Learning to support STEM subjects
4. Use digital technology to effectively support pupils to take the lead in their learning and within the wider school community.
5. Re-assess and support the Wellbeing of all within the Sunnybank Community

2

1. Continue with any measure linked to Covid-19 safety
2. Combining STEM progression and maths progressions to improve application of knowledge and skills

3

1. Continue with any measure linked to Covid-19 safety
2. Improved Core Numeracy skills for all pupils and use of STEM subjects to support application of mathematical knowledge and skills

Action Plan 1
QI 1.3 Leadership of Change



Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Learners will be supported to understand the vision, values and aims through the four contexts for learning	Pupil focus groups Staff, pupil and family consultations	<ul style="list-style-type: none"> • Dispositions characters to be created, launched and added to mural. • Working group planning should link back to VVA, dispositions, SHANARRI and RRS where appropriate • Professional dialogue • Classroom visits 	Ongoing		
Continue to engage all stake holders within school improvement	Regular newsletters and stakeholder consultations Monitor number of view of newsletters and those who engage in consultations.	<ul style="list-style-type: none"> • Regular digital newsletters sharing school improvement journey • Annual stakeholder consultation • Additional targeted consultations throughout the year • Partnership with Parent Council and Community Centre 	1 per term		
Leaders at all levels support the VVA of Sunnybank School and a shared commitment to these	Pupil Council and RRS Group Pupil Consultations Assemblies and information sharing Staff working groups	<ul style="list-style-type: none"> • Increase the involvement of pupils so they take more of a lead within school improvement 			

Action Plan 2

QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	RAG
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> Creation of new HWB progression to support balance across the school year and across year groups. Review of Positive Behaviour Management Policy with a particular focus on celebrating our diversity 	Ongoing	Introduce new progressions and evaluate use	
All learners will recognise out Leaner Dispositions and will use these when discussing and evaluating their learner journey	Classroom visit Professional Dialogue School mural Pupil focus group discussions	<ul style="list-style-type: none"> Characters will be created to help embed our Leaning Disposition across the school A mural will be created to help promote our dispositions Collegiate working by staff will help ensure consistency in how dispositions are used to support pupils across the school 	June 2022		
Effective use is made of our community and spaces to deliver high-quality outdoor learning.	A shared approach to outdoor learning will exists across the school and involve every pupil in effective outdoor learning opportunities	<ul style="list-style-type: none"> Use of Education Scotland guide to capture current practice and identify opportunities for each year group to be involved in an outdoor learning project 	June 2022		
Learners are increasingly confident and engaged in online learning	All pupils will access Google Classroom to complete their homework Learners use Google Meets to participate in SFL sessions	<ul style="list-style-type: none"> Continue to offer advice and guidance to families. This includes instructional text in different languages and instructional videos Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning led by Digital working group Develop a whole-school approach to using Google Classroom 	Dec 2021 Sept 2021		
Increased whole staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	<ul style="list-style-type: none"> Identify training needs Drop-in sessions for staff on digital learning. Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners 	Weekly/reactive		
Increased parental confidence in supporting their child with home learning.	Regular consultation to allow parents to share their views shape the direction of school improvement	<ul style="list-style-type: none"> Use of Google Classroom for homework and appropriate support for families in accessing digital technology and making effective us of it. Online Safety Capture parental feedback through Parent Council, focus groups and surveys. 	June 2022		

Learners understand their progress and next steps in learning. They are then able to share this with other learners and adults.	Pupil's digital learning logs. Professional dialogue Collegiate staff development sessions and working groups	<ul style="list-style-type: none"> • Effective use of digital technology to allow learners to understand their learning journey and share it with other. • Use of My World of Work tool in addition to Google Suite 	June 2022		
Increased staff confidence in providing effective and timely feedback to learners.	Classroom visits Professional dialogue Pupils focus groups Pupil and staff surveys Professional development	<ul style="list-style-type: none"> • Focus of Visible Learning training will move from Learning Dispositions to Feedback. 	June 2022		

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	Progress
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)	
VVA to be linked to wellbeing indicators and overall school improvement agenda	All members of the school community will be aware of our VVA and how they are embedded within the life of the school	<ul style="list-style-type: none"> Themes for school assemblies 			
Evaluate impact of new formats and Request for Support System	Request for Support system will allow more robust tracking of interventions and pupil progress both for the class teacher and SLT	<ul style="list-style-type: none"> Continue fortnightly SLT review Class teachers ensure Progress & Achievement is kept up to date with interventions of pupils Tracking meetings between SLT and class teachers will confirm impact of interventions or the need to adapt 	June 2022	N/A	
Ensure Children's rights are reflected in all areas of the school in line with new legislation	Pupils at Sunnybank will feel empowered. They will be able to share how they contribute to their learning and the wider life of the school	<ul style="list-style-type: none"> Continue with pupil groups Expand opportunities for pupils to take the lead in the life of the school Moderation on Pupil voice within learning to ensure consistency across the school. Pupil survey Whole School celebration of Unicef Rights of the child Day 	June 2022	N/A	
Review of IEPs/CPs following legislative changes to include UNCRC into Scots Law.	Pupil's views will be captured effectively within IEPs/CPs	<ul style="list-style-type: none"> Pupil survey and discussion 	Dec 2021		
As part of the HWB curricular review we will be including diversity to ensure this is promoted across the school community	Pupils will celebrate the diversity across Sunnybank Schools and the incidents of bullying will reduce	<ul style="list-style-type: none"> Engage pupils, staff and community in create a plan for celebrating diversity across Sunnybank Whole school celebration of our different culture – Cultural dress day 	Sept 2021		

Action Plan 4

3.2 Raising Attainment & Achievement

3.1 Ensuring Wellbeing, Equality and inclusion RAG					
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)	
Tracking meetings will become the focus for the start of term meetings. Planning will following this so that discussions can look at the evidence in the first instance and then how this has been used to assess impact on learning.	Evidence of how tracking is used within planning will be gathered more easily allowed greater analysis of consistency across the school.	Professional Dialogue SLT review to confirm impact, next steps and training required	Mar 2022		
Main focus for next session linked to whole school data: Reading across P1 Writing across P4 Numeracy across P7 Numeracy across the whole school		<ul style="list-style-type: none"> • Classroom observations and Pupil Focus groups will focus on <ul style="list-style-type: none"> ○ Reading – Early Level ○ Writing – First Level ○ Numeracy – Second Level 			
Main focus for each year group after tracking progress over last 3 years. Reading: P1, P2 and P6 Writing: P3, P4 and P5		<ul style="list-style-type: none"> • Tracking data will continued to be reviewed 3 times a year and professional dialogue allows for greater analysis 			
Continue to build moderation opportunities within the annual calendar to ensure consistency across the school.		<ul style="list-style-type: none"> • Create draft annual calendar and share with staff • 	Aug 2021		
Use of Skills Development Scotland across the school to allow consistent approach to tracking skills and ensure pupils take the lead with this.		<ul style="list-style-type: none"> • Primary 7 pupils to pilot this • Digital working group to review benefits and consider use across the school 	Mar 2022		

Expand opportunities for pupils to contribute to the life of the school within the current restrictions.		<ul style="list-style-type: none"> • Merge RR Group and Pupil Council to ensure clearer remit • Evaluate 'Setting the Scene' added to planning and the impact this has on pupil voice within learning • P7 to expand areas of responsibility to determine what is possible given restrictions • Teaching working groups to expand to include pupils • Quality assurance calendar to include regular Pupil Focus Groups 	Mar 2022		
Increase opportunities for pupils to take greater ownership of the learning pathways. Use of Learner Dispositions through visible Learning will support the whole school approach.		<ul style="list-style-type: none"> • Launch of Learning dispositions • Pupils involved in Visible Learning Planning group 			
Continue with new Request for Support system to allow regular evaluation of supports to assess impact.					
PEF info to be added in August		<ul style="list-style-type: none"> • 			

Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Costs £
20/21 Allocation		83797
Carry fwd	Lockdown prevent us using funds for music therapy	6585
20/21 Balance		94382
Literacy		
Reading	Readingwise	Paid 17/18
	Accelerated Reader	Paid 17/18
Writing	Learning Hub	Paid 17/18
Listening and Talking		
Numeracy		
Numeracy	Learning Hub	Paid 17/18
HWB		
HWB	Sensory Room	Paid 17/18
Staffing		
Staffing	PEF PTs	9890.84
	Nurture Teacher	32903.04
	Nurture PSA	18992.52
	Underspend	28595.60

Current plan is to use PEF fund to invest in resources to support HWB across the school.