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**Strathburn School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

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

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Strathburn 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.

**How are we doing?**

We are proud of our school and work hard to ensure that there are high expectations of all that we all strive to achieve. As a school we continually self -reflect throughout the year on key priorities and our progress. Staff are fully engaged in professional development and invested in ensuring that the young people at our school achieve to their full potential. We know that as new research, methods and strategies come to the forefront it is important that our understanding of pedagogy continues to develop and grow to ensure the best for all members of the school community.

**How do we know?**

We use data, surveys, opinions, learning conversations, assessments and observations to gain an overview and reflect on how we are doing. We also moderate, share good practice, engage in professional dialogue and reading and ensure that we engage with the wider learning world to reflect on the themes and indicators within HGIOS4, HGIOELC and Realising the Ambition.

**What are we going to do now?**

We regularly measure against national standards to reflect on where we are. We also look back at what we have implemented and revisit to ensure developments are embedded.

**Looking inwards** to analyse our work

**Looking outwards to** find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

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

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

# The School and its context

**Context**

At Strathburn School the staff have a shared vision: Working together to nurture every child towards reaching their individual potential and enabling them to have the skills and confidence to fully participate in their communities, and the wider world, effectively.

The values that we have are in line with Curriculum for Excellence. We want all of our pupils to be kind, responsible, resilient and independent young people. We aim to create a positive, respectful and engaging environment for all members of our school community. The four key values selected by parents and pupils are: respect, kindness, honesty and positivity and these are consistently referred to throughout the school.

We would like all of our pupils to develop the skills and and confidence to embrace the world in which we live and become:

**Responsible Citizens**

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world

- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

**Effective Contributors**

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings

- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

**Successful Learners**

- Providing quality learning experiences which inspire and motivate our young people to become successful learners

- Encouraging all to reach their full potential through stimulating and independent learning

**Confident Individuals**

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenges

- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

**Values that underpin our work**

Throughout the school our core vision is that we enable, develop and support:

* Pupils with a strong motivation to learn and to challenge themselves
* A safe and welcoming environment
* A highly skilled team who provide an excellent learning experience for all pupils
* Pupil’s life skills and the attributes of resilience, responsibility and respect.
* Everyone feeling valued and included.

At Strathburn we aim to have a purposeful ethos where pupils can explain and understand their learning through having clear learning intentions and success criteria. We encourage everyone to have a growth mind set and realise that the greatest learning comes through having to overcome challenges and problems and through knowledge within a variety of contexts.

We work in partnership with a wide variety of others to ensure that all pupils achieve of their best including; speech and language professionals, educational psychology, social work, medical professionals and the police. Reflecting the national GIRFEC (Getting it Right for Every Child) policy we aim to ensure that all pupils are well looked after and that any barriers to their learning are minimised as far as possible with the correct support. As part of this we ensure that all children are aware of their Rights through looking at United Nations Rights of the Child and also through whole school work on the SHANARRI wheel(Safe, healthy, active, nurtured, achieving, responsible, respected and included), which informs everyone about the wellbeing indicators in an age and stage appropriate way.

Through our work we are also keen to engage with the community through ensuring that themes are related to the locality and therefore enabling classes to invite visitors or go out to locations.

Analysis of the SIMD data shows that no child at Strathburn Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 10. Although Strathburn Primary School does not have any children who are classed as living in an area of deprivation, we know that all children come to school with their own set of experiences, knowledge and skills and therefore we need to ensure that we conitnually monitor and evaluate to ensure that the learning experiences offered for our young people are relevant and ensure positive outcomes.

Overall strengths of the school:

**High quality, active learning experiences**

At Strathburn School, the majority of children understand that we all need to work together to create an effective team and understand that part of this is a positive attitude and trying to achieve. Visitors to the school frequently comment positively on their interactions with the pupils. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of activities and learning experiences on offer.

**High levels of performance**

Children are making very good progress in their learning across all curricular areas and this is reflected in the fact that the majority are achieving at the expected levels as they progress through the school. This has been verified by SNSA data and through professional judgement.

**The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. All staff are interested in the children’s welfare and progress and work together as a team to ensure collective support and knowledge. Children are patient, caring and work cooperatively, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone’s right to feel safe, valued and included with a key focus being on kindness.

**The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required through the staged intervention process. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of children are being met.

**The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Strathburn School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. They take on new initiatives and engage effectively with relevant documentation. They are keen to develop the school and ensure that it is the best place that it can be for all of the pupils that attend. Pupils are invited to offer opinions and information to inform school improvements. They are given the opportunity to reflect on the school and be involved in discussions about changes and improvements.

**Achievements 2021-2022**

This year we have been delighted to have a full year with learning happening in school. Staff have worked hard to ensure that our school community felt nurtured whilst we also supported pupil development and progression. There have been challenges with absences of both pupils and staff which has led to the need to revisit areas of learning and continuing to offer learning that can be accessed remotely for those who were isolating. As we are embedding the key focus at the beginning of the session is to establish our class ‘families’ so that pupils feel that their teacher knows them really well and identified support was also linked with each class to ensure consistency.

**Learning for sustainability**

Pupils at our school are aware of the needs of themselves and others and much of the work ongoing in school reflects their awareness of the world around them and the challenges that everyone may have and how supports can be accessed or offered. The school has been awarded the Silver award in Rights Respecting Schools and is working towards Gold. The Fair Trade Aware award has been achieved and we have also received our sixth Eco flag. We have a Travel Plan for the school which has been created by the pupils.

**Early Years**

As a school we have transformed our P1 curriculum and are focusing on learning through play in line with the current research and knowledge around child pedagogy. This has eased the transition from nursery to P1.

The nursery has been involved from the early stages at offering families 1140 hours of early years provision. The nursery area ensures flow between activities. The staff in the nursery have worked hard throughout the year to ensure that current guidance was being followed whilst also giving the children consistency and opportunities for curiosity and development.

**Throughout the school**

All classes work with class families in which they establish their class charter, learning pits, etc. The class teachers work hard to get to know the pupils individually and as a school we regularly provide opportunities for Pupil Voice to be heard – through Padlets, discussion, surveys, etc. The use of Seesaw has been embedded throughout the school as a profiling tool and this has increased opportunities for family engagement.

**Self evaluation**

We continue to engage with Validated School Evaluation where we work alongside other Aberdeenshire schools to evaluate where we are at and identify potential next steps. This session we had a voluntary recovery visit from HMiE/Education Scotland and we reflected on the work that had been undertaken throughout the pandemic and where are currently with our school improvement plan and next steps. As always it was useful to get this external viewpoint and discussion.

**Health and Wellbeing**

A key focus on Girfec and Shanarri underpin our work as a school staff. All school staff have engaged with nurture training with the educational psychology service. We have established a nurture provision running throughout the year to support our young people. A member of staff has also been working through a programme offered by Education Scotland around supporting staff wellbeing. We have run a small nurture group offering breakfast to those that may need time to prepare for the day so that they can fully access their learning opportunities. Every pupil received a ‘worry doll’ during lockdown which they could speak to and put under their pillow. All pupils now receive a worry doll when they join the school. We have emotional check-ins in classes alongside the use of calm boxes, fidget toys, etc. We also give children the opportunity give feedback on how they are feeling about school. All classes are using the SCARF resources.

**Technology**

The use of Seesaw, Google Classroom and other resources have enabled students and their teachers to engage with learning and teaching effectively and share this learning with families. Teachers have continued to embed technology to support inclusion through the use of tools which support children’s learning such as Read and Write, online books, dictation tools, and other computer applications. We have achieved our Digital School Award.

**External visits**

Before Christmas our Choir performed at both the Evening Express Carol Concert and the P&J Arena and also at the Big Sing in Inverurie. P6 and P5/6 experienced the RSNO performing in Aberdeen in February. Unfortunately our planned ski trip to Glenshee was unable to go ahead for P6 pupils due to storms. Therefore another two day trip was planned to Huntly where these pupils were able to try a variety of activities such as cross country skiing and tubing. P7 pupils were given the opportunity to go to Dalguise for three days of outdoor activities.

In addition classes began to get back out into the local area accessing swimming, horse-riding, the local park, Bennachie, the Garioch Heritage museum and exploring their local context and key features. In addition classes also visited Techfest and the Maritime Museum in Macduff.

**After School Clubs**

After school clubs have been offered throughout the year of art, jogging club, basketball, highland dancing and choir. These have all been staffed voluntarily by school staff.

**Wider School Events**

All classes performed Christmas songs which were shared with other classes prior to Christmas.

The school marked Children in Need through various fundraising activities

We had a sponsored run around the school and raised a phenomenal amount of over £6000 to support the development of play within the school.

On World Book Day all classes created a window display of a favourite class book. Everyone dressed up as a character and book based activities were celebrated throughout the school.

In June the school looked forward to celebrating the Queen’s Platinum Jubilee with Primary 7 pupils organising an opportunity for each child to perform in a compilation of song, drama and dance through the decades of the Queen’s reign. An art gallery was also created.

Primary 7 also planned Sports Day for all pupils in the school.

Strathie’s Got Talent returned in 2022 with Pupil Council organising auditions and the final performance.

**Recognition of Achievements**

Pupils’ receive regular recognition of their achievements from the staff in the school but also through weekly Star Wall where pupils come and discuss their achievement with the Senior Leadership team.

Throughout the year staff have worked hard to ensure that pupils have had interesting and engaging learning opportunities as they have worked within the guidance that has been in place across all schools. It has been important to ensure that literacy and numeracy have been key focus areas to ensure that the knowledge and understanding are there and can be built on as pupils move through their learning journeys.

# Impact of our developments

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

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| **Key priority 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-2022)** |
| **Moderation and assessment**  Develop and improve effective and manageable feedback, moderation and assessment strategies and use this information to further improve teaching and learning | * Making thinking visible strategies were shared throughout the year and enabled more instant feedback and assessment * Clear assessment approaches were developed and shared for writing * Moderation of writing was a key feature throughout the year and there was a whole staff focus on upskilling * Re-engagement with the QAMSO work * SNSA assessments undertaken at an earlier point in the session to inform planning for term 4 | * Clear progression evident in both the teaching and learning within writing * A better understanding by staff of the expectations required when teaching reading * All teaching staff have an understanding of the making thinking visible approaches * Assessments are being used to inform next steps in teaching and learning and support the process of professional judgement |
| **Curriculum development**  Develop and improve the understanding of metacognition and pedagogy through embedding the understanding and implementation of visible learning and developing maths mastery and literacy approaches throughout the school | * A very clear focus on the development of approaches to teaching reading and writing through staff meetings, learning conversations. moderation activities, observations and jotter sampling. * Emerging literacy skills embedded * Maths information shared with all teaching staff about maths mastery approaches * Making Thinking Visible sessions shared with all staff and strategies implemented in classes * ASL strategies developed through the use of Padlet and also technology being used successfully to support learners * Clear development of the understanding of play pedagogy throughout the school and links with the four capacities * Learning for sustainability continuing to underpin much of the curriculum throughout the school * Continuing to develop and reflect on the Health and Wellbeing curriculum responding to the needs of the children * Working parties re-established with staff focusing on specific areas to develop * Daily programmes in place to support early literacy and numeracy skills | * Monitoring and progression of attainment in writing evidenced and next steps identified. * Strategies for teaching of reading embedded * Use of Highland Literacy resources show clear progression at early level * Pupils are increasingly able to explain their understanding of maths processes and apply these in different contexts * Staff have increased leadership responsibility through working parties and are able to steer developments. * Daily inputs are showing improvements in both phonological and numerical knowledge * Health and wellbeing curriculum continues to evolve * MTV strategies are becoming increasingly embedded in classes. |
| **Improve readiness for learning, life and work**  Develop and improve health and well-being approaches throughout the school alongside developing digital skills, DYW and creativity | * Nurture training delivered to all staff by the Educational Psychology Service * Nurturing approaches are clearly evidenced throughout the school * School values embedded and regularly referenced throughout the school * Play is a key feature throughout the school to support the development of skills for learning, life and work * Outdoor learning has become an increased feature of learning within the context of the school garden particularly * Pupils are enabled through their use of technology * Learning for sustainability is a thread throughout learning in the school * Pupils are developing skills through cross stage working | * Pupils responses in HWB survey showed that they were happy and settled in school * Gold award for Rights Respecting Schools is applied for- assessment in October * A working party focus has been developing DYW and this is increasingly referenced and becoming related to contexts for learning * Pupils are developing the four capacities through play activities and working with children from different areas of the school * All staff aware of the principles of nurture and creating supportive contexts within their classes * All staff attended input on autism from an external agency |

# How good is our leadership and approach to improvement?

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| **QI 1.2 Leadership of Learning**  Professional engagement and collegiate working  Impact of career-long professional learning  Children and young people leading learning |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Pupils are keen to take on leadership roles within the school * Staff are all engaged in working parties and take on development work for the school in areas of interest * Staff regularly lead development work such as Making Thinking Visible and Learning for Sustainability * Collegiate working is embedded throughout the school with a culture of support and shared responsibility * Staff and pupils work together to develop curriculum content and plan for learning * Professional enquiry is becoming a key component of CLPL * Staff are supported to access professional learning opportunities that are relevant, of interest and improve practice * Staff engage with relevant research and implement the strategies that have a positive effect on pedagogy * Learners benefit from improved teaching and learning experiences and a broader skill set from staff * Staff share knowledge and experience and work together to offer pupils improved learning experiences |
| * **How do you know?** * **What evidence do you have of positive impact on learners?** |
| * Staff are able to discuss current educational thinking and relevant research and the impact of this * Pupils have a broad range of experiences related to Rights Respecting Schools, Eco Schools, Shanarri, Growth mindsets, Learning Pit which are intertwined throughout the curriculum * Pupils are keen to take on responsibility and engage with other children throughout the school to share their knowledge and experiences. * Pupils are able to discuss their thinking and the strategies that they use for learning rather than simply describing the activities undertaken |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| **●** Continue to empower staff to lead different areas of school development   * Provide opportunities for pupils to contribute to the school development plan using HGIOURS * Continue to develop collegiate working through trios, working parties and shared planning and assessment approaches * Offer opportunities to staff to develop learning in areas of interest or areas in which further knowledge, or skills, required to be developed. |

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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: 5**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The school has had whole school assemblies, and whole class lessons linked to VVAs, and pupils shared lots of examples of them continuing our values during school closure and online learning. * Very effective teaching staff working parties, opportunities for personal improvement, whole school training opportunities, CPD linked to PRD, whole staff book reading and reflection sessions, tapestry sessions. * All staff engage in regular evaluation of progress and the identification of future priorities. * The school’s Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. * There are opportunities for leadership across the school community with staff, and learners taking the lead in a range of projects and initiatives. * In order to ensure continuous improvement all teaching staff and PSAs engage in yearly reviews through Professional Review and Development or corporate appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session. * Our tracking of attainment through SNSA and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for future development * Almost all children are being encouraged to talk about their strengths, progress and next steps and pupils are actively involved in their learning. * All staff engage in regular (three times a year) evaluation of progress and the identification of future priorities. * We consistently promote responsibility and high expectations for all and a growth mindset philosophy is shared amongst learners, staff and parents. * There is an ethos of leadership at all levels in existence across the school exemplified by staff working party groups and previously Friday groups. Teaching staff have created working groups to take forward school improvement priorities in STEM, ASL, Learning for Sustainability, Literacy, Numeracy, HWB and 1+2. Currently the groups are DYW/Making Thinking Visible/Literacy/ ASL and Learning for Sustainability * Pupils have been encouraged to take on leadership roles through House and Vice Captains, Pupils Council, Eco-committee, Rights Respecting Schools and Fundraising groups. * There is an ethos of collegiality across the school with staff working together to develop skills and share expertise – exemplified through shared planning and assessments, shared approaches to learning, team teaching and through numeracy and play developments. * School improvement has been shaped by regularly trying to gather parent opinions through opportunities for feedback at assemblies, open afternoons, parent’s evenings, feedback trees, etc. * School improvement has been shaped by pupils through Pupil Council, learning walks, assemblies, reflections on learning, and general discussion. * All collegiate activities are based upon working towards the outcomes on the school’s improvement plan. * Staff are regularly engaging with opportunities for professional development. Two members of staff have attended Tapestry sessions and given a presentation for GTC recognition related to MTV, one DHT and the HT are engaging with SCEL. One DHT has been working as a QAMSO for the authority linking to listening and talking at early level, two teachers have been involved in developing numeracy inputs for staff across Aberdeenshire, one teacher has been involved in developing Science inputs for probationers and other staff across Aberdeenshire. * There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives. * Our tracking of attainment through SNSA and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for future development * Almost all children are being encouraged to talk about their strengths, progress and next steps and pupils are actively involved in their learning. Throughout the school, the use of SeeSaw is embedded. * Staff are confident in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge and where to seek support when necessary. * The school have engaged with the VSE process. * The school had a voluntary recovery visit form HMIE/Education Scotland to enable deeper reflection. * The nursery had a Care Inspectorate visit in June 2021. |
| * **How do you know?** * **What evidence do you have of positive impact on learners?** |
| * SIMD data is collated and shared with relevant staff where appropriate. * PEF funding is used creatively to support and engage vulnerable pupils. * Tracking and moderation is varied and collated regularly, include SNSA and ongoing Class Teacher assessments linked to benchmarks. * EAL work closely with the school, and SLT are members of the New Syrian Scot Focus Group * ASN and SFL work closely with SLT and CT to adjust the support they offer to best meet the changing needs of pupils. * SW and Health professionals work closely with SLT and CT to build up relevant pictures of pupils who need additional support throughout the school. * Staff are aware of our strengths as shared in staff meetings, meetings to discuss School Improvement Report and Plan. These planned activities have been included on our Working Time Agreement. * All teaching staff are contributing to Teams related to professional reading –and are implementing strategies within their classrooms * Many pupils and parents are talking about discussions around learning that they have had based on SeeSaw sharing of information. * Pupils are generally engaged and confident within the school building and willing to engage with new ideas. * Most staff are keen to look at professional reading materials and implement these within their classrooms. This has been demonstrated through the approach to maths mastery, outstanding formative assessment, visible learning and growth mindset work. Staff have engaged with the materials and frequently undertake pretesting and work with fluid groupings within their class. This seems to having a positive impact on pupils self esteem and perception of ability. * Being part of the Self Improving Schools initiative within Aberdeenshire has enabled the opportunity for professional dialogue and reflection between schools which has reflected that pupils are making clear progress particularly with the strategies being used for effective maths teaching. * All pupils can refer to their classes Charter and the expectations of them within the school * Pupils are aware of the positive reinforcement strategies that are used throughout the school such as points, star wall and gold stars. * Pupils now regularly lead their learning. Pupils regularly form the path of their learning activities. * Reports from the voluntary recovery visit from HMIE and the Care Inspectorate are used to inform next steps. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| **●** Revisiting the school curriculum rationale  ● Develop tracking of wider achievement and the impact it is having on individual learners.  ● Continue to develop staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda  ● Increasing focus on professional development and reading and links with the GTCS standards  ● Increase focus on using standardised assessment analysis to inform pace of planning and make improvements to learning and teaching which impact upon children’s attainment.  ● Continue to develop professional enquiry with staff  ● Upskilling staff on interrogation of assessment results to inform planning of targeted support.  ● Continue to explore ways of involving pupils (using HGIOurS) and parents in self-evaluation.  ● Self-evaluation and learning visits to be developed further both in school and with another school partner  ● Further opportunities to be developed for pupils to lead their learning (flipped classroom).   * Continue to provide opportunities for staff to lead development priorities and embed initiatives – providing opportunities for feedback and reflection |

# 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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Staff have a clear focus on creating positive relationships with all pupils by creating classroom families and having a focus on the nurturing ethos of the school * We are continuing to develop our profiling and reporting systems to ensure that they are accessible and meaningful for parents, pupils and staff * Staff are ensuring that clear assessment points are incorporated into their planning and that raising attainment in literacy and numeracy remains at the centre of our curriculum * Learning intentions and success criteria are shared with learners * Staff are involving pupils at all stages of their learning from the planning through to the assessment stages so that they are clear on the purpose and outcome of their learning journey through the creation and sharing of learning intentions and success criteria * Embedding the use of Growth Mindsets and Visible Learning throughout the school * Staff are engaging with monitoring and tracking pupil data and attainment to try to ensure that work and support is appropriately targeted. * Staff adopt a variety of strategies to ensure that the pupil voice is involved in planning for learning * Play is an increased focus to enable the development of creativity skills and provide opportunities for active learning. * There is an increasing focus on using the local context for learning * Parents are given regular opportunities to engage with the pupil learning and to provide input * Learners experience a range of teaching and learning approaches which enable them to have breadth and personalisation in their curriculum and also to extend their learning. * Aberdeenshire Frameworks and benchmarks are being used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum. * Transitions are well-supported throughout the school and transition from nursery to P1 has been developed to include children’s requests for information. * Children are becoming more involved with making decisions regarding their learning and there are more opportunities for children be independent learners. * Positive engagement with parents. * ICT is used widely across the curriculum to support teaching and learning experiences. * Personalised support based on application of clear information about learners and their needs. * Dedication of staff and the commitment to ensure that all of our learners have learning opportunities so that they can achieve success * Carefully targeted ASL support – both teaching and PSA support. * Adaptations are appropriately made for students who have English as an additional language * All staff have an awareness of emergent literacy strategies |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| **●** The majority of pupils can talk about what a growth mindset is and can refer to the learning pit when they are facing challenges  ● All teaching staff can refer to data that supports their professional judgements and use the data to ensure support is targeted effectively  ● The curriculum is providing a diversity of experience for our young people which is evidenced through the pupil learning journeys  ● Pupils are keen to share their learning with parents and use Seesaw to do this   * Many pupils can talk about their learning and their next steps and strengths   ● Fluid groupings are increasingly evident throughout the school  ● Pre testing is being used effectively in areas to ascertain the knowledge that pupils already have  ● All pupils are working progressively through curriculum for excellence |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Have a clear focus on the health and wellbeing of all members of our school community * Continue to develop the teaching of literacy and numeracy * Develop cross cluster and stage links through trios and through cross cluster meetings * Sharing of practice and continue to develop numeracy strategies and teaching approaches * Increase the use of the local context for learning opportunities and ensure that the curriculum opportunities are relevant and link to the core skills for learning, life and work * Continue to develop effective high level assessments * Develop a process where we track individuals throughout their school journey to ensure moderation * Develop the use of technology for effective learning and teaching * Focus on feedback and ways in which this can be developed * Ensure that the curriculum is effectively differentiated in all areas * Revisit the four capacities and the Curriculum with staff, pupils and families * Embed agreed processes and practice in relation to feedback to support pupils appropriately. * Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning. * Embed the practice around co-construction of LI/SC in order to ensure there is consistency across all classes. * Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners. * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. Continue training for staff around assessment incorporating support from local authority QAMSOs. |

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

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| **QI 3.1 Ensuring wellbeing, 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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| • All pupils have an awareness of the wellbeing indicators  • The main-stay of the whole school is that every child should be included and be treated as an individual with relationships being key in all classrooms  • Appropriate planning is in place for all pupils at a class, group or individual level as needed  Pupils need to safe, happy and healthy before they can access their class activities and there are several who are finding this challenging due to their life experiences therefore there is an embedded nurture approach.  • A tracking system has been put in place and teachers record levels three times a year.  • Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made.  • Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.  • The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.  • Several pupils have adaptations to their curriculum to ensure that the learning that they engage with is appropriate to them.  • Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.  • ASL staff evaluate the support that is provided with pupils and use this to reflect on practice.  • Regular updates and refreshers are given around statutory duties and responsibilities  • Staff have appropriate training to best support pupils with ASN  • Staff and partners model behaviour which promotes and supports the wellbeing of all.  • All staff regularly engage in professional training related to the rights, wellbeing and inclusion of all children – child protection, equality and diversity, RRS  • Children are aware of RRS and the Children’s Convention and explore issues around this  • Circle time, Bounce Back, SCARF and other sessions are used in classes to discuss issues related to health and wellbeing so that pupils have the time and space to have meaningful discussions  • Values are embedded in our assemblies  • Outdoor activity has been encouraged  • Targeted support is implemented as is necessary with PSA and ASL staff  • IP teachers having regular input with identified pupils.  • IEPs are used to develop targets on a more individual basis  • Flexible timetables are used as appropriate  • The enhanced provision supports pupils with the development of academic, social and mobility skills in a small group setting  • All pupils who access the enhanced provision are included within their mainstream class and given consideration when activities are planned  • Autism and dyslexia strategies are used in all classes  • P7 pupils support younger pupils in the playground and also provide support through their SPS responsibilities and through Lunch Bunch  • PSA support is available at break times to all pupils  • Staged intervention is embedded in our practice  • Teachers ensure that they devise a curriculum which is differentiated and appropriate for all learners in their classes  • External agencies are consulted with and involved as is required for pupils – including SALT, OT, educational psychology, Health, Social Work |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| **•** Pupils can speak about their emotions and have identified adults that they relate to  • As appropriate, pupils have targeted support and this is adjusted to best meet pupil need  • Staff can speak confidently about the pupils in their class and their individual circumstances.  • Staff spend time building effective relationships with pupils and their families to ensure that they have a good understanding of the pupil and their circumstances  • Staff work closely with other agencies to ensure that relevant supports are in place for pupils  • The majority of pupils report that they feel safe and secure within the school  All staff have participated in nurture inputs offered by educational psychology. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| • Develop a way of recording engagement with activities out-with school  • There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.   * Continue to develop nurturing approaches to working with the pupils * Continue to ensure that we regularly reach out to families to support wellbeing * Develop wellbeing supports for staff   **•** Work in conjunction with external agencies to ensure that all pupils have access to a relevant curriculum that provides learning opportunities whilst supporting health and wellbeing  **•** Some staff focused on ‘When the adults change, everything changes’ to underpin the approaches to creating a positive environment throughout the school  • Improve use of the Leuven scale or Schlechty’s work to assess pupil engagement throughout the school  • Continue to develop the whole school understanding of children’s rights and develop our approach to RRS |

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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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| • A tracking system has been put in place and tracking meetings are held three times a year.  • Across the school pupils are encouraged to take on responsibility within their classroom or at a whole school level.  • Teachers are confident in making judgements alongside the benchmarks  • A ‘Developing Number Sense’ approach is being developed to improve children’s mental calculation skills.  • Emergent literacy strategies are being used in P1 and beginning to be used in nursery.  • There have been literacy and numeracy working parties who have developed resourcing and identified key priorities.  • More frequent opportunities are being created for children to apply their knowledge in different contexts.  ● Pupil’s attainment is now tracked as they progress throughout the school.  ● Growth mindset approaches are embedded with all of the young people within the school at an age and stage appropriate way.  ● Pupils and staff are co constructing learning intentions and success criteria.  ● Pupils are involved in identifying their next steps in learning and being able to work upon these  ● Summative and formative assessment strategies are used throughout the school to ascertain prior knowledge and assess learning as it happens |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| ● The attainment of nearly all pupils is appropriate for their age and stage of development as evidenced by professional judgements, SNSA statistics, etc  ● Pupils who are in P4-7 are generally aware of their successes, next steps, their challenges and supports that they can access to address these.  ● Pupils are able to discuss their learning – learning intentions and success criteria are referred to  ● Several classes have fluid groupings which enable pupil’s growth mindsets to be developed as they do not feel that they are limited  ● From learning and teaching visits it is evident that there are more challenge questions being set in class and chilli challenge tasks are being set |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| **•** Continue to focus on attainment data and analysing the information to target support and teaching to ensure that every child achieves their full potential  • Continue to ensure that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.  ● Continue to engage with ‘Outstanding Formative Assessment’ and develop the use of learning powers as a reference point throughout the school  ● Consolidate and develop Growth Mindset progressions and also begin to develop Thinking Classrooms through a series of progressive inputs.  ● There will be increased focus on co creating success criteria and learning intentions   * High level assessments to be developed to ensure that skills and knowledge are embedded   ● Observations and recording of learning will become increasingly focused through Seesaw and opportunities for reflecting on learning |

# PEF 2022-2023

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| **Identified gap** | Professional judgement and emerging literacy and numeracy assessment data at P1 will be used to identify children that require targeted support to ‘close the gap’ and develop their early skills. A PSA will support with targeted activities.  Nurture and health and wellbeing continue to be key focus areas for us as a school as without this being a priority we will not be able to close the gap. We will identify any relevant training for staff to access as the year goes on and access this.  We will continue to look at resources which can be used to enable us to move away from a paper based curriculum and for learning to enable our young people to be actively engaged.  Resources such as ‘Hornet’ and ‘Word wasp’ will be used to target specific pupils. |
| **Expenditure** | PSA – approximately £42, 000 (3 full time)  Nurture resources - £500  SFL resources - £200  Nurture teacher - £20,000 (2 days a week) |
| **Expected outcomes** | Build on pupil phonological and numerical knowledge in P1 so that they have a solid foundation to build upon.  Enable more pupils to be able to effectively use devices to access their education and thus build their capacity to access learning whatever the circumstances.  Create tailored programmes of work by using appropriate sfl resources.  Develop an informed nurturing approach that is supportive and enables pupils to achieve their full potential. |
| **Impact Measurements** | The P1 impact will be measured through assessments and monitoring.  The impact of technology will be measured through feedback from pupils and staff.  The impact of Sfl resources will again be measured by data but also through the thoughts of the staff and pupils.  The impact of nurture will be measured through engagement scales, pupil and staff responses and also those of families.  Literacy and numeracy strategies will be measured directly through data from SNSAs/professional judgements and assessments. |

# 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 : To improve ……….**  **Moderation and assessment**  Develop and improve effective and manageable feedback, moderation and assessment strategies and use this information to further improve teaching and learning | **Data/evidence informing priority: …………………**  Professional judgement and feedback | | | |
| **Key actions (led by whom)** | | **How will we evaluate impact?**  **(Measurements of success)** | **Progress** | |
| **On Track** | |
| **Behind Schedule** | |
| **Not Achieved** | |
| * Embed the consistency of feedback across the school by participating in Professional Enquiry * Critical trios to be re-established * Learners will evaluate their own learning consistently across the school * Use of MTV materials * Continue to develop high level assessments and moderate these with colleagues * Have regular moderation opportunities * Develop clear assessment approaches for reading and writing | | * Almost all learners can evidence and discuss the range of feedback they receive. * Next steps in learning evident in planning documentation. * Consistency in judgements. * Clearly evidenced professional judgements |  | |

# 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 : To improve ……….**  **Curriculum development**  Develop and improve the understanding of metacognition and pedagogy through embedding the understanding and implementation of visible learning and developing maths mastery and literacy approaches throughout the school | **Data/evidence informing priority: …………………**  SNSA  Professional judgements  Assessment data  Learning discussions with pupils | | | |
| **Key actions**  **By whom** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Continue to engage with the MTV approaches and revisit this with all teaching staff * Continue to involve pupils in the learning process from planning through to assessment from nursery to P7. * Curriculum Rationale revisited and re-envisioned * Developed maths approaches shared throughout the school * Target setting including the co creation of learning intentions and success criteria developed to be more meaningful for learners * Continued to focus on improving reading and writing attainment through shared strategies, moderation, clear progression and targeted support * Appropriate differentiation to be implemented throughout the school * HWB curriculum to be revisited and refreshed * Emerging literacy strategies to be revisited and shared | | * All teaching staff will be using visible learning strategies within their classes and when working with pupils. * Pupils will be able to discuss their learning in a meaningful way * Clear progression in literacy and numeracy evidenced through learning and assessments * HWB to have clear strategical direction | |  |

# 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 1 : To improve ……….**  **Improve readiness for learning, life and work**  Develop and improve health and well-being approaches throughout the school alongside developing digital skills, DYW and creativity | | **Data/evidence informing priority: …………………**  Post lock-down recovery plans  Information from families, staff and pupils | | |
| **Key actions (led by whom)** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Having an enterprise spine that supports the four capacities which links into the curriculum rationale * Enterprising skills developed at all stages throughout the school and nursery * Cyber Resilience and Internet Safety (CRIS) award to be worked towards * Nurturing approaches to continue to be embedded throughout the school | | * Nurture programme in place –clear targets identified. * Gold award achieved for RRS. * Clear, progressive HWB programme in place. * Meaningful use of technology embedded in each classroom * Learning linked to skills to be evident throughout the school | |  |