



**Achnagatt Primary School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Stuartfield Primary 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?

How do we know?

What are we going to do now?

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

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

Jill Thomson

Head Teacher

The School and its context

Vision for the school

Our vision for Auchnagatt School is a secure, happy place to learn where everyone is encouraged to take pride in themselves, those around them and their work and where everyone's efforts are valued and celebrated.

Values that underpin our work

Today's children face a constantly changing world. At Auchnagatt we work together to build on their personal skills, interests, talents and strengths to develop the skills needed for today and meet the challenges of tomorrow.

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

Through the implementation of our school aims, children will be encouraged to develop the Four Capacities of A Curriculum for Excellence.

Successful Learners

- To provide a broad, balanced curriculum which both challenges and motivates pupils.
- To provide a range of teaching and learning experiences which promotes enjoyment, allows children to share their talents and achieve their potential.
- To celebrate success in a variety of ways.

Confident Individuals

- To encourage pupils to respect themselves, others and their environment.
- To develop resilience and perseverance and the confidence to tackle new situations.
- Ensure everyone is included.

Responsible Citizens

- Support our pupils in making positive, informed choices.
- To develop awareness of themselves, the world around them and the impact their choices and decisions have.
- To foster partnerships with parents and the wider community

Effective Contributors

- To give pupils the skills to communicate effectively in different situations
- To encourage and develop teamwork skills
- To provide leadership opportunities

Context

Auchnagatt School is a non-denominational school with a current role of 55 pupils, it was opened in 1957 and replaced the two schools of Savocho and Clochan. In 2007, to accommodate pupils from the closure of the nearby Braeside School, an extension for office

accommodation and a fully upgraded school meals kitchen was added. A car park was also added to the front of the school.

Auchnagatt School provides education for children aged 4 1/2 – 12 i.e. from P1 – P7. There are 3 classes and a teaching Head Teacher who are supported by a School Administrator, an Administrative Assistant, two part time Pupil Support Assistants and a part time Janitor.

We also have a number visiting specialists who provide support for learners and specialist skills. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for all children.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The school has a supportive School Council. There is also a Pupil Council in the school.

Pupils transfer to Mintlaw and Ellon Academies for Secondary Education.

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 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
HWB/Covid Recovery	<p>Educational Psychologist training for Emotion Coaching for teaching staff and PSAs, this follows on from the Nurture training last session.</p> <p>Light touch assessments – HWB/ SWST/ Literacy / Numeracy to establish where children are after lockdown and identify next steps.</p> <p>Attainment review with staff to share and discuss:</p> <ul style="list-style-type: none"> • identified needs • How pupil needs are being supported, • Short and long-term interventions, • Impact of Covid lockdown on year groups and individuals. <p>A clear focus on HWB, Literacy & Numeracy, initially using Mintlaw Cluster Team – Back to School 2020 HWB series of lessons.</p> <p>Targeted support put in place for those who were flagged up as requiring this – class teachers leading these interventions with support from ASN teacher. Supports in place have both a nurture and an academic focus.</p>	<p>Staff using Emotion Coaching and Nurturing approaches in their practice.</p> <p>HWB assessment showed good levels of resilience from most pupils, particularly in the P1-3 stages, which evidences the good work done by the school and staff in session 2019/20 and the supports put in place.</p> <p>Following assessments and observations, some pupils have been targeted for nurture support and/or social and academic skills support using additional teaching staff time funded through Government Recovery funding. PSA time also targeted to pupils with a high level of need. Those pupils are responding well in their groups and are beginning to transfer the skills to their wider class and school experience.</p> <p>Staff continuing to target areas for catch up and reinforcement so that pupil attainment and achievement continues to be at a good level across the school.</p>
Literacy	<p>P1 TalkBoost and Emerging Literacy Baselines completed in Term 1.</p> <p>Almost all P1 pupils were identified as needing support in a number of common areas so whole class interventions were developed with a small number of pupils identified and targeted for additional fine motor skills work with a PSA.</p> <p>Targeted support identified by CTs across the remainder of the school using engagement and quality of work over lockdown and presentation in class on return to school. Writing was an area which pupils found most challenging to engage with during remote learning.</p>	<p>As all of the TalkBoost/Emerging Literacy interventions were not completed prior to the second lockdown, some of their impact and early gains were lost by some pupils. These continued to be worked on with progress again beginning to be made.</p> <p>Targeted pupils show some positive impact on their confidence and readiness to learn which they are beginning to transfer to their class work. This will continue to be monitored moving forward.</p> <p>Interventions allowing pupils to maintain expected levels of achievement as evidenced in SNSA results show a very good level of attainment maintained in all areas with writing being very slightly lower. All pupils not attaining the expected level are receiving appropriate support.</p>
Maths/ STEM	<p>Most teachers trained in Mastery Maths approach and using these in their daily practise. Those not trained in the approach are supported to implement aspects of this into their practise. PPTs are available for individuals to access to develop or refresh their skills. Discussions about putting the theory into practice and staff trying out mastery strategies with aspects of their numeracy teaching are still ongoing.</p> <p>STEM/ SSERC all teaching staff involved and engaged in 7 SSERC meets looking at different aspects of STEM using the resources provided and online learning.</p> <p>½ day INSET looked at where we were in STEM and opportunities to look at planning and progression for STEM using Lothian School STEAM programme. This will need to be looked at again and developed for the Cluster in Session 2021-22.</p> <p>New STEM mentor identified for year 2 of the programme.</p>	<p>Pupils becoming more used to the Mastery approach as evidenced in discussions, pair and group working. Pupils sharing of experiences during discussions have shown a positive impact demonstrating a problem-solving approach allowing for more in-depth knowledge of understanding and an awareness of next steps.</p> <p>Pupils using hands on, practical resources more readily in all classes. This now needs to become further embedded and increase in its use as part of day to day learning and teaching.</p> <p>The SSERC Meets have been excellent and have increased staff confidence and knowledge. Our COVID Recovery focus on Literacy, Numeracy and HWB has not allowed for a great deal of implementation as yet. Will be put onto next session's Imp Plan alongside re visiting our cross curricular rolling programme, developing a pathway progression in STEAM skills, knowledge and understanding to ensure all pupils have experience of STEAM across all 3 classes.</p>

<p>Parental Engagement</p>	<p>We self-evaluated what went on during first wave of lockdown through a parental questionnaire as well as staff reflections and monitoring of engagement. From the information gained changes were made during the second lockdown. A further Forms Questionnaire was issued during the second Lockdown in January 2021 and, again, changes were made in response to the feedback.</p> <p>An interim report was developed to give quick and simple information about the pupils' progress following return to in school teaching in August 2020 this was issued in place of a face to face parent's evening.</p> <p>A full report was issued in June 2021 with follow up telephone appointments offered.</p>	<p>Feedback from both questionnaires was very positive with concerns and comments being acted upon to make positive changes. A whole school Wellbeing Classroom was created with advice, support and physical and mental wellbeing activities added weekly.</p> <p>During the second lockdown changes resulting from feedback included live Google Meets – wellbeing focus. Live teaching sessions using Google meets and recorded lessons. Weekly overview shared in advance with main tasks being uploaded prior to the start of the week allowing parents and pupils to plan their learning around other family and work commitment, this was very positively received.</p> <p>Engagement was monitored by class teachers with follow-up emails and/or telephone contact where there were concerns.</p> <p>Feedback on both interim and final progress report was very positive with very few parents taking up the offer of a phone appointment.</p> <p>All correspondence which was previously paper based is now electronic with Microsoft Forms being used increasingly to gather feedback, consents etc.</p>
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Self-Evaluation for Self-Improvement

Overall levels of quality of the 3 core QI questions

The scoring for each of the core questions have come from the overall reflection of the self-evaluation exercises as well as from the Data Evidence.

The QIs considered have come from each of the self-evaluation exercises

<u>How good is our leadership and approach to improvement?</u> <u>Level of quality overall: 4</u> <u>Level of quality 1.3: 4</u>
Relevant NIF priority: All Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement QIs considered: 1.1, 1.2, 1.3 (HGIOS?4/HGIOELC? 1-6 scale)
Key messages <ul style="list-style-type: none">• Our Vision, Values and Aims are at the heart of our charters which are renewed or revised annually based on the UNCRC• Each class develops their class charter during 'Learning to Learn' week. The whole school is involved in revising the school charter during this week. Both are in line with our Vision, Values and Aims.• Pupil's wellbeing is at the heart of our Vision, Values and Aims, and is always prioritised when making decisions about future improvements.• Staff take a leadership role in school and in cluster improvement groups with Mrs Robertson leading on Mastery Maths and Mrs McKerrow leading on Making Thinking Visible. Almost all staff have attended the SSERC Meets as part of our STEM development and the Emotion Coaching training• Data indicates that most children have remained on track with their learning with SNSA results mainly supporting professional judgements• Professional judgement, knowledge of children and their family circumstances, including FSM and SIMD data alongside review of assessment data have led to the formation of support groups for nurture, social and emotional and academic support, these are led by teachers funded through the Scottish Government's Recovery Fund in consultation with ASL teacher• ASL teacher continues to support groups, individuals and provide in class support. Consultation also leads to individual programmes of work which are either carried out as part of classwork or led by PSAs• All teaching staff are involved in self-evaluation which has continued and been further developed throughout this session
<u>How good is the quality of care and education we offer?</u> <u>Level of quality: 4</u> <u>Level of quality Core QI 2.3: 4</u>
Relevant NIF priority: All Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress QIs Considered: 2.2, 2.3, 2.4 (HGIOS?4/HGIOELC? 1-6 scale)
Key messages <ul style="list-style-type: none">• All staff work together as a team with the needs of the pupils at the heart of everything we do to create a positive learning environment• Through discussion staff show a clear understanding of pupils and their strengths, needs and areas for improvement, this is reflected in the learning and teaching which took place online and in the classroom• We motivate and engage our pupils by making good use of our positive behaviour strategies• All staff take part in Child Protection training annually• SEEMIS chronologies are kept up to date by teaching staff and HT, all entries are discussed with the relevant members of staff prior to entry• MAAPMs are held for individual children as appropriate• Assessments and data are well used to track pupil's progress and plan for next steps and deployment of resources which includes support and challenge.• ASN needs analysis is reviewed to ensure pupils receive appropriate support and challenge• Termly Class Learning Newsletters are sent home to inform parents of planned learning and signposting/advising parents how they can support their child at home• Class teachers are accessible to parents for support through GLOWmail, end of day contact and phone calls• In P1/2 Reading Records are used for home/school contact• Learning to Learn week in Term 1, week 1 includes lots of PSD activities so pupils and teachers get to know one another and allows time to formulate shared expectations as well as looking at how we learn. This session there was a strong emphasis on this with good use being made of the Mintlaw Cluster Recovery Lessons developed by the cluster IP teacher and Hub teacher• Pupils set termly targets – these were not all followed up this session due to the disruption caused by COVID• New P1 induction process developed to support parents during the current circumstances, this included home learning activity packs, information videos and materials sent home electronically• Feedback from families has continued to be very positive during in school learning and over lockdown• Overall we have a very good school ethos with a few individuals requiring support to make positive choices, these pupils are targeted for support, both teaching and support staff are aware of these pupils and use a variety of nurturing and emotion coaching strategies to support them

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

Level of quality overall: 4

Level of quality Core QI 3.1: 4

Level of quality Core QI 3.2: 4

Relevant NIF priority: All

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

QIs Considered: 3.1, 3.2, 3.3

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

Key messages

- All staff are aware of and updated annually on the wellbeing indicators and current legislation
- All staff work well as a team, sharing information and finding solutions to support all pupils in their learning and health and wellbeing
- Children have a say in matters which affect them daily with a strong focus on using a nurturing, problem solving approach
- Parental feedback demonstrates engagement with the school with some families targeted for support
- Regular signposts to mental health support resources are issued through the newsletter and direct targeting
- Collaborative Learning weeks are planned to cover a wide range of outcomes including, but not limited to HWB, Literacy and Numeracy, these have had less of a whole school impact due to classes not being able to mix this session
- Timetable of targeted support in place. This is reviewed by staff, ASN teacher and HT as to the appropriateness of support, types of tasks and impact. Alongside this, support groups for nurture, social and emotional and academic support, these are led by teachers funded through the Scottish Government's Recovery Fund
- Some aspects of pupil voice have been difficult to maintain over the session, this will be a priority going forward once restrictions allow more mixing of classes
- Staff leadership roles will continue
- ASN needs analysis continues to be reviewed to ensure pupils receive appropriate support and challenge
- Through discussion staff show a clear understanding of pupils and their strengths, needs and areas for improvement, this is reflected in the learning and teaching which took place online and in the classroom
- Staff attend MAAPMs where appropriate and take an active part in developing, implementing and reviewing child's plans
- All pupils HWB surveyed using GL PASS, some work on this was interrupted due to the second lockdown but staff are aware of the results and there continues to be a strong focus on HWB. Results were taken in to account when forming nurture groups as mentioned above
- All pupils are making appropriate progress in literacy and numeracy with most pupils on track or exceeding expectations
- Teaching staff make good use of the Aberdeenshire frameworks and both Aberdeenshire and Education Scotland Benchmarks to inform planning and professional judgement
- An effective tracking and monitoring system is in place to allow data analysis and track pupil progress over time
- Staff discuss learning and next steps with the pupils and give appropriate feedback using 2 stars and a wish
- Staff respond to SNSA and other standardised assessments by identifying and supporting specific needs
- Wider achievements celebrated and valued through our Achievement Wall and in class 'news' time
- Our positive behaviour management system rewards effort and behaviour as well as achievement

QI Review – 3 Year Cycle

In relation to our self-evaluation a tool we use is How Good is our School 4 which outlines particular Quality Indicators we focus on. In order to ensure we engage with them all, we ensure a specific focus is made on particular QIs over a three year period. That does not mean we do not work on them within other years but we will give a particular focus to them on the given year.

Core QIs: 1.3, 2.3, 3.1 3.2		
Year 1	Year 2	Year 3
<p>1.1 – Self-evaluation for self-improvement</p> <p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>2.2 – Curriculum</p> <p>2.3 – Learning, teaching and assessment.</p> <p>2.4 – Personalised support</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p> <p>3.2 – Raising attainment and achievement</p> <p>3.3 – Increasing creativity and employability</p>	<p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>1.5 – Management of resources to promote equity</p> <p>2.1 – Safeguarding and child protection</p> <p>2.3 – Learning, teaching and assessment.</p> <p>2.4 – Personalised support</p> <p>2.5 – Family learning</p> <p>2.6 - Transitions</p> <p>2.7 – Partnership</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p>	

Self-evaluation across QIs and themes allows a broader understanding and reflection of where your school is at. All evaluation exercises focus on the 3 key questions:

- How good is our leadership and approach to improvement?
- How good is the quality of care and education we offer?
- How good are we at improving outcomes for all our learners?

Over the course of the 3 year cycle all QIs will have been evaluated. From the tables you can see where each of the questions are answered.

The underlined focus QI was chosen and aspects of other themes drawn upon from other QIs.

Auchnagatt School Data evidence – key messages

Pupil attainment across the whole school	<p>Across the whole school we continue to have a good level of attainment in all areas, averaging between 78 – 94 % of pupils being on track or exceeding expectations, the exception being writing with 74% of pupils being on track or exceeding expectations.</p> <p>Where pupils are requiring support this has been identified and put in place.</p> <p>There are 3 tracking periods across the session with attainment, support and challenge reviewed.</p> <p>Professional judgement is also reviewed alongside SNSA results and other targeted assessments to ensure all pupils are being supported and challenged appropriately.</p>
SNSA at P1, P4 and P7	<ul style="list-style-type: none"> • P1 Literacy - 40% in average or higher National band • P1 Numeracy – 90% in average or higher National band • P4 reading – 93% in average or higher National band • P4 writing – 93% in average or higher National band • P4 numeracy- 93% in average or higher National band • P7 reading – 100% in average or higher National band • P7 writing – 86% in average or higher National band • P7 numeracy – 100% in average or higher National band
SIMD	<p>At present all pupils who attend Auchnagatt School fall under the 6th – 8th decile with the majority in decile 8. This is not a true reflection of the need within Auchnagatt. We have a mixed catchment area with owner occupier, council housing and privately rented homes. This means pupils come from a variety of backgrounds.</p>
FSM	<p>All of our P1-3 pupils receive FSM under the universal allocation. Across the remainder of the school only 4% receive needs based FSM.</p>
Needs Analysis	<p>40% of the school roll receive additional support.</p> <p>Almost all of these pupils receive the lowest of level of additional support.</p> <p>4% of these pupils receive a more intensive and in some cases, multi-agency level of support.</p>
PEF	<p>All pupils have been impacted by the use of PEF funding.</p> <p>Covid recovery has involved all pupils in order to enable the school to meet the needs of all in the current Covid Pandemic.</p>
Attendance	<p>Auchnagatt School has a high level of attendance with 94% of pupils across the school having very good attendance, overall attendance is 97%.</p> <p>A few pupils have low attendance which we then follow the attendance guidance from Aberdeenshire Authority in order to improve pupil opportunities, learning and lessen the impact on their attainment and achievements.</p>

PEF 2021-2022

Identified gap	Covid Recovery - nurturing approaches to support positive health and wellbeing and readiness to learn Parental Empowerment – continuing to support learning in the home environment. Closing the attainment gap for those identified as having struggled during lockdown and on return to school. Continue to support social and emotional wellbeing
Expenditure	£138.00 GL PASS Assessment £117.50 Mintlaw Cluster Wellbeing Project £355.00 Resources to support wellbeing recovery £355.00 Resources to support academic recovery £ 48.00 NESSY subscriptions £161.60 Boxall Profile
Expected outcomes	Nurturing approaches leading to improved/maintained mental health and wellbeing Increased parental confidence to support learning. Closing the attainment gap for those who have found lockdown challenging Attainment in literacy and numeracy maintained and built upon
Impact Measurements	Attainment data Pupil and parental feedback Professional judgements GL PASS and Wellbeing Wheel data

Capacity for improvement

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

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

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To improve <i>The quality and consistency of learning and teaching across the school.</i></p>	<p>Data/evidence informing priority: <i>Going back to basics after Covid lockdown to ensure that all staff know what makes a good lesson. Ensuring consistency of understanding and approach to learning and teaching.</i></p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ol style="list-style-type: none"> Staff questionnaire to gain a baseline on what makes a good lesson. Have a clear end goal for the lesson - What will the learners be able to do that they couldn't do before? Discussion of the key steps <ul style="list-style-type: none"> Introductory discussion - what will the learners be doing here? Finding out what the children already know. Discussing learning objectives and success criteria with the children – what will the children be learning? Keep it in context – what is the bigger picture? Child friendly language. Success linked to intentions – linked to skills and knowledge not always end product. Keep pupils engaged and motivated through careful questioning and active participation in the lesson – paired, shared, acting out, demonstrating, interacting productively with each other as well as the teacher. Model what a good example looks like – why is it a good example? Involve the children. How will they recognise success? Challenge and support pupils appropriately – mix of in class support, task, success criteria, etc. Staff to agree consensus from what they know and have learned. Draw together to formulate a whole school guidance for teachers. This will be used as a standard across the whole school. Further support and promotion of Making Thinking Visible approach to learning and teaching Use this as part of learning and teaching discussion, observations, and toolkit. 	<p>All staff</p> <p>Whole school staff</p> <p>Sarah</p> <p>Whole staff</p>	<p>Term 1</p> <p>Term 2 – Inservice 2</p> <p>ongoing</p>	<p>Shared understanding and consensus.</p> <p>Whole school guidance developed.</p> <p>Consistency across learning and teaching in classes – discussed, observed and from pupils – what do they see?</p> <p>Reflective discussion during planning reviews, looking at the guidance developed – have staff adhered to this?</p>	

<p>6. Authority training to be published in August and supported throughout the year. Schools give guidance and expectations for baseline standards across the authority – this is what an Aberdeenshire School should look like.</p> <p>Authority Focus on LTA. Key areas and messages will be shared – looking at Cluster sharing of good practises/ guidance/ formats, etc which can be used to meet the baseline standards set out for all schools meet.</p>	Whole staff	As Authority calendar		
<p>7. Review of our curriculum – review of ‘Bundles’ of Es & Os to ensure progression across the school in all areas of the curriculum ensuring a breadth and depth of knowledge, understanding and skills. Identify areas of the curriculum to be delivered discretely.</p>	Gillian/Sarah/Ji II	Term 3 Inservice 5	3 year rolling programme of Es & Os in place alongside curriculum overview	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS and ELCC</u></p> <p>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</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>		<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.</p>	
<p>Priority 2 : To improve children's wellbeing and resilience in our school and across the cluster following periods of lockdown.</p>		<p>Data/evidence informing priority: Baseline information from SHANARRI Wellbeing questionnaires, GL Pass, pupil/teacher/parent feedback.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>	
<p>All classes complete the SHANARRI Wellbeing questionnaires during Learning to Learn Week. Record and analyse results and target any individuals who require follow up.</p>	All staff	Term 1	Supports identified and in place. Impact evidenced in follow up		
<p>All classes to carry out GL assessments and Boxall profiles for identified pupils based on score. Follow up at the end of T3 for targeted pupils.</p>	All staff	Term 2	Supports in place reviewed. Impact evidenced in follow up assessment.		
<p>Reintroduce Big Life Journal as part of our HWB programme of work. Link this into Priority 1 – curriculum review</p>	All staff	Term 1/ongoing			
<p>Appoint a member of staff (1 day per week to the cluster) to analyse and co-ordinate GL results, liaise with schools to support progress with identified pupils and continue to develop a focus on nurture and resilience</p>	Cluster HT's	By end of term 1.	Member of staff in place with a specific remit.		

Analyse and collate GL assessment results for all schools, identifying reasons, trends or patterns and agree next steps with schools.	All schools Appointed member of staff (HWB lead)	Term 1/2	Identified trends, patterns and needs across the cluster based on assessment results and Wellbeing indicators.	
Work with cluster schools to identify a bank of resources to support targeted children using allocation from PEF budgets. (Remainder of 10%)	HWB lead	Term 2	Appropriate resources and supports in place which will be evidenced in follow up	
Create a yearly overview of support for schools based on themes and key points during the year, eg transitions based on Nurture, Resilience and Emotion Works where used.	HWB lead	Ongoing	Feedback from individual schools and impact on overall Health and Wellbeing.	
Timetable schools (where restrictions allow) to provide inschool targeted support.	HWB lead	Ongoing	Feedback from individual schools.	
Report back to cluster schools on progress and achievement.	HWB lead	Ongoing	Feedback from individual schools.	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 3 : To improve <i>Continuation of STEM</i> <i>Experiences pupils have of STEM.</i> <i>What is STEM? How is it taught? Progression of knowledge and understanding and skills across the whole school</i></p>	<p>Data/evidence informing priority: : Ongoing development building on cluster STEM work</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>All staff continue to engage with the SSERC programme, mentor identified: Year 2 of SSERC STEM 3 x planned SSERC meets – September to Dec 2021 3 x 1hr 15min sessions – WTA allocation</p> <p>Further Fun with Forensics - 15 September Marvellous Magnets – 4 October Microbes for Minors – 15 November</p>	<p>All staff</p>	<p>see dates in key actions</p>		

<p>Catch-up/ feedback/ info sharing – 1/2 or 7 December</p> <p>sharing of year 1 PCP with all staff in cluster schools</p> <p>implement a bespoke programme of PL to meet needs of cluster schools – Jan to March 2022</p> <p>allocated time in INSET to allow mentors and interested staff to plan for cohesive collegiate programme of STEM activities from E – 2nd levels (possible utilise the programmes shared at INSET in Feb</p> <p>2 day course in Dunfermline for mentors 24th/ 25th March</p> <p>Showcase event to share good practise/ examples of STEM going on across cluster schools.</p> <p>Progression pathways for development of STEM skills, knowledge and understanding linked to Es and Os.</p> <p>Explore Lothian’s Pathway to see how it would meet our needs or what would be needed to be changed. As a school/ cluster of teachers, work on producing a cluster pathway for STEM – Es and Os linked to experiences, linked to skills and suggestions as to how these experiences can be done. Link this into Priority 1 – curriculum review</p>	<p>Sarah</p> <p>Gillian/Sarah/Ji II</p>	<p>Term 3</p>		
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Wider Achievements

Pupils’ wider achievements are celebrated on our Achievement Wall

We have an annual Achievements Assembly where every pupil’s achievements are recognised and celebrated.

We run an annual Scots/Doric Poetry Recitation Competition, this year the winners were announced at a live, online Assembly where the winners recited their poems.

During the second lockdown we continued to provide a Wellbeing Classroom with a selection of activities to promote both physical and mental health, this was available to all children.

Memories are made of this:

Although COVID restrictions have meant we cannot take part in school trips and visitors have not been able to come to our school, we have taken advantage of many virtual visits and experiences which have been on offer including Samba – online sessions and live showcase, Scottish Orchestra Project (P5-7), Scottish Ensemble music events, Techfest, Aberdeen Science Centre, a wide variety of Authors Live events, ALEC, DYW events.

We were also able to run a modified sports day without spectators which the children loved.

Although our residential trip for P7 pupils was not able to go ahead, the P7 parents organised 2 outdoor events for P7s; Segway at Haddo and a morning of activities at Lochter.

We were also able to offer an online panto at Christmas and the Parent Council organised icecreams for everyone on the last day of session after our virtual end of session Assembly and prize giving.

Wider Community Links

We are well supported by our Parent Council

Our monthly newsletter is displayed on the village noticeboard.

Through the Community Council that we receive flowers for our tubs and borders annually.

We again received grant funding from the local Wind Turbine benefit Scheme

We have been creative to maintain a number of positive links with the local community which has had a direct effect on pupil learning and engagement