



**Achnagatt Primary School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023**

School Forward

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

Self-Evaluation for Self-Improvement is at the heart of our practice in Auchnagatt 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 68 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, two part time Pupil Support Assistants and a part time Janitor and Caretaker.

The school 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 Parent 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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
Learning, Teaching and Assessment	<p>INSET time in November and February spent looking at the 4 quadrants – Learning and Engagement, Planning, tracking and Monitoring, Quality of Teaching, Effective use of assessment.</p> <p>Sharing new documentation and toolkit from the Authority which will be used to develop consistencies in approaches and learning opportunities.</p> <p>HQA discussions as a cluster – what are HQAs?, what are their purpose?, what makes a HQA?, how can they be used? Staff shared own views and understanding as a starter.</p> <p>Guest speaker Dr Mynott discussed research and pedagogy for Retrieval practice which should be used to support assessment.</p> <p>Bundles of 'topics reviewed to ensure progression across the school in all areas of the curriculum ensuring there is time and space for breadth and depth of knowledge, understanding and skills. HWB & science mainly removed from the bundles with separate progressions developed – still work to be completed on this</p>	<p>Staff have a greater understanding of the core expectations for learning and have had opportunities to discuss with cluster colleagues what this means in their class and across the school. Pupils should therefore have an improved experience and their needs consistently met. Assessments should be focused with pupils having the opportunity to demonstrate the application of their skills, knowledge and understanding</p> <p>Staff awareness of retrieval practice and how this fits in to LT&A supporting the development of high quality experiences for pupils. Assessments will inform staff of gaps in pupil knowledge and understanding and inform what further learning and teaching is required.</p> <p>Progression developed with all teaching staff ensuring a shared understanding of where pupils are coming from and where they are going next. Pupils should experience a more seamless development of skills, knowledge and understanding. HWB and Science will now be taught discretely, again ensuring consistency as well as breadth and depth. There will be no gaps in pupil's experiences.</p>
HWB/Covid Recovery	<p>All pupils completed the SHANARRI Wellbeing Questionnaires, results of these reviewed and used to support interventions. Followed up and reviewed in term 2 following completion of GL PASS</p> <p>HWB assessments show good levels of resilience from most pupils, however perceived learning capability, preparedness and confidence to learn show areas for concern.</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>Cluster HWB member of staff only in place for a short time due to recruitment issues, however did give an independent analysis of our PASS results and continued to source materials to support HWB.</p> <p>See also link with LTA priority – HWB rolling programme developed using SCARF materials.</p>	<p>Staff continue using Emotion Coaching and Nurturing approaches in their practice.</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 with individuals and groups of pupils so that attainment and achievement continues to be at a good level across the school.</p> <p>We now have a bank of resources available in an easily accessible format to use with individuals, groups or classes.</p> <p>Coherent programme for HWB showing progression, breadth and depth.</p>
STEM	<p>STEM/ SSERC all teaching staff involved and engaged in SSERC meets as per programme looking at different aspects of STEM using the resources provided and online learning.</p> <p>Identified mentor attended residential trip to explore further STEM activities as well as explore what can be achieved at each level – making activities as accessible as possible.</p> <p>Supplementary resources purchased to compliment what we already have.</p> <p>Science Es & Os mainly removed from topic bundles to be taught discretely as an explicitly science programme of work.</p>	<p>The SSERC Meets have been excellent and have increased staff confidence and knowledge.</p> <p>Resources provided and purchased will support the teaching of hands on science activities. Central storage of online activities, resources, plans so they are easily accessible.</p> <p>Pathway of STEM progression being developed to support teachers plan and teach STEM activities. This should allow the development of pupil's skills and knowledge as they progress through the school.</p> <p>Pupils more aware of and engaged in STEM activities as they are taught discretely and explicitly labelled as Science.</p>

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

How good is our leadership and approach to improvement?

Level of quality overall: 4

Level of quality 1.3: 4

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

- 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 and Science. All staff have attended the SSERC Meets as part of our STEM development and the cluster LTA training.
- All teaching staff involved in refreshing our topic bundles, HWB and Science rolling programmes ensuring everyone is aware of the progression and how skills, knowledge and understanding are built up – this needs further work and will be continued next session.
- 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

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

Level of quality: 4

Level of quality Core QI 2.3: 4

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

- 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, the full implementation of House Tokens this year has been a positive addition to this
- All staff take part in Child Protection training annually as well as a refresher in GIRFEC, SHANARRI and UNCRC
- Learning to Learn week in Term 1, week 1 builds on the above training and 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.
- All children completed the SHANARRI wellbeing questionnaires in term 1 and GL PASS in term 2 with staff following up any issues which arose from this. Results were used in conjunction with other data and professional judgements to inform nurture groups funded with COVID recovery funding
- 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
- EP meetings and 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 with ASL teacher and class teachers 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
- Feedback from families has continued to be very positive
- 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
- Some pupils have accessed support from IPT teacher and Stepping Stones outreach to support self regulation, make positive choices and explore emotions, feedback from staff and parents indicate this is having a positive impact
- Refresh of topic bundles and development of progression for HWB and science
- Due to the disruption over the past 2 years we took the decision to restart our Power Languages programme for French

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, as we are now able to mix classes again, we are really seeing the benefit of these in both building school ethos and in supporting and challenging learners
- 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.
- Some aspects of pupil voice have been difficult to maintain over the session, our clubs and groups were re established towards the end of session and this will be built on next session
- All staff have leadership roles, these 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,
- Staff attend MAAPMs where appropriate and take an active part in developing, implementing and reviewing child's plans
- All pupils HWB surveyed using SHANARRI wellbeing Wheel and GL PASS, pupils with low or unexpected scores are followed up, there continues to be a strong focus on HWB.
- All pupils are making appropriate progress in literacy and numeracy with most pupils on track and a few 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 are 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>	<p>1.1 – Self-evaluation for self-improvement</p> <p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>1.4 – Leadership and management of staff and resources</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>2.4 – Personalised support</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p> <p>3.2 – Raising attainment and achievement</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 82 – 92 % of pupils being on track or exceeding expectations, the exception being writing with 70% 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>
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 meaning pupils come from a variety of backgrounds.</p>
FSM	<p>All of our P1-5 pupils receive FSM under the universal allocation. Only 6% receive needs based FSM.</p>
Needs Analysis	<p>48% of the school roll receive additional support.</p> <p>An increased number of pupils now receive a higher level of additional support compared to last year. 3% 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 funding has been used to target individuals identified as requiring academic or nurturing support. Due to the difficulties in recruiting a HWB teacher to the cluster, surplus funding has been used to purchase additional resources to support both HWB – sensory materials, and academic recovery – literacy materials.</p>
Attendance	<p>Auchnagatt School has a high level of attendance with 90% of pupils across the school having very good attendance, overall attendance is 94%.</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 2022-2023 - £2450

Identified gap	Closing the attainment gap for identified pupils targeting, literacy, numeracy & HWB. With a reduction in core PSA hours and SG Recovery funding coming to an end it was agreed that PSA time would be a priority this session
Expenditure	£148.00 GL PASS Assessment £112.00 NESSY subscriptions £2190.00 PSA – to support targeted children – 6hrs/wk x 28wks (Aug – March)
Expected outcomes	continued improvement in closing the attainment gap for targeted children using a combination of in class, small group and individual support.
Impact Measurements	Attainment data Professional judgements – Class Teacher, PSA & ASL teacher 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 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>HGIOS and ELCC</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 1 : To improve <i>The quality and consistency of learning and teaching across the school.</i></p>		<p>Data/evidence informing priority: <i>Ensuring consistency of understanding and approach to learning, teaching and assessment.</i> <i>Authority priority for improvement.</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 Behind Schedule Not Achieved</p>
<p>Authority/ Cluster/ School Begin to explore and discuss the LTA toolkit – what it consists of and identify an area for us to focus on initially. Identify development needs from self-evaluations that link to training opportunities offered by the Authority. Attend authority launch of toolkit and documentation 31st August Staff attendance – collegiate – Tue 13th Sept Staff attendance of CLPL – INSET 22nd Nov (am session – Mark Burns) Staff attendance of CLPL – INSET 14th Feb (am – Shirley Clarke) 1 further planned authority CLPL tbc.</p> <p>Opportunities for Cluster collegiality will be developed as more information comes through. Moderation of Listening and talking to be considered as an area for further improvement. Bring together Es and Os, benchmarks and what is currently used to assess achievement of a level – shared across schools and moderate. Identify clear expectations for E,F and S levels for schools to pilot and evaluate at a collegiate. Whole Cluster collegiate times set up and agreed so that Cluster consistency is maintained for the use of the LTA toolkit.</p> <p>School specific developments</p> <ol style="list-style-type: none"> 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. Complete review of our curriculum – ‘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. Ensure HWB and Science progressions are ready to be delivered as discrete lessons. Develop our wider curriculum – music, using the online Charanga music resource supported by Aberdeenshire Music Service 	<p>All staff</p> <p>Sarah M</p> <p>All teachers</p> <p>Becky</p>	<p>Cluster Collegiate session tbc + 2 x moderation</p> <p>Term 1 and ongoing across the session</p>	<p>Staff have greater awareness and knowledge of the LTA toolkit and documentations</p> <p>Staff are able to use the toolkit during professional discussions and evaluative exercises.</p> <p>All staff have a shared understanding of the expectations of achievement of a level in L and T. Pupil assessments are more focussed and have evidence to back up the professional judgements.</p> <p>3 year rolling programme of Es & Os in place alongside curriculum overview</p> <p>Pupil enjoyment and engagement in the sessions. Pupils showing an increased awareness of and understanding of music and musical concepts</p>	

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</u> and <u>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 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</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 2 : To improve Knowledge, understanding and skills for outdoor learning across the school</p>		<p>Data/evidence informing priority: Lack of development in this area. Need further promote outdoor learning experiences away from the norm.</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>Carol Murdoch-Love Outdoor Learning training for cluster in-service day. In-service day attendees work in groups for part of the day to develop resources and upload to Teams site</p> <p>Raise awareness of the Team space for outdoor learning and add all cluster staff. Develop the Team space, encourage all members to add resources in order to develop a large resource for all to use.</p> <p>Establish outdoor rules and routines as a staff and embed these across whole school, eg. 1 whistle-stop, 2 whistles-gather round, 3 whistles-freeze, or whatever staff decide.</p> <p>Set target of 15 minutes outdoor lesson every week for every class then share successes at either staff meetings or collegiate meetings-could be a focus for collegiate stage groups.</p> <p>Develop 'grab and go' bags for a range of curricular outcomes, beginning with core subjects of literacy, numeracy and HWB.</p> <p>Begin to match outdoor activities with context for learning grids/outcome bundles to embed the outdoors as a learning environment.</p>	<p>All Staff</p> <p>Jill All staff</p>	<p>Inset 2</p>	<p>Teacher confidence in taking the curriculum outdoors will increase.</p> <p>Team space will be used regularly as staff become aware of it. Team space will grow as resources are added.</p> <p>All children will know and understand the chosen signals</p> <p>Learning outdoors will become standard practice as staff become accustomed to lessons outside</p> <p>Activities developed in grab and go bags are used regularly and adapted to suit age, stage and curricular focus.</p> <p>As outdoor learning activities are developed and linked to plans across the curriculum, learning outside will become embedded in teacher practice.</p>	

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><u>HGIOS</u> and <u>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 Specific to HGIOS 4 3.2 Raising attainment and achievement</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.
---	---	--

School improvement	3.3 Increasing creativity and employability Specific to HGIOELC			
Performance Information	3.2 Securing children's progress 3.3 Developing creativity and skills for life			
Priority 3 : To improve HWB through development of our school ethos and pupil participation in self evaluation and improvement	Data/evidence informing priority:			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Revisit and refresh our School Vision, Values and Aims Consultation with parents, pupils and staff to ensure our VVA remain relevant Parent questionnaire Pupil engagement Staff engagement	Whole School Community	Term 1	Refreshed VVA developed which all stakeholders have ownership of and aspire to	
Develop a rolling programme for reviewing VVA, House Identities and Whole school Charter	All staff	Term 1	Rolling Programme in place	
Re engage with and develop our 'Clubs' to re build our whole school ethos: Pupil Council, Gardening, DYW & Rights Respecting			All pupils engaged and taking ownership of the clubs, evidence of positive relationships across different year groups	
Introduce How Good Is OUR School? To staff and pupils and identify areas of priority to work on	All staff/Pupils	Term 2 onwards	Staff aware of the resource and improved pupil participation in self evaluation and school improvement	

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.

We survey pupils to track their wider achievements with the older pupils supporting the younger pupils to complete this.

Memories are made of this:

Although COVID restrictions have meant that for much of the session we were not able to go on trips or have visitors attend school, we have taken advantage of many virtual visits and experiences which have been on offer including Scottish Opera– online sessions and final in person visit to record our song, a wide variety of Authors Live events including 1 in person event, Beyond the Panda, again culminating in a live visit.

The whole school attended Techfest in Aberdeen and all classes received visits from ALEC and SSPCA.

We were able to hold a full sports day with parents and wider families spectating. We also held a Jubilee Picnic in the Park with most children having family attending.

Although our residential trip for P7 pupils was not able to go ahead, we organised 3 outdoor events for P7s in conjunction with 2 other cluster schools; sailing at Peterhead, a variety of activities at Lochter and Scottish Assault Course at Crimmond.

We were also able to offer an online panto with popcorn and juice at Christmas funded by the Parent Council.

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 and maintained a number of positive links with the local community which has had a direct effect on pupil learning and engagement

We have used technology to enable links with outside agencies both to provide support and to enrich learning experiences for the children.

PEF – number of pupils benefitting from actions

see PEF plan, this was also supported by the Scottish Government COVID Recovery Funding

	Action 1 HWB	Action 2 Academic Recovery (COVID Recovery Funding)	Action 3 NESSY	Action 4	Action 5
Total % of the school overall	100%	44%	21%		

School Attendance overview

Possible openings -	100%	90 – 99%	80 – 89%	Below 80%
Total % of the school overall	0%	90%	10%	2%
% change from last session	-12	+8	+6	-2