



**Achnagatt Primary School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-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 69 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, three 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 2022-2023.

Key priority 2022-2022	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>To improve <i>the quality and consistency of learning and teaching across the school.</i></p>	<p>Teaching staff attended:</p> <ul style="list-style-type: none"> • Authority launch of Aberdeenshire Professional learning Toolkit and documentation 31st August • Cluster Collegiate – Tue 13th Sept • CLPL – INSET 22nd Nov Mark Burns • CLPL – INSET 14th Feb Shirley Clarke <p>Follow up actions agreed from each of these CLPL</p> <ul style="list-style-type: none"> • Teaching staff attended 4x cluster stage group meetings and 2x primary/secondary meetings • 2x staff collegiate sessions on MTV • ‘Bundles’ of Es & Os refreshed to ensure progression across the school in Social Subjects • Discrete progression developed for HWB using SCARF materials • Discrete progression developed for Science outcomes 	<p>Teaching staff have a more consistent understanding of what good quality LTA looks like. This is bringing more consistency to LTA across all classes eg. Talk Partners introduced and used consistently in all classes, SC being co constructed with pupils in selected lessons.</p> <ul style="list-style-type: none"> • Variety of topics covered and moderation work done in each group from supportive conversations around high quality LTA to producing a cluster Numeracy baseline Assessment for new P1s • All classes now using some aspects of MTV as part of LTA • New Bundles and HWB and Science progressions ensure a breadth and depth of knowledge, understanding and skills across year groups

	<ul style="list-style-type: none"> • Mrs Johnston attended training in Charanga Music, resource used to deliver regular music lessons to all classes • Review of Attainment Files Contents 	<ul style="list-style-type: none"> • Pupils enjoyed these lessons and engaged with them enthusiastically • Attainment files now contain a more balanced and relevant range of evidence
<p>To improve <i>knowledge, understanding and skills for outdoor learning across the school</i></p>	<p>All teachers and PSAs attended whole day training in outdoor learning</p>	<p>All classes beginning to take learning outdoors for longer periods</p>
<p>To improve HWB through development of our school ethos and pupil participation in self-evaluation and improvement</p>	<ul style="list-style-type: none"> • Clubs now all up and running weekly • How Good is OUR School introduced and 'Relationships' section completed • VVA – this has been looked at by staff and pupils but not completed – results of How Good is OUR School will be included in any changes 	<p>All pupils have experienced PC, Gardening, DYW and RRS groups giving them a greater ownership over life in our school eg RRS have set up a book swap table in the foyer which has been well used by pupils and the wider community, DYW group planned and hosted a careers fair for the whole school, PC have engaged with all pupils on the Relationships aspect of How Good is OUR School, Gardening Club have developed our outdoor space with both flower and vegetable planting and have sold potted plants at a variety of events for pupils and the wider community to grow at home</p>

How good is our leadership and approach to improvement?

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: 4

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

How well are you doing?

What's working well for your learners?

- 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, Mrs McKerrow leading on Making Thinking Visible, Mrs McKerrow and Mr Redpath taking a lead on Science, Mrs Johnston leading music and Emerging Literacy. All staff have attended high quality CLPL on LTA and on outdoor learning.
- 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.
- 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 do you know?

What evidence do you have of positive impact on learners?

- Data indicates that most children are 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 leads to changes in support and challenge provided to pupils academically, physically and emotionally.

What are you going to do now?

What are your improvement priorities in this area?

- Continue work on VVA using How Good is OUR School? Pupil Council to lead on this with consultation widened to all stakeholders
- Introduce achievement certificates linked to 4 Capacities
- Continue to promote the Wider Achievement Wall
- Continue to develop school ethos through collaborative work – include 2 further collaborative weeks trialled this session – STEM and Arts
- Staff continue with leadership roles
- Introduce and begin to use the CIRCLE Resource to support inclusive learning, teaching and assessment and ensure consistency across the school

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

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?

- 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 takes place in the classroom and in small group and individual work
- We motivate and engage our pupils by making good use of our positive behaviour strategies, the full implementation of House Tokens 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
- 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
- Reflective Journals have been introduced to most classes
- Pupils Voice Groups – Pupil Council, DYW, RRS and Gardening Club have all been reintroduced involving all pupils in developments to improve our school
- Staff engage in ongoing CLPL including In-service training with Mark Burns and Shirley Clark, engagement with Aberdeenshire's Professional Learning Toolkit and training in outdoor learning with Carole Murdoch

- Achievement file contents updated to ensure appropriate evidence is being gathered to help inform professional judgements

How do you know?

What evidence do you have of positive impact on learners?

- 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
- Refresh of topic bundles and progression for HWB and science Es & Os has been implemented and refined this session
- Children are becoming more able to talk about where they are in their learning. Miss McLachlan completed her Practitioner Enquiry into how effective Reflective Journals are in supporting pupils to discuss where they are in their learning and next steps. This showed that Reflective Journals alongside quality teacher feedback led to pupils thinking more deeply about their learning
- Following the reintroduction of Collaborative weeks, pupils have made steady progress in working collaboratively, leading learning and presenting to an audience
- Pupils have been keen to take responsibility for organisation of a number of activities including organising charity events, planning and hosting a careers fair, establishing a book swap and developing our school garden
- Following CLPL all classes have now introduced Talk Partners to support learning, these are working well in all classes. All classes also co constructing SC with pupils in some areas of the curriculum. Some staff focused on questioning following CLPL with Mark Burns.
- Staffroom reorganised to provide a dedicated staff workstation and professional library area with current reading material

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop collaborative group working with additional STEM and Arts week
- Recognise and celebrate wider achievement by promoting Wider Achievement Wall and reintroducing wider achievement trackers
- Introduce Reflective Journals to all classes
- Revise and develop a progression and policy for RMPS and art
- Achievement files beginning to show individual's progress over time
- Develop reading assessments for each year group linked to progression frameworks and benchmarks
- Complete Learning Teaching and Assessment statement to ensure all staff have a shared understanding of expectations, there is consistency across the school and progression as children move through the school.

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

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 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.
- Monthly school newsletters and direct communications regularly signpost parents to both learning and support resources for a variety of issues. There has been a strong focus on mental HWB this session.
- Collaborative Learning weeks are planned to cover a wide range of outcomes including, but not limited to HWB, Literacy and Numeracy.
- 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.
- All staff have leadership roles, these will continue.
- ASN needs analysis continues to be reviewed to ensure pupils receive appropriate support and challenge.
- 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.
- 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.
- Assemblies tackle a range of topics to raise awareness of diversity, current issues and positive attributes. All pupils are given the opportunity to give a short talk at Assembly on a hobby or interest of their choice.

How do you know?

What evidence do you have of positive impact on learners?

- There is a very positive and supportive ethos across the school with all staff sharing high expectations of behaviour and learning.
- We are really seeing the benefit of our collaborative weeks this session in both building our whole school ethos and supporting and challenging pupils in their learning.
- All pupils are making appropriate progress in literacy and numeracy with most pupils on track and a few exceeding expectations. Pupils not on track are supported in a variety of ways.
- Parental feedback demonstrates engagement with the school with some families targeted for support.
- Through discussion staff show a clear understanding of pupils and their strengths, needs and areas for improvement, Wellbeing Wheel and GL PASS results inform next steps.
- Other agencies are involved with pupils when required.
- Positive, supportive relationship between P1 and P7 Buddies.
- Transition programmes for Pre School – P1 and P7 – S1.

What are you going to do now?

What are your improvement priorities in this area?

- Introduce CIRCLE resource to all classes to ensure consistency in meeting the needs of all pupils and current legislation around the presumption of mainstream.

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?

- All pupils are making appropriate progress in literacy and numeracy with most pupils attaining on or above expected levels.
- Teaching staff make good use of the Aberdeenshire Frameworks and National Benchmarks to inform planning and professional judgement.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need it.
- Each class has a WOW (Ways of Working) Box with a range of supports which are available to everyone but which can be easily targeted at those who need them.
- Tracking and monitoring system 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 with plans in place for those at risk of missing out.
- All pupils have the opportunity to give a talk at assembly on a subject of their choosing eg a hobby or interest. This is peer assessed with 2 stars and a wish with a record kept in their Achievement File.
- Our positive behaviour management system rewards effort and behaviour as well as achievement
- Skills for learning, life and work are embedded throughout our curriculum with a strong emphasis on mixed stage, collaborative working
- PEF funding has been used to support Literacy, Numeracy and HWB.
- Attendance levels are generally high and inclusion is successful for most pupils

How do you know?
What evidence do you have of positive impact on learners?

- Professional judgements
- AifL
- Standardised Assessments
- Baseline Assessments in P1
- Staff have been involved in moderation activities with staff at a similar stage across the cluster
- Reflective Journals are beginning to have an impact on pupils' awareness of their strengths and areas for development

What are you going to do now?
What are your improvement priorities in this area?

- Continue with all forms of assessment as above
- Build on moderation opportunities across the cluster

- Embed Reflective Journals and reflective language across all classes
- Introduce Cluster Numeracy Baseline Assessment developed by Cluster staff this session
- Introduce White Rose Maths to support high quality learning and teaching

PEF 2023-2024 - £2327.50 ?

Identified gap Linked to barriers identified through analysis of data	Closing the attainment gap for identified pupils targeting, literacy, numeracy & HWB
Expenditure	£104 - NESSY Licences £200 - White Rose Maths Subscription £175.50 - Contribution towards Cluster Nature/Nurture additional hours? £1848 - Additional PSA hours? (@approx £15/hr = 123 hrs in total/4hrs/wk over 28 weeks – T1-3)
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	NESSY – continue to support pupils who are finding reading and writing challenging and for who the core scheme moves too fast White Rose Maths – support all children in their maths and numeracy learning through access to high quality teaching materials Cluster Nature/Nurture – improved access to this resource PSA – continued support in both academic and HWB for identified pupils
Impact Measurements How will you know the change is an improvement?	Attainment data professional judgements – CT, PSA & ASL teacher Wellbeing Wheel Data

Capacity for improvement

Auchnagatt 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"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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</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> <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>Ensuring consistency of understanding and approach to learning, teaching and assessment.</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>
<p>Develop/refresh the school policy on learning, teaching and assessment to ensure a coherent approach and shared understanding and expectations of high-quality LTA. This will include a baseline set of standards for learning teaching and assessment at Auchnagatt School and ensure all teachers understand their role in maintaining high quality LTA.</p> <p>Complete LTA statement</p> <p>Continue to develop Curriculum Overview graphic to reflect recent developments in our Curriculum Progressions</p>	<p>All staff</p> <p>All staff</p>	<p>Term 2</p> <p>Term 1 and ongoing</p>	<p>Evidence of consistency in all classes - observations</p>	

Develop our wider curriculum with whole school progressions for Art and RME	All staff	Term 3		
Develop a Listening and Talking Assessment for each stage	All staff	Term 3		
Develop a Reading Assessment for each stage	All staff	Term 3		
Review our homework policy	All staff	Term 2		
Continued support and promotion of to embed MTV into all classes	All staff	2 x CD sessions		
Provide opportunities for moderation across the cluster in stage groups to support staff	All staff	ongoing		

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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</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> <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 consistency in inclusion and universal supports for all pupils across the school using the CIRCLE Resource</p>		<p>Data/evidence informing priority: to ensure we are meeting the needs of all children and current legislation around presumption of mainstream for pupils</p>		
Key actions	By whom	When?	How will we evaluate impact?	Progress
				On Track
				Behind Schedule

			(Measurements of success)	Not Achieved
<p>Train the Trainer training to be attended as introduction to the CIRCLE Framework – after training take time to consider implications for our setting and what possible actions may be moving forward</p> <p>Training for Teachers and PSAs as introduction to the CIRCLE Framework – allow time for staff to familiarise themselves with the framework and discuss what would be helpful from the framework for our setting – possibly work in different groups to look at different chapters and create a summary of what is in it to feedback to bigger group if doing as a cluster</p> <p>Staff look at the CIRCLE Inclusive Classroom Scale (CICS) and identify how it could help with inclusion in school / their classroom – Class Teachers to complete the CICS for their classroom and identify something to take forward – ask other Teachers / Support Staff to complete for an area in the school that is used a lot by learners – share and discuss the things that came up</p> <p>Each school / Class Teacher to identify something to move forward with in terms of the CIRCLE Inclusive Classroom Scale before the next session</p> <p>Introduce the CIRCLE Participation Scale (CPS) to staff along with the Skills, Supports and Strategies Section – allow staff to work through the CPS and the Skills, Supports and Strategies section to familiarise themselves with it and then ask them to choose a specific child who may be struggling with their participation in school in some way – allow them to work through the CPS and choose possible supports and strategies to try to see if they help the child with their participation</p> <p>Revisit the supports and strategies put in place for the specific child and see if they are having an impact and decide on the way forward</p> <p>Agree a set of standards / expectations in terms of how classes / the wider school should be presented to ensure as inclusive an environment as possible for all learners, eg.</p> <ul style="list-style-type: none"> Complete CICS at the start of each school year and revisit throughout the session at the start of Term 3 and Term 4 and make any necessary changes 	<p>HT</p> <p>All staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p>	<p>Nov 23</p> <p>Nov 23 (in-service day possible for whole cluster)</p> <p>March 2024</p> <p>May 2024</p>		

<ul style="list-style-type: none"> Complete the CPS when appropriate for any child who may be struggling to engage in their learning before looking for external support beyond the classroom <p>Taking any CICS / CPS along to any meetings about specific learners who may be struggling to engage with their learning and discussing any strategies / changes already made and tried</p>		June 2024 onward		
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>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.
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<p>Priority 3 : To improve pupil autonomy around learning, behaviour and relationships</p>	<p>Data/evidence informing priority: current research around rewards and sanctions</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				<div style="background-color: green; color: white; padding: 2px;">On Track</div> <div style="background-color: yellow; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: red; color: white; padding: 2px;">Not Achieved</div>
<p>Ensure pupils are engaging in learning and making good choices in relationships and behaviour because it is the right thing to do rather than for external rewards.</p>				

<p>Discontinue Learning Licences and Class sticker charts</p> <p>Review Positive Relationships and Behaviour Policy</p> <ul style="list-style-type: none"> • DYW group work on a skills passport and replacing GT with skills time • RRS group look at rights around behaviour and learning • Pupil Council continue to work on our vision and aims 	<p>All</p> <p>Mrs McKerrow Mrs Robertson</p> <p>Mrs Thomson</p>	<p>June 2023</p> <p>Term 3</p>	<p>High level of positive behaviour will continue</p> <p>High level of engagement in learning will continue</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.

Pupils from our upper stages took part in the Mintlaw Athletics Festival and the Buchan Rotary Quiz. In both cases competing against schools from the Mintlaw Cluster.

Memories are made of this:

As COVID restrictions have lifted we have been able to offer more trips and welcome visitors back into our school including; whole school trips to Techfest and the panto, class visits to local farms and recycling centre, P7 residential trip with other schools from our cluster and an arts programme funded by YMI. We put on a very successful Christmas Show '*Lights, Camel, Action*', where every child in the school had a part to play. We have also retained some valuable virtual links; a variety of Author's Live events, P6/7 live Mandarin and Chinese Culture programme.

We have now been able to restart our monthly Community Café which upper stages children host. At the Café we have regular stalls selling eg Gardening Club produce, class enterprise products, Fairtrade. There is always nearly new uniform available at the Café's.

Wider Community Links

We are well supported by our Parent Council

We have a dedicated group of parent and grandparent volunteers who run our Gardening Club. The work of the Gardening Club was recognised recently when we won the Buchan Beginning to Bloom Competition, the judges were very impressed with our garden, how well the children were able to speak about the work they do in the garden and their knowledge of the plants in the garden and how to care for them. Pupils also gave tours of our School Garden to visitors at our June Community Café and Open Garden.

Our RRS group produce a termly newsletter which is shared with the wider community

The DYW group planned and ran a successful Careers Fair where parents and volunteers shared information about their career progression, job role and skills involved

We have introduced a book swap in the school foyer with both children's and adult's books, this is open to anyone in the community

The children hosted 3 stalls at the Community Gala as well as taking part in the netball and football tournaments

Our monthly newsletter is displayed on the village noticeboard.

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

We again received grant funding from the local Wind Turbine Benefit Scheme to support us in reinstating our school library.