



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

## Introduction

At Fettercairn 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.

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 Fettercairn school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

### **How are we doing?**

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

### **How do we know?**

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

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

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

**Looking inwards** to analyse our work

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

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

Ian Clarke  
Head Teacher

## **The School and its context**

Fettercairn School is a non-denominational primary/nursery school built in 1963, which serves the Mearns Village of Fettercairn and the surrounding rural area. The catchment area has a mix of Council, Estate and owner-occupied homes. Most children are in SIMD decile 7. On leaving Fettercairn School pupils transfer to Mearns Academy which has 7 associated feeder schools as part of the Laurencekirk Community Schools Network. Fettercairn School has four classes and a Nursery class. The current roll is 81 with a full-time intake of 24 Nursery pupils. Currently, Fettercairn School has 4.95 fulltime equivalent teaching staff including the Head Teacher. A part-time member of staff provides cover for the Head Teacher. There are very strong links with parents/carers and the local community including a very supportive Parent Council. At Fettercairn we have worked hard to develop a positive ethos where the children feel that their voices are heard and acted upon. As part of this work all the children are members of a Pupil Voice Groups, which allows them to be involved in the work of the school and its' improvement.

## **Vision for the school**

Fettercairn School endeavours to create an environment in which pupils are encouraged to reach their potential through hard work, independent thinking and in positivity.

## **Values that underpin our work**

Our starting point for learning is a positive school ethos and a climate of trust based upon our shared values of Respect, Achievement, Support, and Responsibility.

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

At Fettercairn our school aims are:

- Deliver a relevant broad and challenging curriculum, which offers continuity, progression and choice.
- Work in partnership with and for the benefit of the wider community.
- Continual evaluation leading to improvement.
- Provide quality teaching.
- Every member of the school community is encouraged to achieve their best.
- All successes of the school community are celebrated.
- Provide a safe, caring, healthy, happy and well-resourced learning environment for all.
- Encourage everyone to be motivated, active and independent learners.
- Honest and clear communication with all.
- Have dignity, self-respect and consideration for others
- Respect for our environment.
- Welcome diversity and change.

## **High quality, active learning experiences**

At Fettercairn Primary School all children behave well and work hard. All children are engaged and enthusiastic in lessons and respond well to the wide range of activities and learning experiences on offer. The staff work hard to create stimulating and appropriate experiences that challenge each individual child.

### **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right is to feel safe, valued and included.

### **The quality of support provided**

All staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. At Fettercairn we believe it is important that every member of staff is included in the development of each child and each staff member's opinions are welcomed when providing support for our pupils and their families.

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

Staff, pupils and parents at Fettercairn Primary school demonstrate a commitment to continual improvement. All staff participate in individual and collective learning which improves the outcomes for our pupils. Regular engagement includes professional dialogue to develop collective understanding, discussion with parents, pupil groups, parental surveys and the school has a range of systems to help maximise staff learning, analyses of data etc.

## 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

<b>Key priority 2021-2022</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2021-2022)</b>
<p>Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements</p>	<p>Charanga CPD to support delivery of Expressive arts curriculum</p> <p>Reflective reading research undertaken</p>	<p>Better delivery of music lessons for children and as directed from parental survey in 2021</p> <p>Staff more confident in the delivery of comprehension leading to most children's attainment maintaining or increasing over the year in reading comprehension</p>
<p>Partnership Working to raise attainment</p>	<p>Reporting system reviewed with Parents</p> <p>AiFL techniques regularly reviewed</p> <p>Assessment leaflet developed</p> <p>System agreed regarding Marvellous me in line with working time agreement</p> <p>All staff supported their pupils to lead a different activity throughout the year</p>	<p>New report based on parental feedback</p> <p>All staff continually evaluating their AiFL strategies and practise. This is becoming embedded</p> <p>Assessment leaflet ready to be delivered to parents to support greater understanding of practise.</p> <p>Marvellous Me supported the reporting process allowing parents to have more real time reports</p>

	<p>Parents began to attend activities following a return to more normal protocols</p>	<p>and to support the children's learning, maintaining or increasing attainment.</p> <p>Greater partnership working and a greater understanding of the work undertaken in schools.</p>
<p>Developing Leadership at all levels</p>	<p>Staff engaged with visible learning process led by individual class teacher</p> <p>Staff developed music resources to support expressive arts programme</p> <p>More directed collegiate activities in the calendar to support development of policy and procedures</p> <p>All staff began to lead different pupil voice groups</p>	<p>All these developments supported the staff to have increased confidence and to embed practice more.</p>
<p>Improvement through self-evaluation</p>	<p>Self-evaluation was a clear focus at each staff meeting</p> <p>HGIOS 4 Challenge questions were a focus at the beginning of each staff meeting</p> <p>Children's university was introduced to support DYW</p> <p>More data was collected regarding the children and is beginning to be embedded</p> <p>The tracking process was amended to support transition across Cluster</p> <p>Increased focus on attainment and tracking</p>	<p>Staff reflected on their own practice more to meet the needs of the pupils.</p> <p>The challenge questions allowed for self-evaluation and to understand that much of what they do is good but as always areas for improvement in lesson delivery was pointed out.</p> <p>Data has been used to support pupils with ASN and target intervention. Staff given data more regularly to help focus their teaching</p> <p>A more inclusive tracking document that fits within the cluster has been adopted to support workload but also to help staff understand how all data including wellbeing and engagement can help with planning.</p>

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## 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?**

- Staff have a good understanding of their pupils and their circumstances and use this knowledge when planning for them.
- The school has developed good links with the local community and increasingly involve them in the life and work of the school.
- Pupils have opportunities to contribute to whole school issues through groups such as Pupil Council, Eco Group and RRS. All pupils can share their views through the Pupil Council Voice Box and many run clubs and groups for their peers at lunchtimes.
- Parents report positively on their involvement with the school and the consultative approach taken by the Head Teacher. They feel well informed about plans for improvement.
- We have positive home/ school links through home/school diaries, Marvellous Me and our open-door policy ensures parents feel comfortable to discuss issues which may affect learning. Chronologies are kept updated.
- Time is allocated in the annual collegiate calendar. Staff are committed to engaging in high quality Career Long Professional Learning.
- Staff have undertaken QAMSO and MTV training and will roll this out
- Staff have taken after school clubs in collaboration.
- Parents/Pupils/Staff are surveyed and asked to evaluate any activities/workshops undertaken.
- Work sent home regularly through the school blog and Marvellous Me, where pupils and parents can comment on the learning that has taken place and the learning that is to take place.
- Children have the opportunity to reflect and comment on their annual progress reports.
- Staff have participated in transition and moderation activities.
- Staff use assessment data to inform planning and next steps to improve learning

**How do you know?**

**What evidence do you have of positive impact on learners?**

- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.



- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback
- There are pupil groups in place for different areas of the school which are continually reviewed and developed
- Teaching staff have a range of leadership opportunities such as 1+2 and MTV and QAMSO amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school work
- CPD opportunities are linked to PRD and/or SQUIP
- Moderation work carried out throughout the year.
- With other schools' opportunities have been provided for colleagues to engage in self - evaluation opportunities to share practice as well as engage in VSE activities within each school. (This was restricted due to Covid)

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Continue to develop opportunities for staff to lead areas of work relating to identified improvement priorities and evaluate impact.
- A consistency in attitude and approach around school vision and outcomes for learner
- Continue to make reference to core values through weekly assemblies, Embed Vision, Values and Aims in school and in the wider community and develop shared language and expectations
- Continued use of HGIOS4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. Staff to continue to become more familiar with SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners.
- Provide further opportunities to engage parents and pupils in school improvement through regular use of comments slips, curricular open events and voluntary working groups. Ensure that all stakeholders have opportunities to voice their views and opinions and that they feel they are being listened to and valued
- Create opportunities for pupils to present to parents around school improvement priorities
- Ensure pastoral notes are used in SEEMIS and updated regularly.
- Promote further links with local businesses.
- Increased parental engagement and dialogue with learners about their progress in learning through the use of Marvellous Me/Seesaw and School Blog.

## 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?**

- There is a warm, welcoming ethos as is acknowledged by staff, parents and children.
- There is a culture of respect within the school and relationships between learners, staff and parents are positive.
- Pupil – teacher relationships are good, and learners are confident in their approach to learning. Almost all learners feel well supported in their learning.
- Most children engage well in the learning activities that are planned which provide a variety of experiences, developing a range of different skills.
- School Targets always reflect RRS rights.
- Children play an active role in the life and work of the school through various pupil groups.
- Staff have high expectations of themselves and of our learners.
- Through assemblies and class teaching children are continually reminded about the purpose of their learning.
- Feedback is always shared with children in different and appropriate ways.
- Examples of work are sent home regularly allowing children to share their learning with parents and carers.
- Achievements, both in and out of school, are celebrated and children are encouraged to perform at open days and other school events.
- Children are encouraged to discuss achievements outside of school and have these recorded.
- All staff differentiate to suit varied needs in multi composite classes
- Opportunities for learning experiences outside the classroom include School Groups, P7 transition trip, Bikeability, annual whole school community walk, involvement in community fundraising events.
- Learning visits are organised and appropriate to school improvement.
- Regular professional dialogue takes place between CTs, HT and ASN teacher
- We work closely with our Educational Psychologist, Pupil Support Worker and our Intervention and Prevention teacher.
- We make use of the Dyslexia and Autism toolkit.
- Digital technology used regularly, and all children have engaged with digital technology.
- School planning documents have been reviewed
- Staff beginning to use assessment data more effectively.

**How do you know?**

**What evidence do you have of positive impact on learners?**

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice takes place regularly.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- We have an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Staff have been involved in development work for the cluster
- Survey results from parents/carers regarding learning, progress and feedback is very positive.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Monitor that planning for learning, teaching and assessment is aligned to Curriculum for Excellence standards and expectations using the Experiences & Outcomes, Aberdeenshire's Curriculum Frameworks and the National Benchmarks.
- Continue to embed a more consistent approach to the use of learning intentions, success criteria and effective feedback would support learners to understand their next steps and take a greater role in, and more responsibility for, their own learning.
- Ensure that all children's needs are met through a more thorough programme of observations and monitoring of work.
- Develop a life skills award scheme and strong informal links with local businesses.
- Monitor the Expressive arts curriculum through observation and examining teaching timetables.
- All staff examine tracking data and review ASN support termly.
- Consider carefully PEF funding and extra directed teaching time.
- Review support for children exceeding expectations
- Engage in Big Writing CPD as a whole school.
- Continue to embed school groups and

## 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?**

- Staff work together well to create a nurturing environment in the school; all learners and staff feel listened to, valued and cared for.
- Relationships across the school community are respectful and positive and the school aims to take an inclusive approach in all areas of its work.
- Staff are aware of child protection procedures and the school's processes for safeguarding. IEPs, where required, conform to local authority guidelines.
- The Head Teacher regularly discusses individual learner progress and the support and interventions in place, with ASL staff.
- Our whole school community promotes a climate where children feel safe and secure. All staff model behaviour which promotes and supports the wellbeing of all.
- The school enjoys good collaboration with partner agencies.
- Child Protection training is carried out annually.
- Where possible CTs, ASN, PSA and HT attend Child planning meetings
- Our ASN teacher has regular dialogue and communication with CTs and PSAs around how pupils can be supported
- Children are given opportunities to have their voices heard when decisions are being made which will impact on their learning and, where appropriate, are invited to take part in meetings.
- Staff know our children well and they are treated as individuals with the utmost care.
- PSA support and support from our ASN teacher is targeted at those children who have additional support needs. Regular dialogue with CTs and HT ensures this support is fluid and always targeted at those who require it most and at those for whom it will have the most impact.

**How do you know?**

**What evidence do you have of positive impact on learners?**

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- An open-door policy is in existence for all comments/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- ALEC/SCARF resources used – The school use a two-year rolling programme for smaller schools.

- The school has been awarded the following recognition: Silver Sports award which puts pupils, wellbeing, activity and leadership at the heart of our work.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid programme.
- Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1. P7 pupils act as buddies for new P1 pupils in term1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Mearns Academy/ Aberdeenshire engineers and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Whilst providing a range of appropriate learning experiences for individual pupils, there is a need to ensure that all learners are included in activities with their peer group as much as is possible - re-establish all school groups
- Re-introduce SMT clinic for parents
- Closely examine data and tracking to ensure all children's needs are met.
- Make sure IEPs are up to date and regular parent meetings are held
- Ensure differentiation is clear for those children requiring alterations to their learning to support them to progress
- Review child protection procedures and update training for staff to use pastoral notes on seemis. Build in a review mechanism to add to tracking documents.
- Carefully review and track the PEF and ASN children with a more systematic assessment program to show added value.

## **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?**

- The school have a tracking and monitoring system in place.
- Available data is based on teacher professional judgement which shows attainment is broadly as expected and aligns with standardised assessments used in previous years.
- The school is working to improve literacy and numeracy attainment and has planned interventions in place, making use of their Pupil Equity Funding allocation.
- SNSA data indicates that use of PEF allocation has been targeted well, showing children have made good progress.
- All staff give freely of their time to support extra-curricular activities which develop skills and provide opportunities for wider achievement.
- Tracking system which takes into account teachers' professional judgement and results from standardised assessments.
- Staff make use of Benchmark trackers to monitor who is requiring support, who is on track and who requires more challenge.
- Wider achievements are celebrated through assemblies, notice boards, newsletters.
- HT holds tracking and planning which we refer to the benchmarks and discuss individual children and their specific needs.
- Attainment review is carried out and shared and discussed with staff.
- Regular professional dialogue takes place between CTs, HT and ASL teacher

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

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASN supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- The school have engaged in moderation work in a variety of ways.
- Parental volunteers support the school in numerous areas.
- All pupils involved in pupil groups
- Partnership working with community groups such as, CLD links.
- Ongoing praise letters and certificates are issued in assemblies and the Marvellous online platform is also used to share achievements.
- All pupils are encouraged to share wider achievement.
- Staff and pupils run a variety of clubs during and after the school day which include Lego club, choir, cross country, dance, Warhammer, morning multi-sports, dodgeball.
- Tracking of attendance and latest-HT monitors all lates as he is at main entrance daily.

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

**What are your improvement priorities in this area?**

- Further develop staff confidence in planning valid assessment and increase opportunities for moderation to reach a shared understanding of standards across the school to ensure that attainment data is robust.
- Continue to increase staff confidence in analysing the data provided by the SNSAs and how they consider this as part of a wide range of evidence when reaching teacher professional judgement.
- Ensure that wider achievements are systematically tracked and monitored so that learners 'at risk' of missing out can be provided with or signposted to appropriate opportunities to develop skills for learning, life and work.
- Continue to develop approaches to profiling as a means for learners to share their successes and achievements.
- To create and develop robust tracking of digital skills and life skills.

## PEF 2022-2023

<b>Identified gap</b>	The development of literacy skills in the early years, which in turn impacts on reading and writing.
<b>Expenditure</b>	Professional Learning opportunities Supply cover Resources
<b>Expected outcomes</b>	A more consistent approach to the teaching of reading and early literacy skills Improvement in the pace of learning and teaching Stronger progression in children's phonics development at an earlier stage and spelling skills as they move through school Children will show an increased engagement with a wider range of texts Reading and writing attainment will improve
<b>Impact Measurements</b>	Abilities of children prior to intervention (Teacher Evidence/Samples of work) Initial and regular assessment and gathering of data to continually monitor progress Tracking progress for every child

## Capacity for improvement

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

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



## Action plan 1

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <b>Specific to HGIOS 4</b> 3.2 Raising attainment and achievement <b>Specific to HGIOELC</b> 3.2 Securing children's progress		<b>Aberdeenshire Priorities:</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels.	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul> <b>Key drivers of improvement</b> Teacher professionalism Parental engagement Assessment of children's progress Performance Information	<b>Priority 1 : To improve .....</b> Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements			
<b>Priority 1 : To improve .....</b>		<b>Data/evidence informing priority: .....</b> From our SNSA results, and staff discussions		
				<b>Progress</b>
<b>Key actions</b>	<b>By whom</b>	<b>When?</b>	<b>How will we evaluate impact? (Measurements of success)</b>	<b>On Track</b>
				<b>Behind Schedule</b>
				<b>Not Achieved</b>
<b>Literacy</b> Developing comprehension and writing strategies and embedding emergent literacy into the school where relevant.  Attend Big Writing training in November  Staff to professionally read Reflective Reading book  Staff to be given time to update reading books and programme  Staff to give better feedback to children and inform parents of areas for development more frequently and strategies to help parents support their children	All staff	June 2023	Planning folders should evidence. Feedback from SMT. Informal staff discussions Tracking data and SNSA data  Detailed progressions in place. Collegiate working and tracking discussions. Planning folders – documents	

<p><b>Outdoor Learning</b> Review and develop how we use the outdoor spaces. Create CPD opportunities for staff to develop their skills in this area.</p>	All staff	February 2023	<p>A more balanced curriculum Staff more skilled in using the outdoors for learning A greater variety of learning opportunities for the children to achieve in. Staff to include in planning that can be monitored by HT/PT</p>	
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## Action plan 2

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u>  1.2 Leadership for learning  1.3 Leadership of change  1.5 Management of resources to promote equity  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  <b>Specific to HGIOS 4</b>  3.2 Raising attainment and achievement  <b>Specific to HGIOELC</b>  3.2 Securing children’s progress</p>	<p><b>Aberdeenshire Priorities:</b>   2. Partnership working to raise attainment.  3. Developing leadership at all levels.</p>	
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children.</li> <li>• Improvement in children and young people’s health and wellbeing.</li> </ul> <p><b>Key drivers of improvement</b>  School leadership   Teacher professionalism   Parental engagement   Assessment of children’s progress</p>			
<p><b>Priority 2 : To improve .....</b>   Partnership working to raise attainment – to develop and promote partnerships to support parents/carers to actively engage in their children’s learning, attainment and achievement.</p>		<p><b>Data/evidence informing priority: .....</b>   End of session parental questionnaires highlight the need for support in the following areas –  Parental feedback, assessment and how to support learning at home  Through sampling of jotters and in discussion with children  End of session parental questionnaire indicates the need for more joint parent and child learning activities</p>	
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>Progress</b>   <span style="background-color: green; color: white; padding: 2px;">On Track</span></p>

			How will we evaluate impact? (Measurements of success)	Behind Schedule Not Achieved
<p>More relevant feedback to be delivered in a timely manner, Parents to understand how children are assessed and how they can support their child at home Staff to create an assessment leaflet and deliver a parental workshop on assessment and moderation Staff to ensure regular feedback given to parents through the usual communication channels and introduce Seesaw</p> <p>Continue to focus on the AIFL techniques and develop appropriate strategies for children especially KWL and target setting Staff training at Cluster level to focus on barriers to learning.</p> <p>Each class to develop a parental workshop session Time to plan, deliver and evaluate</p> <p>Review the QA Calendar with all stakeholders.</p> <p>Re-introduce HT surgeries</p>	All staff	<p>November 2022</p> <p>June 2023</p> <p>Jan 23</p>	<p>Leaflet produced Workshop delivered Parental questionnaire</p> <p>Child discussions Jotter sampling</p> <p>All parents offered joint learning activity.</p>	

### Action plan 3

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>	<b>Aberdeenshire Priorities:</b>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> </ul> <p><b>Key drivers of improvement</b> School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p>	<p>1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 2.2 Curriculum 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <b>Specific to HGIOS 4</b> 3.3 Increasing creativity and employability <b>Specific to HGIOELC</b> 3.3 Developing creativity and skills for life</p>	<p>2. Partnership working to raise attainment. 3. Developing leadership at all levels.</p>
<b>Priority 3 : To improve .....</b>	<b>Data/evidence informing priority: .....</b>	

Developing leadership at all levels	<p>Previous standardised assessments indicate that children in general are not working to their full potential (Developed ability)</p> <p>Through collegiate discussions and national thinking more moderation needs to take place within and across schools</p> <p>New leadership across two schools</p>			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>All staff to lead and develop an area of the curriculum</p> <ul style="list-style-type: none"> <li>Support staff to focus on an area of the curriculum and lead and develop the resources and programme of study</li> </ul> <p>Staff to embed last year's leadership activity of taking more responsibility of whole school activities</p> <p>All staff to promote VVA through all their work and day to day practice</p> <p>Embed VVA into Behaviour policy and procedures Review the behaviour policy and look at procedures for bullying incidents, audit all incidents and create procedures for dealing with any incident to support reporting process.</p> <p>The behaviour policy must include emotional wellbeing and how this is supported and recorded in regard to incidents.</p>	All staff	<p>June 2023</p> <p>Nov 2022</p>	<p>New Literacy programme of work in place and increased literacy skills in the children, higher attainment</p> <p>Activities repeated but enhanced and better organised – larger scale.</p> <p>VVA embodies in practice, more recorded and signed off incidents, reflecting support given, greater evidence of good behaviour and ethos. Paperwork provided to parents after significant issues.</p>	



<p>and begin to gather data from this to help support moving the school forward.</p> <p>Continuation of self-improving schools with support of the Local Authority</p> <p>Produce an evaluative and monitoring process of the skills required using national good practice models. Link the programme to the DYW skills for life and IDL. Produce a programme that uses partners to support the children's development along with a DYW programme for the children to complete inside and outside of school.</p> <p>Audit, and develop Living and growing programme of study ensuring programme is addressed throughout the year.</p>	<p><b>HT/ER</b></p> <p><b>PT / Staff / Parents</b></p>	<p><b>June 2023</b></p>	<p>Better data to focus improvement</p> <p>Skills for life monitored and create a more balanced curriculum that all can access and achieve in.</p> <p>Support children to be emotional literate and thoughtful, supporting the behaviour policy.</p>	
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