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**Aberchirder 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 Aberchirder 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 Aberchirder 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.

Lisa Campbell/ Jennifer Astridge

Head Teachers

# The School and its context

**Vision for the school**

‘’Yes we can”

**Values that underpin our work**

Persevere – we don’t give up and try our very best

Respect – for everyone, including ourselves amongst the rest

Responsible – taking ownership and the lead

Attitude – we try to be positive, even in our times of need

Included – everyone is welcome and part of our team

Safe – protected in our school, a feeling that makes us beam

Enthusiastic – interested in what we do

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

At Aberchirder Primary School and Nursery our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes required to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we create an ethos which ensures a positive, respectful and stimulating environment, which nurtures every child to reach their full potential and equips them with the skills and confidence to succeed as;

Responsible Citizens

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

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

Effective Contributors

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

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

Successful Learners

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

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

Confident Individuals

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

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

**Context**

The positive **ethos** in the school isthe foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking into account the needs and interests of our pupils from Nursery to Primary 7. Unless specified all comments refer to school and nursery whom we regard as part of the school. Children’s opinions and ideas are listened to and valued and the children are encouraged to take ownership of their learning and have a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.

Analysis of the current **SIMD data** shows the majority of children are living in decile 4 with some in decile 6. The data for educational skills shows a range of decile 3 to decile 5 and geographic access shows all children in either decile 3 or 4. For other sectors the range is between deciles 5 and 7. There is a high percentage of social housing in the area. Some housing is situated on the outskirts of the village making it difficult for some pupils to access groups and clubs. Unemployment does not seem particularly high but the availability of childcare and access to further education does seem to limit the type of employment open to parents. The limited transport facilities and distances to the nearest towns and cities are also a factor in the lack of experiences available to some of the pupils.

# 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.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| Attainment – raise attainment particularly in literacy and numeracy. | 1. Target Setting  * All pupils to set 1 target for writing initially. * Targets to be displayed/ accessible by pupils. * C.A.T session target setting for writing.  1. Continued staff training  * Pie Corbett Talk for writing training for all staff (nursery- P7) * Isabella Wallace Training * Aberdeenshire Learning Teaching and Assessment CLPL  1. Progressions  * Progression for writing (C.A.T to support this) | Most pupils can talk about their next steps in writing. They know where to access these to support in conversations. Pupils know what teacher feedback means in terms of achieving criteria and next steps.  Staff feel confident in using Talk4writing approaches across the school. There has also been an improvement in pupil engagement/ enthusiasm: all reluctant writers are now writing.  Staff have implemented strategies from the Isabella Wallace training to support with learning and teaching. Feedback from staff was exceptionally positive about the Isabella Wallace training  Clear, consistent expectations of genres as well as tools for writing across every stage. Improved challenge and pace for pupils. |
| Health and Wellbeing approaches  To ensure that all children are having their health needs met effectively.  To continuing improving relationships and ethos across the school.  To develop children’s awareness of health and wellbeing. | 1. Tracking of ASN  * Continue implementation and use of ASN referrals * Meet with ASN teacher periodically (more than planned QA tracking and monitoring) to assess impact of interventions.  1. Tracking of Health and Wellbeing  * Implementation of GL Pass * Investigate tools for recording H&WB  1. Continue embedding GIRFEC Principles (SHANARRI/ UNCRC)  * SHANARRI community characters * SHANARRI/ GIRFEC parent session  1. Playground  * Purchasing of Playground equipment * Zoning of playground and launch. * Re-introduction of Playground leaders * Playground charter to be re-created and launched.  1. Nurture focus  * Release of nurture teacher for targeted sessions. | ASN is being appropriately distributed to support need effectively. Regular review of this has allowed a more fluid, responsive approach.  Tracking and creation of tool has allowed identification of ‘amber’ pupils and appropriate interventions to be implemented. This has positively impacted on pupil transitions as well as engagement with learning and teaching and regulation.  Lower stage pupils/ health group have an excellent understanding of SHANARRI. Still in early stages of embedding in the rest of the school and with parents.  The actions have been undertaken but implementation/ impact is still to be assessed/ evaluated.  Pupils report to feeling supported with specific needs and this has shown through transition and situations specific to the targeted individuals. |
| Empowerment (Self Evaluations/ Leadership opportunities) | 1. Parental/ Community involvement  * Continue You Said, We Did approach on newsletters and foyer.  1. Pupils  * Pupil Voice groups to re-establish regular meetings (part of timetable)  1. Staff   Continue to take on various lead roles across the school which impact school development | Parents have commented on some of the content in the You Said, We Did sections of the newsletter, evidencing that it is being communicated and parents informed of updates.  All groups have been involved in whole school development (for example the health group making SHANARRI characters and sharing these, pupil council making equipment charter etc). Impact still ongoing with some of these.  The majority of staff have taken forward school development which has allowed change to continue at an appropriate pace. Staff are enthusiastic about their development areas. |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a positive ethos within Aberchirder Primary School. The school has developed a clear vision with defined values and aims. The school continues to make good progress towards fully embedding the revised vision, values and aims. All staff regularly model and refer to these across the school setting. Almost all of children can confidently talk about the school values, what they look like and how they impact on behaviours and learning. * Children’s rights underpin the work of the school contributing to a positive ethos. This is evident from the way links are made to the values, shape conversations and discussions and inform the curriculum rational. Staff, pupils and parents were involved in the creation of the curriculum rationale and continue to develop this together. It reflects the uniqueness of the community as well as clearly identifying what learning and teaching should look like across all classes. * There are effective mechanisms in place to ensure that all stakeholders have been consulted in the life and work of the school. * All staff, pupils and parents have the opportunity to be involved in school improvement planning. The head teacher has developed a clear strategic plan which takes account of key priorities. These are shared regularly with stakeholders in relation to progress. * All children benefit from leadership opportunities through participation in the re-implemented pupil voice groups for Health, Eco, Pupil Council and Rights Respecting. These provide opportunities that the pupils value to express their views and influence change across the school. The development of the playground area is a good example of this with pupils taking the lead by identifying the problems with it and planning ways to make the area more enjoyable for everyone to use safely. * Children are benefitting from the re-establishment of school “houses”. These have been rebranded/refreshed and are being embedded in a collaborative way, led by the pupil council. Children talk enthusiastically about house activities which are strengthening their sense of identity and belonging to their school. * Senior leaders provide clear direction enabling the school to move forward on its improvement journey. All staff show a good understanding of the school context and there is improved understanding of the needs of children/ families and the progress children are making in their learning. * - Staff are leading new initiatives and are keen to improve the school and there is evidence of more collaborative working within the staff team. Teachers new to the school value the support and encouragement given to them to by other staff. Most staff take the lead on specific aspects of school improvement which is contributing to the pace of improvement and change. Good examples of this include nurture and literacy developments such as the new writing progressions being used by all teachers to support learning teaching and assessment. * Parents continue to offer very good support to the school offering their skills and talents to support learning experiences. * There are opportunities for staff to take on leadership roles across the school. * The school has improved quality assurance processes to ensure there is focused attention on monitoring and evaluating learning and teaching. All classes are observed regularly (with specific focuses in mind), auditing of planning is undertaken frequently as well as tracking and monitoring meetings. Feedback is provided at each Quality Assured Task. * There is a clear drive from senior leaders to engage in ongoing review and development of school priorities to enhance outcomes for the school community. Collegiate meetings and professional learning activities are planned which specifically link to improvement planning and next steps. * Professional Review and Development (PRD) and Employee Annual Review (EAR) of staff are undertaken annually which identifies personal targets as well as areas for development that links with school improvement priorities. * The school works effectively with other schools within its cluster to support common areas for development. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * During session 2019-20 a full review of the values took place. All stakeholders were involved in this. New values were created and displays made to reinforce these. Interactive assemblies also took place getting all pupils to think about what each value looked like. * All stakeholders were involved in the review of the curriculum rationale during term 2 of 2019. Parent/ pupil views were sought via questionnaire and pupils were asked to create images of ‘what made Foggie unique’. These images were used to support the visual element of the curriculum rationale. Staff undertook similar exercises as part of their planned collegiate calendar activities. * There is an ethos of professional development from all staff. There is a termly calendar of staff meetings and annual collegiate plan of professional development with focus areas linked to school improvement priorities. * QA evidence informs next steps: areas such as planning audits and classroom observations are evaluated to identify whole school strengths and areas for development. * There are pupils voice groups in place for Eco Schools, Rights Respecting Schools, Pupil Council and Health Group. These are facilitated by teaching staff and all pupils are part of a group. Pupils can talk about how much they value these and the opportunities they provide in directly allowing them to influence school improvement. * All pupils are involved in wider achievement groups which again are facilitated by staff and supported by parent volunteers. * Staff have taken forward initiatives such as science (SSERC), nurture, literacy, health and progressions as well as personal development in middle leadership and into headship. * The staff handbook is updated annually to support staff in routines, procedures and areas of learning and teaching to aid consistency. * Social media and termly newsletters are used to inform parents of school’s events and provide opportunities for involvement. The school website has also been redesigned to share information. * The school website has been re-created to allow parents to have access to policies and information on school improvement. * A ‘You Said, We Did’ wall is on display and features on newsletters as a standing item. * Recognition boards are evident in all classes * The school vision, values and aims are displayed in the foyer. * Questionnaire responses. * PRD/ EAR review comments * Pupil voice folders with action plans and evidence. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Further develop self-evaluation across the school community to address identified areas for improvement with a specific focus on HGIOURS * Consider how to further involve partners and the wider community in self-evaluation and improvement planning activities. * Continue to monitor and evaluate the effectiveness of new programmes and approaches. * Continue to develop leadership at all levels. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: 3**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * In the majority of classes at Aberchirder Primary School there are positive, respectful relationships with evidence of positive behaviour management. * Practitioners in early years have adopted planning progressions and are beginning to use these whilst continuing to plan both for intended and responsive learning. Children in the early years access a wide range of opportunities for choice across the setting and develop as independent as learners. * Across all classes, children benefit from improved, more consistent learning experiences through a shared understanding of effective practice and key features of learning, teaching and assessment. * Teachers continue to develop their approaches to learning teaching and assessment. Staff play an active role in ensuring clear curriculum progressions in all areas inform practice and ensure more consistent expectations of learners. These alongside progression frameworks support effective planning. * Plans are underpinned by evidence and created through consultation with the school community. The school strikes a good balance between being outward looking while still focusing clearly on the local context. Senior leaders create time for staff to work together on aspects of improvement and a wide range of professional learning is planned to support priority areas for improvement. * All pupils have opportunities to work individually, in pairs and in groups. * There is some evidence of stage partners working together. * There are opportunities for pupils who are split across classes to work together as well as opportunities for various ages and stages to work together. * Termly tracking and monitoring supports pupils progress and conversations with class teachers around barriers, interventions and next steps based on impact. * Nursery are using Learning Journals as a means of sharing learning with pupils, parents and carers. Some classes have also started using this. * Pupils have opportunities to learn in a variety of environments, including outdoors. * Pupils have the opportunities to develop skills for learning, life and work through a variety of activities. * There are planning progressions in place across the curriculum. * A clear, planned quality assurance calendar identifies opportunities to reflect on and evaluate the quality of learning teaching and assessment across the school. * Almost all pupils experience appropriate levels of support and challenge as a result of improved tracking conversations. Teachers use a range of assessment information to support children’s learning and are developing their approaches to how and what feedback is given to pupils about their learning and next steps. * There is greater evidence of teacher feedback to support children in understanding what they are doing and next steps. There is evidence of peer and self-evaluation in some areas of the school. * Children respond well to the variety of opportunities they have to lead their own learning in groups. * Staff share what they expect of children in a fun and accessible way which enables younger children to be clear about the purpose of their learning. Younger children enjoy being able to exercise choice in selecting different learning contexts. They display a high level of independence when undertaking a range of activities. * Across the school, children make good use of digital tools, such as tablets to reinforce and extend their learning. * All staff now use the same planning formats and record assessment information in the same way. They identify what they will assess at the start of planning blocks. * The senior leadership team (SLT) provide helpful feedback to staff as part of learning observations. This is helping to promote greater consistency across the school and is also helping to raise staff morale. Staff report that they feel well supported by the SLT and appreciate how they are empowered to lead school improvement. * All staff regularly participate in professional learning and collegiate activities linked to the Aberdeenshire learning, teaching and assessment toolkit and engage in collaborative activities that enable them to share standards such as jotter monitoring, assessment, planning and moderation. This is strengthening their confidence in their judgements and enabling them to plan more effectively meet the needs of groups and individuals. * Overall, the quality of teaching across the school is improved. Classes are settled, learners are engaged, and they enjoy opportunities to work in a variety of ways, using technology to support where appropriate at all stages. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Quality Assurance processes taking place throughout the year. * Termly tracking meeting are held with staff. * Curriculum rationale with clear expectations for learners and staff of what learning and teacher should look like. This is displayed in the school foyer. * Positive feedback from parents around the use of Learning Journals. * Consideration of trends in data are used appropriately to inform improvement planning. * Instagram/ Facebook is used to promote learning taking place in classes. * Staff training and work around 2.3 * All pupils participate in wider achievement sessions. * All staff are using assessment audits which inform assessment gathering. * Feedback/ questionnaire responses * Planning folders |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Additional QA activities such as focus group conversations. * Further develop opportunities for moderation both within the school and across the cluster. * Continue embedding consistent approaches to assessment, what this looks like, how it is recorded and data used. * Develop approaches to how and what feedback is given to pupils about their learning and next steps. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 3**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * All Staff understand and apply their statutory responsibilities in relation to child protection, safeguarding and meeting the additional support needs of learners. Across the school staff and practitioners are increasingly aware of their responsibilities in relation to ‘Getting It Right for Every Child’ and their role in promoting the United Nations Conventions of the Rights of the Child. * All staff are also clear on how information relating to children’s health and wellbeing should be documented and stored. Chronologies are in place and Pastoral notes on SEEmis are used to support this. * In primary children are becoming increasingly aware of the wellbeing indicators and teachers are at the early stages of using these as a focus in health and wellbeing lessons. * All children are developing their health and wellbeing skills well through a well-planned curriculum. One of the senior leaders has taken the lead in co-ordinating a cluster level Health and Wellbeing Group which has developed transition resources which support pupils to self-assess and set Health and Wellbeing Targets. This is being used across the whole school. * The staff team are committed to ensuring everyone is treated with respect and developing positive relationships with pupils not only in their class but across school, recognising individual needs. * The school have a Positive Relationship Policy which has been developed in collaboration with all stakeholders. Staff use consistent language and a range of strategies which promote positive relationships whilst supporting individual needs. * A number of documents are in place to track the support being provided within the school and with other agencies. * A range of universal supports are available in all classes. * Where appropriate staff are effectively implementing identified strategies as part of planning meetings and children’s plans. * Staff have collegiately devised an approach to tracking and monitoring of health and wellbeing of all individuals. This enables resources to be allocated effectively and impact monitored Pupil Equity funding is being used to support targeted nurture sessions for children with different needs. * Information from Tracking meetings as well as staged intervention audits support how ASL and PSA staff are deployed. * Most teachers work closely with our ASL teacher to work on plans which allow cooperative teaching, direct intervention, learning and teaching support as well as professional development. The ASN teacher has very good relationships with the families they are supporting and is proactive in identifying specific needs, next steps and supporting staff with these. * Transition meetings are held annually between the previous teacher and new teacher or in the case of P7 between the previous teacher and ASL department. * Transition profiles are created for identified pupils to support with strategies. Parents and pupils are also involved in these. * Transition checklists have been created to ensure all staff are receiving the same information and support consistency of what information is required to be passed on. * The school/ early years setting works effectively with partner agencies and clear plans are in place to support those that have barriers to learning. Staff know the children and work together well ensuring that almost all children are fully supported in class. There is an inclusive culture across the school where trust is evident. * Staff have completed universal nurture training and started to engage with How Nurturing is Our School (completion of class audits). * The school has trained a member of staff as a nurture teacher and is providing targeted support for identified pupils. * Across the school, there is a calm and purposeful climate for learning. As a result, children are more content and settled in classes. Staff are applying a range of approaches which are helping to promote positive relationships between children and their peers and between children and staff. Children report that they feel safe in the school and that staff respond well to any worries or concerns they may have. * Staff and children continue to develop a shared understanding of the importance of wellbeing. Early years and primary staff work collegiately to support this. The school are increasing the ways that wellbeing is promoted and supported. Pupils play a role in leading this through the Health Group and are taking the lead on initiatives including extending early years SHANARRI mascots into the wider school. These are visible throughout the school and most pupils can talk about these and connect to how they are feeling. Zones of regulation are used well to support pupils recognise and manage their emotions. * Pupil support assistants are deployed well to support individual children and groups of learners. Staged interventions levels inform this allocation. * Across the school and early years setting, all staff regularly engage in relevant whole school and personal professional learning to further develop their knowledge and understanding of specific needs, allowing children to access appropriate support strategies tailored to their individual needs through individual plans. * A recently launched a school hub is enhancing links with parents, the community and partner agencies through increased opportunities for all those who support the children to connect. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Incident records are kept and statistics monitored termly. * Investigation of bullying records are kept. * Staff informed of specific pupils to monitor/ changes to be aware of during PSA/ staff meetings. * Positive Relationship policy (which includes a section on bullying) has clear expectations of how to approach behaviour and the consistent language that should be used. * Annual training carried out on Child Protection/ GIRFEC/ UNCRC * Staff completion of GDPR and equities training (refreshers) as required by local authority. * Staff using 3 year rolling programme to teach health and wellbeing outcomes (non-generic ones). * Targeted support is provided by class teachers, PSA’s, IPT, SALT/EAL as well as outside agencies such as CAMHS, social work and health. * Staff have received training in the use of sensory resources already within the school and how to support pupils with specific sensory needs. * All teaching staff have attended Universal Nurture Training and PSA’s had training via virtual methods. * Staff are all trained in autism awareness and intensive interactions. * Trackers are being used to record what agencies and supports particular pupils are receiving as well as when MAAP/LAC meetings have taken place. * MAAPm process being fully implemented. Regular meeting with staff, parents and other agencies to meet pupils needs. * Completion of How Nurturing is Our School Audits * Whole school participation in health promotion such as internet safer day, mental health week, anti bullying week which have involved working with other agencies. * Quality Assurance processes taking place throughout the year. * Reduction of pupils on alternative timetables and in class provision being accessed the majority of the time. * GL pass implementation and analysis * Introduction of school hub * Training of nurture teacher and introduction of nurture group. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue engagement with How Nurturing is Our School materials and use these when undertaking QA observations. * Continue to monitor and assess impact of agency input and interventions on leaners outcomes. * Continue development of playground, community hub and nurture group. * Continue to assess the effectiveness of interventions through the rollout CIRCLE (Child Inclusion Research into Curriculum Learning Education) framework of inclusion throughout Nursery and Primary with a view to: * Create a more inclusive environment physically, socially and ensuring the structure and routines are impacting positively on all learners. (Universal level) * Develop the skills of our staffing team to strongly support learners through using the CIRCLE self-reflection tool for the whole school environment. * Provide opportunities for staff to share their reflections within school and at cluster level, identifying next steps for the individual practitioner and school to support learners. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 3**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Raising attainment in literacy and numeracy continues to be a key priority for school improvement. Clear literacy and numeracy progressions have been developed which are resource supported rather than resource led, enabling flexibility in learning and teaching and the ability to best met learners needs. * In the nursery setting most children are able to talk about their learning targets and describe how the have successfully overtaken them. Children in the Primary setting can talk about their next steps in writing confidently and know where to access these. * Improved quality assurance processes ensure there is a focus on monitoring and evaluating learning and teaching. Focused learning visits take place regularly and planning is audited by senior leaders. Regular tracking and monitoring meetings take place. These are resulting in an improved understanding children’s progress. The quality of evaluative vocabulary and discussion is improved, resulting in more specific, concrete next steps for learners. Conversations with the additional support needs teacher enable the impact of interventions with specific pupils to be monitored. Senior leaders meet with staff to identify and evaluate interventions to support children who are not achieving as expected. * Staff have had training and many staff are using data to identify potential barriers to children’s learning. * Children benefit from opportunities to enjoy success and have more opportunities to develop important life skills in different ways as part of the wider achievement groups. These weekly skills-based sessions focus on developing transferable skills and extend opportunities for children to lead their learning through pupil voice groups and community linked activities work such as the gardening group who are responsible for the District Association planters. * Children achievements are celebrated in a variety of ways across the school. * The curriculum rationale identifies the need for children to have meaningful and relevant contexts in which they can enjoy success. * All teachers have undertaken Talk for Writing professional learning and it is being used consistently across the school as a resource to support learning and teaching. Engagement with writing is improved as is vocabulary and quality of outcomes at all stages. The newly implemented writing progression is resulting in consistency of expectations across different writing genres, ensuring greater depth and breadth. * Pupil support assistants are being used effectively to target reading and writing through specific interventions in class with children. * All teachers engage in moderation activities to support their professional judgement on achievement of a level. This largely happens at school level and the school are planning to undertake moderation activities with colleagues from other schools to further develop a shared understanding of progression within a level. * Pupil Equity Funding is strategically employed to support specific interventions with targeted pupils and groups of pupils including nurture and targeted literacy and numeracy interventions. The impact of these is reviewed through tracking and monitoring meetings. * Attendance levels are generally high, exclusion levels low and inclusion is successful for most pupils. * As part of the planning cycle, practitioners have developed a tracking tool, which takes account of Aberdeenshire progression pathways and Highland literacy guidance. This is supporting practitioners to plan and identify progress children are making in their learning. Use of the tracking tool also supports practitioners to plan children’s next steps in learning, identifying when they require support or challenge. Approaches to planning, tracking and monitoring have evolved over time at an appropriate pace. * Staff are benefitting from their participation in a wide range of professional learning opportunities to help improve attainment in literacy and numeracy |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Tracking and monitoring meetings take place termly and the system is updated termly also. * Aberchirder Primary School engages in an annual cluster attainment review – this supports the cluster in identifying areas for development as well as sharing good practice. * All pupils are involved in pupil voice groups and wider achievement groups. * Achievements are shared via Instagram/ Facebook and in nursery through Learning Journals. * Celebration of achievements at assembly (including wider achievements), celebration of success display and individual class strategies. * Targets for writing can be accessed and spoken about by children. * Childrens engagement and enthusiasm towards writing. * QA activities such as observations, planning audits etc. * Attendance is monitored and appropriate action taken. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue developing consistent approaches to assessment, what this looks like, how it is recorded and data used. * Continue developing approaches to how and what feedback is given to pupils about their learning and next steps and link this to target setting. * Continue to moderate tracking and monitoring against data and professional judgment to ensure it robustness across the school and cluster. Agreed cluster actions for this include: * Allocating 4 WTA hours and half a day in-service to work collegiately as a cluster on moderation of writing building on school process for moderation. Schools will also work with cluster partner schools where particular approaches to writing are the same, e.g. Talk for Writing. * Pupils, staff and stakeholders being involved in the moderation process using HGIOS 4 and HGIOURS |

# PEF 2023-2024

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| **Identified gap**  Linked to barriers identified through analysis of data | Based on current attainment figures through ACEL and SNSA data, it is recognised that raising attainment continues to be a priority for PEF spending. This is particularly relevant to reading and writing. Self evaluation also indicates that the assessment and feedback in order to support learning and teaching and in turn attainment is an appropriate next step.  In addition a number of pupils continue to require support around self regulation and based on the positive impact as a result of previous PEF invested on nurture resources and training, continuation of this would target individuals to further support their readiness to learn. |
| **Expenditure** | Teaching staff – staff member releasing another teacher to run nurture group - £1760    Support staff PSA to support with targeted writing/ reading/ numeracy interventions. 18.5 hours per week until July 2023 – contracted until March 2023 initially. £14,092  White rose Maths £180  GL Assessments £860.00  Learning Journals £648  Talk for Writing resources £300  Widget £200  Oxford resources £355  Accelerated Reader £1861.50  Sumdog (numeracy, spelling and grammar) £600  Nurture Resources £270.28  Allotment and Cooking Equipment (remainder of funds and also topped up with windfarm funding)    Total £21,126.78 (£2633.22) |
| **Expected outcomes**  What change do you want to see for learners? How much change? Who are the target group? By when | * Improved attainment in reading and writing, particularly new P2’s, P4’s and P5’s by end of session. * Enhanced and further consistency in assessment approaches by end of term 2. * Pupils can talk about next steps in their learning and demonstrate an understanding of how they will achieve these. |
| **Impact Measurements**  How will you know the change is an improvement? | * SNSA and ACEL data * Boxall profiles * Targets achieved * Tracking and Monitoring discussions * HWB trackers * Reduced discrepancies between quantitative data and professional judgement. |

# 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.

**Priority 1 – Learning, Teaching and Assessment**

**Priority 2 – Health and Wellbeing**

**Priority 3 - Empowerment**

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life  **Specific to HGIOURS**  Theme 1 Our relationships  Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School and ELC leadership  Teacher and practitioner professionalism  Parental/carer involvement and engagement  Curriculum and Assessment  School and ELC improvement  Performance Information |
| **Priority 1 : To improve ……….**  Attainment through:   * Learning, teaching and Assessment with a focus on assessment and feedback**.** | | | **Data/evidence informing priority: …………………**  Tracking and monitoring data, SNSA/ ACEL data, feedback from pupils, staff and stakeholders, HMIE evaluations. | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| 1. Target setting for numeracy and reading: targets for each of the areas in addition to writing. Pupils can locate these and are aware of next steps. 2. Update Learning, Teaching and Assessment Rationale: C.A.T and consultations to revise the existing rationale and learning statement. 3. Assessment and Feedback: C.A.Ts to follow-up on assessment and feedback. Add this to learning and teaching document. 4. Moderation (Cluster priority also):   School Level: C.A.T on moderation for writing (using new progression to support)  Partner School Level: Talk for Writing shared learning and moderation as it becomes during the year/ Pupil level moderation, learners sharing their learning with pupils from a partner school  Cluster level  Identify three on track pupil to moderate and track across the academic year; one just on track, one solidly on track, one who could go further with more challenge.  Robust key question format for baseline views – from HGIOURS  Shared format for moderation based on benchmarks  Agreed moderation activities including genre and number of pieces.  Moderate early, first and second (seek opportunities to extend to third level with academy BGE teachers)  Focus on writing | | CT’s  HT, CT’s, pupils, stakeholders  HT, CT’s and pupils  HT, CT’s and pupils | | Term 1 then ongoing  Term 3  Term 1  Sept 23  Nov In-service ½ day (Banff Primary)  6.2.23 (Whitehills)  22.5.23 (Whitehills) | Pupils can talk about next steps and evidence this through progress.  Children can talk about assessment and feedback – what this looks like in their classroom.  SNSA data, analysis and comparison.  Engagement tracker evidence.  Tracking and monitoring meetings with staff, with dialogue around assessment evidence and improved accuracy in professional judgement  Improved accuracy in pupil judgement of their own learning  Informal and formal observations (evidence of training/ CAT sessions being implemented).  Pupil focus group conversations.  Evidence of pupil work on display in school and social media.  Baseline and two snapshot views on skills in writing from pupils, staff and stakeholders measured against HGIOURS  Overall we would want to see an increase in writing attainment and numeracy attainment overtime. | |  |

# Action plan 2

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| **Priority 1 : To improve ……….**  Health and Wellbeing approaches  To ensure that all children are having their health needs met effectively.  To continuing improving relationships and ethos across the school.  To develop children’s awareness of health and wellbeing.  Our inclusive classroom practice to support learners | | | **Data/evidence informing priority: …………………**  Education Scotland Self evaluation.  Previous QA activities such as observations.  Pupil Council dialogue.  Whole school questionnaires. | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | **Progress** |
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| 1. Continue evaluation impact of ASN/ Nurture 2. Continue embedding SHANARRI: PVG to launch characters 3. Launch playground zones, playzone leaders and assess impact. 4. Community Café -allotment/ cooking: purchase cooking equipment, set up wishing tree, create school allotment.   Rollout CIRCLE (Child Inclusion Research into Curriculum Learning Education) framework of inclusion throughout Nursery and Primary  Create a more inclusive environment physically, socially and ensuring the structure and routines are impacting positively on all learners. (Universal level)  Developing the skills of our staffing team to strongly support learners through using the CIRCLE self reflection tool for the whole school environment.  Opportunities for staff to share their reflections within school and at cluster level, identifying next steps for the individual practitioner and school to support learners.  The local authority ECS are providing training to support this implementation over the course of the year. | | HT, ASN CT, Nurture CT  JA, Health PVG  HT, PSA’s and pupil council  HT, Eco Group  Whole school staff & Ed Pysch Team  Whole school staff  Whole school staff  All cluster school staff  HT info session/ Staff training | | Termly  Term 1  Term 1  Ongoing each term  November 2023  Nov 2023– May 2024  February inservice  26th June 2023  November inservice | Tracking and monitoring meetings and paperwork.  ASN referral sheets with evidence of impact of specific interventions.  Continued reduction in behaviour incidents in all areas of the school.  Children continue to report to feeling safe and happy in the playground.  Pupil focus group conversations.  Information/ formal observations.  Incident folder data  Questionnaire feedback  Pre and Post evaluation (documentation is included in the Framework)  Pre and Post evaluation (documentation is included in the Framework)  Collegiate school activities  Collegiate school and cluster activities  Input feedback  SI self -evaluation activity  Children can talk about UNCRC and SHANARRI indicators confidently to articulate their own needs using appropriate language. |  |

# Action plan 3

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| **Priority 1 : To improve**  Empowerment (Self Evaluations/ Leadership opportunities) | | | **Data/evidence informing priority:**  Education Scotland Visits.  Previous observations QA activities. | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| 1. Pupils starting to engage with HGIOURS 2. Staff – continue development time and taking on development roles.  * Nurture * Play based Approaches | | HT initially  HS, KE, | | Term 2  Ongoing | Pupils report to feeling valued and heard.  Staff report to feeling valued and being given opportunities to self develop.  Questionnaire feedback  Conversations/ dialogue with staff, pupils and parents (informally and formally).  Staff PRD/ EAR reviews.  Pupil Voice folders with action plans | |  |