



Aberdeenshire
COUNCIL 

**Aboyne 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.

Aboyne Primary School underwent a full inspection by Education Scotland in January 2023. The report and findings of the inspection team can be found here:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=1342>

In recognition of the findings of the inspection team, the School Improvement Plan for session 2022 -2023 was completely reassessed and rewritten in the form of a targeted action plan, created to address the identified areas for development and this informs both our Standards and Quality Report for Session 2022– 2023 and our School Improvement Plan for the current session 2023 -2024.

Self-Evaluation for Self-Improvement is at the heart of our practice at Aboyne 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. The significant relationship between effective self-evaluation and school improvement can be seen as an “inwards, outwards, forwards” approach in which the following questions are integral to our work:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Through this approach, we:

- **look inwards** to analyse our work
- **look outwards** to find out more about what is working well for others locally and nationally
- **look forwards** to gauge what continuous improvement might look like in the longer term



At Aboyne, 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.

Colin Hutchison,
Acting Head Teacher

The School and its context

At Aboyne Primary School we aspire to be a fully inclusive nurturing learning community aiming for the highest standards of individual achievement in work, life and play.

Our Values: Respect, Responsibility, Kindness, Honesty, Achievement, Happiness.

Our values inform our philosophy and curriculum for our community.

What do we aim to achieve for our children/pupils

At Aboyne School, all members of our school community are keen to ensure that all of our pupils have the best quality learning and teaching experience that they can. All staff are working hard to ensure that every child makes appropriate progress within an environment where each child is known as an individual and supported to reach their full potential. We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents and carers, other agencies and within our local, national and global context. Our work is underpinned by our newly refreshed Curriculum Rationale.

At every level, our nurturing ethos, lays the foundations on which to build our learning and teaching.

We recognise children as individuals, understanding them developmentally and aim to be offering appropriate support and challenge through planning within frameworks to ensure progress and success. Staff work closely with all stakeholders, fostering a caring and welcoming school community. We offer an enhanced provision resource to the local community and this resource includes outreach and in-reach support to enable pupils with a variety of additional needs to access a curriculum appropriate to them in a mainstream environment. In addition, Aboyne Primary School is the Community Resource Hub for children in the area with significant and complex needs.

Motivating and engaging pupils is important for successful learning and quality teaching is integral to this. Children need to be clear of their learning intentions and how they can be successful. At Aboyne, teachers are continuing to develop their knowledge and skills so that they can deliver quality learning and teaching that will enthuse our pupils.

At the heart of Aboyne Primary School is our school community and a desire to make this a place where all of our pupils feel included and listened to. We believe that a positive environment is the foundation for children feeling happy and safe, and therefore this will lead to improving outcomes for all. We recognise that children need to know that everyone makes mistakes and then can learn from them. This knowledge will enable our learners to be confident individuals, responsible citizens, successful learners and effective contributors.

Getting It Right For Every Child is the foundation for the provision for all children. At Aboyne Primary, we believe in getting this right through ensuring that we create positive relationships with children and their families and having a restorative approach when things are not going so well. We aim to support our young people by ensuring that supports are put in place when needed through a staged intervention approach.

Aboyne Primary prides itself on its community and our pupils, teaching and support staff and families. We know the importance of us all working together to ensure that the school is the best that it can be and we are all working together to ensure that we are all on board the teaching and learning journey that is integral to Aboyne School.

Impact of our developments

In this section we will outline the key targets we set last session following the inspection and identify the progress we have made during session 2022-2023.

Priority 1 – Self-evaluation for improvement		
Key Priority 2022/23	Key Actions Undertaken	Impact (achieved in 2023)
<p>Establish effective approaches to evaluate the quality of the school's work.</p>	<p>Systems put in place to regularly monitor, evaluate and review the work of the school. The Quality Assurance calendar was reviewed and refreshed for term 4.</p> <p>Working groups within school to develop Pedagogy, the Curriculum and the Culture and Ethos of the school established, with all teaching staff participating and input from support staff also encouraged. All staff are involved in planning and evaluating improvement work.</p> <p>SLT developing awareness and confidence of Bullying and Equalities module in SEEMIS, with actions noted in pastoral notes if appropriate.</p> <p>All teaching staff now have access to regular and planned Professional Review and Development meetings. Documentation agreed and new processes shared with staff.</p> <p>Stakeholder involvement in evaluation of the life and work of the school has been improved, with all policy and development work involving consultation with all stakeholders. Microsoft Forms are used to gather parental views of improvement and canvassing opinions / views during school events, such as Post Inspection Open Evening, Parental Consultations, etc.</p>	<p>Drop in visits from SLT have been established and all staff are understanding of the nature of feedback from these. There is a clear timetable for formal observations and jotter moderation. Regular discussions at weekly SLT meetings evaluate these.</p> <p>First working group meetings were held as a matter of priority in Term 3. A pause for wider whole school improvement collegiates followed and working groups resumed in Term 4.</p> <p>All teaching staff contributed to Statement of High-Quality Teaching through working groups. Regular, scheduled formal observations commenced and feedback provided, identifying areas of strength and those for development.</p> <p>A “You said, We did” approach to providing feedback through infographics was shared with the parental community.</p> <p>We have started to implement pupil evaluation related to HGIOURS.</p>

Priority 2 – Pedagogy and Curriculum		
Key Priority 2022/23	Key Actions Undertaken	Impact (achieved in 2023)
<p>Improve approaches to learning, teaching and assessment to ensure a consistently high quality for all children across the school. This should include reviewing approaches to planning for each curriculum area to ensure children experience progression in their learning.</p>	<p>Pedagogy Working group led on Learning, Teaching and Assessment improvement work, through peer led improvement, using the teaching sprints approach as framework. A statement on High-quality Learning & Teaching was agreed and finalised with staff following whole staff discussion linked to CLPL inputs from Bruce Robertson, Mark Burns and Shirley Clarke. This statement on High-quality Learning and Teaching will support discussion and feedback after class visits.</p> <p>Primary Maths for Scotland was purchased and introduced to staff.</p> <p>Benchmarks & progressions put in place early in Term 3 for use alongside existing block planning format, with new planning formats for literacy and numeracy initially created - and subsequently for all nine curricular areas.</p> <p>A refresh of the curriculum rationale was undertaken. Following evaluation of the previous rationale, by the curriculum working group and wider staff, parents were consulted in person and a follow up survey for parents and staff was issued. Pupils also provided feedback.</p> <p>A focus on increasing expectations among staff about what pupils can do.</p> <p>Ensuring children know what they need to do to improve was progressed through a focus on Learning Intentions and Success Criteria during lessons.</p>	<p>The Pedagogy group agreed their initial priorities and completed a cycle on Learning Intentions and Success Criteria and began work on feedback.</p> <p>Drop in observations have been taking place since February 2023 and formal recording of feedback began April 2023.</p> <p>Discussions around how benchmarks & progressions support assessments took place with all teaching staff in Term 3.</p> <p>The new planning formats were introduced to all teaching staff at collegiate meeting in Term 3 and some staff were using the new planning formats for literacy and numeracy. Some staff began engaging with other areas over the course of Term 4 and all staff will use these in session 2023/24.</p> <p>Stage partner planning time during weekly assemblies was introduced in Term 3 to help facilitate this for all teaching staff.</p> <p>The new curriculum rationale was completed by the end of session 2022/23 and was ready for launch early in session 2023/24.</p> <p>All teachers have revisited the use of the feedback cycle.</p>

Priority 3 – Pedagogy and Curriculum

Key Priority 2022/23	Key Actions Undertaken	Impact (achieved in 2023)
<p>Improve children’s learning experiences, progress and attainment across all areas of the curriculum, particularly in literacy and English language and numeracy and mathematics.</p>	<p>Expectations agreed and displayed in each classroom around improving the standard of handwriting and presentation, for ease of reference and use during co-creation of success criteria. This is monitored through regular quality assurance jotter moderation and class visits. To improve the teaching of writing, all staff undertook Big Writing training. The new planning approaches for literacy and numeracy were implemented so all teaching staff are aware they must ensure progression in learning and building on prior knowledge. The role of adults in supporting learning through play was supported through developing stronger links to nursery to support planning and ensuring a focus on the balance between adult led and child led play opportunities.</p>	<p>Following whole staff agreement of new jotter expectations agreed in Term 3, a new jotter order was placed ready for whole school to begin fresh in Term 4, allowing consistency across the whole school. All staff have a better understanding of progression and use the Aberdeenshire progression frameworks when planning for numeracy. Staff are supported in this with a range of maths and numeracy resources. Early years staff arranged visits to other settings to share practice. This helps to support the play based approach in primary one being continuously developed.</p>

Priority 4 – Ethos and Culture

Key Priority 2022/23	Key Actions Undertaken	Impact (achieved in 2023)
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<p>Improve approaches to promoting and supporting positive relationships and behaviour across the school.</p>	<p>Through the work of class teachers and through assemblies it was ensured that school values are demonstrated and are known and understood by all children and staff. The Ethos and Culture working group was established and started to create a new Positive Behaviours and Relationships policy. Consultation was held with stakeholders. A Rapid Action improvement model for all improvement activity led by the working groups was implemented. A newly established policy was created around school uniform expectations. Consultation was held with stakeholders and support for a return to uniform expectations was identified.</p>	<p>All teachers are increasing taking responsibility for managing relationships and low-level behaviours, removing expectations for SLT attendance in lessons for minor behavioural issues. We all have high expectations around behaviour at Aboyne Primary School. Progress of improvement was reviewed every four weeks, with council officer engagement on a four-weekly cycle. Visits from QIM every second month also ensures progress is reviewed and monitored. All staff and the wider parental community are aware of expectations around uniform, with parents indicating (through consultation feedback) their backing to enforce this at home.</p>
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<p>Priority 5 – Meeting Needs</p>		
<p>Key Priority 2022/23</p>	<p>Key Actions Undertaken</p>	<p>Impact (achieved in 2023)</p>

Improve approaches to supporting children who need extra help with their learning. This should include a review of the assessment and identification of individual	A review of the staged intervention model was undertaken to ensure all staff understood and used it correctly. A referral process for children who require support – in line with academy/cluster processes, also taking account of universal intervention – has been introduced.	All staff are now trained on Staged Intervention Levels and these have been reviewed with all class teachers. The new referral process for children who require support ensures all staff take account of universal intervention. Support staff are engaging with Calm Training for de-escalation techniques and teaching staff have been offered this opportunity for CLPL.
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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: Weak

How well are you doing?

What's working well for your learners?

Overview:

- The school community is committed to reengagement with the school's vision, values and aims.
- The school staff are starting to become reflective as practitioners.
- We continue to improve our understanding of the socio-economic context of the school to ensure that we are meeting the needs of our learners.
- We continue to use HGIOS 4 to inform classroom monitoring and evaluate planning.
- Pupil voice is being developed in our approach to self-evaluation with evaluation related to HGIOURS.

How do you know?

What evidence do you have of positive impact on learners?

Key strengths:

1. Consultation with stakeholders shows commitment to the refreshed drive for living the school's vision, values and aims.
2. The re-establishment of in-person school events for parents and pupils, such as Meet the Teacher and Sharing the Learning Assemblies have increased motivation for and commitment to the sense of school community.
3. Staff are actively involved in improvement planning & school development work. All staff members are involved in the evaluation of progress and the identification of future priorities.
4. Collegiate activities were based upon working towards the outcomes on the school's improvement plan through groups related to Curriculum development, Pedagogy and Understanding and Ethos and Culture.
5. A culture of reflective practice is beginning to be developed within the school community.

6. The school has developed a Quality Assurance programme to monitor and evaluate the school's performance.

What are you going to do now?

What are your improvement priorities in this area?

Identified priorities for improvement:

- Increased staff commitment to improvement.
- Continue to further improve our pupil participation in whole school self-evaluation activities with the Pupil Council.
- Continue to evaluate the range of formal and summative assessments being used across school to inform planning, target support, and ensure challenge and continue to review the assessment calendar.
- Further engagement in moderation activities both within and across levels to share practice and develop a shared understanding of progression in Literacy and numeracy and to give staff confidence with this.
- Consistently link collegiate activities to the School Improvement Plan so that it becomes a working, relevant document that everyone understands and can see the vision for.
- Ensure that the interests and skills of staff are utilised to enable them to lead areas of strength and knowledge.
- Provide opportunities for pupils to take the lead with activities and evaluations within school.
- Increasingly enable staff and pupils to have their voice and have ownership of the school and its improvement journey.

3. 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: Weak

How well are you doing?

What's working well for your learners?

Overview:

- Staff plan collegiately and they use assessment information to track progress and are working on identifying next steps in learning and following this up with their planning.
- We have a clear curriculum rationale developed in partnership with learners and parents based on our shared vision and values, the four contexts for learning and our local identity which aims to develop the four capacities in our learners.
- Staff are developing the use of standardised assessment data alongside their professional judgement to consider pupil strengths and process.
- Teachers are developing their use of a wide range of resources to enhance the learning experience for pupils.
- The use of learning intentions and success criteria has been reinforced.
- Pastoral transitions from preschool to P1 are supportive for pupils.

How do you know?

What evidence do you have of positive impact on learners?

2.3 Key strengths:

- Positive/nurturing relationships based on our shared vision and values are evident throughout the school.
- A tracking system, including detailed conversations between teachers and SLT, is starting to be evidenced.
- Our planning process is based on CFE experiences and outcomes
- Ongoing formative assessment has been revisited in all classes.
- We have reviewed our reporting system, which, coupled with two parental consultation events, has promoted targeted and effective dialogue between pupil, parents and teachers.
- Termly curriculum overviews from nursery through to P7 inform parents of the learning being undertaken.

What are you going to do now?

What are your improvement priorities in this area?

Identified priorities for improvement:

- Ensure that all children are included in progressive planning frameworks that ensure attainable and measurable outcomes.
- Introduce a consistent and progressive approach to teaching reading by exploring reading skills.
- Learning intentions and success criteria to be consistently used in lessons.
- Ensure a consistent approach to the teaching of writing.
- Continue to implement and assess listening & talking skills.
- Improved understanding of pedagogy linked to planning for learning
- Continue to focus on the twelve components of high quality learning and teaching.
- Ensure that math and numeracy skills are taught from progressive frameworks.
- Have focused planning and tracking meetings with SLT as part of the collegiate calendar.
- Ensure that resourcing is in place to effectively support high quality learning and teaching.
- Ensure that assessment is planned for and purposeful.
- Ensure that feedback is effective and purposeful.
- Give a range of contexts for children to be able to apply their learning to and achieve success.
- Provide opportunities for success to be celebrated and shared.
- Develop our Curriculum to include opportunities to engage with local community and businesses and promote the metaskills.
- Utilizing PEF to provide targeted intervention in literacy, numeracy and Well-being by teaching and support staff.
- Begin to develop progressive experiences in Outdoor Learning throughout the school.
- The engagement of pupils in the learning and teaching process and identification of next steps continues to be developed through ongoing work around feedback.
- Digital technology to be utilised effectively to support learning and teaching.
- Pupil voice to be included when planning
- Flexibility and responsiveness to be features of planning.
- The local context to be utilised.
- Pace and challenge to be improved
- Differentiation to be evidenced
- Teachers clearly referencing the es, os and benchmarks and using these as a basis for all planning and then evaluation of learning
- Next steps being shared and then followed up,
- Quality of teaching and learning to be at the centre of all lessons and this to be evidenced in the outcomes

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: Weak

How well are you doing?

What's working well for your learners?

Overview:

- Children at Aboyne Primary School are included and achieve success in the four contexts of learning. Their learning is enhanced by nurturing approaches which are fundamental to all aspects of school life. We consider each child holistically as an individual and they benefit from the level of care provided.
- All staff show commitment to the development and wellbeing of learners as individuals. Children and young people are safe, treated fairly and are protected by appropriate child protection and safeguarding policies and procedures.
- Planning is differentiated to meet individual needs.
- The introduction of a referral process and an enhanced understanding of the Staged Intervention Levels is ensuring support can be effectively targeted.
- We foster positive, open and supportive working relationships based on respect and trust.
- Class Charters are created by pupils using the wellbeing indicators and the UNCRC.
- Staff have developed their awareness of the importance of high expectations for all pupils and are embedding universal supports.
- As a Community Resource Hub and Enhanced Provision school, we offer support to children with a variety of complex needs. There is an awareness among the wider school pupil population of the nature of some of these needs, enhancing the inclusiveness of the school.
- Our CRH area provides targeted support for pupils and enables them to achieve success through individualised planning and targets.
- The Senior Leadership Team ensure that staff undertake regular CLPL to promote understanding around statutory requirements, policies, and practises.
- The school works effectively with partner agencies to address barriers to learning and support needs for pupils.

How do you know?

What evidence do you have of positive impact on learners?

3.1 Key strengths:

- The collaborative approach amongst all staff contributes to whole school improvement and to meeting learners needs.
- The whole school application of nurturing approaches to understand, support and improve outcomes for all learners.

- DHT has received training in Trauma Informed Practice.
- Support staff have received CALM de-escalation training.
- Our robust tracking processes allow us to identify learners requiring support and we respond quickly utilising resources effectively.
- Expectations regarding roles and responsibilities of all staff with regard to meeting learner's needs have been developed and are regularly revisited.
- All staff are involved in the identification, review and evaluation of learners needs through tracking meetings.

What are you going to do now?

What are your improvement priorities in this area?

Identified priorities for improvement:

- Review process for planning, implementation and evaluation of interventions for children with barriers to learning.
- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Address autism training levels for all staff in line with new Aberdeenshire guidance
- Identify training needs in areas such as dyslexia, dyscalculia and trauma and ensure that these are met
- Continue to target use of PEF appropriately to ensure pupil need is met.
- Further promote inclusive practice through the implementation of the CIRCLE resource across school.
- Ensure that all staff are aware of Universal Support and the strategies that can be implemented.

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: Weak

How well are you doing?

What's working well for your learners?

Sources of evidence/ evaluation activities undertaken:

Overview:

- ACEL data is captured annually, tracking records are captured for three periods in the year and results are discussed by class teachers and SLT. Where appropriate, ASN staff are involved in these discussions.
- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Our development work strives to ensure a consistent approach to learning and teaching practice throughout the school.
- Collaboration with colleagues and partner agencies ensure interventions are timely, appropriate, carefully planned, implemented and reviewed.

How do you know?

What evidence do you have of positive impact on learners?

Key strengths:

- Our classrooms have a warm and caring climate which promotes positive working relationships.
- Our teachers are beginning to develop clear learning plans which will lead to challenging and motivating programmes of work to show balance and progression across the curriculum.
- A tracking system is in being developed and is used as the focus for professional discussion between SLT, teaching and support staff regarding attainment for all pupils.
- Attainment is compared against local and national averages with Aboyne comparing favourably with other Aberdeenshire schools in Reading, Writing and Numeracy.
- Attainment data from standardised assessments is starting to demonstrate a closer link between this and teacher's professional judgements.

What are you going to do now?

What are your improvement priorities in this area?

Identified priorities for improvement:

- Analysis of themes within NSA to identify areas of development within areas of numeracy and literacy.
- Develop our curriculum with the inclusion of metaskills.
- Ensure an emphasis on moderation opportunities across the school for shared expectations to bring greater consistency in teacher professional judgement.
- Further enhance understanding and implementation of play-based pedagogy throughout the school.
- Continue to track attainment, including attainment over time, to pick up trends, evaluate and use for identifying improvement priorities.
- Further develop our analysis to fully investigate significant barriers to learning.
- PEF used for targeted interventions to support pupil's attainment.
- Attainment data indicates the Primary 5 cohort in 2023/24 as being significantly affected by the Covid-19 pandemic. Considerable support was put in place last session and will continue this year. Last year's attainment data will inform planning and the allocation of resources, including PSA support, in order to raise attainment.
- Universal support strategies should continue to be developed.
- Ensure that effective and robust assessments are in place which evidence teacher judgements
- High expectations to be evident through all learning and teaching activities in order to support attainment.
- Ensure that support is appropriately targeted throughout the school
- Teachers to have clear, purposeful assessment planned
- Effective feedback to be given regularly and to ensure impact
- Revisit AiFL strategies
- Ensure that pace and challenge is in place for all learners
- Pupils to be clearly secure in their knowledge and skills and be able to apply these to a range of contexts

Wider Achievements

Memories are made of this:

We regularly seek opportunities to share and celebrate achievement and learning both within school and in the wider community.

At our regular assemblies in school our Shout Outs recognise pupils who exemplify our values within and outwith school. Children's personal achievements are celebrated on the display board, linked to the four capacities.

Pupils from across the school continue to enter a range of art competitions, enjoying a high success rate, including winning the 2022 GWCT art competition.

Our pupils are given the opportunity to develop skills for Life, Learning and Work through participation in leadership groups which creates leadership roles for them, encouraging self-confidence and independence.

On entry to Aboyne, pupils are assigned to one of four houses. Our house championship enables a wide range of achievements to be recognised, including on our revamped sports day, which was a huge success, particularly the picnic lunch invitation that was extended to parents.

We utilise regular school newsletters to share the successes enjoyed in school and the wider life and work of the school family and the wider Aboyne community.

During this session we have been delighted to reintroduce netball groups and an Aboyne's Got Talent showcase. We look forward to extending our out of school opportunities further in session 23/24.

We were delighted that our Primary 7 pupils were able to take part in their scheduled residential trip to Dalguise this session. They all had a thoroughly enjoyable experience developing many skills and taking part in a wide range of challenging and exciting activities. This session also saw a hugely successful P7 Show in the theatre at Aboyne Academy, which was watched by the whole school and a very healthy parental contingent. The P7 leavers' assembly, held in the Victory Hall in the village to again accommodate the parental audience, was also a huge hit.

It was lovely that the children had this opportunity once again to showcase their creative talents to the school community.

Capacity for improvement

- High levels of commitment and leadership by all staff.
- Increasing leadership opportunities for pupils across the work of the school.

- The positive and inclusive ethos of the school underpinned by our shared vision and values which effectively supports learners to achieve.
- The collegiate approach of the school community with a strong focus on improvement.
- A caring and professional staff focussed on improving outcomes for learners.
- Pupils who are being encouraged to take pride in and value their school community.
- Well-structured systems to support self-evaluation are being developed to embrace the views and opinions of others.
- Productive partnerships with parents, other schools and services and a range of contacts in the local community are being developed.
- Positive feedback about the school's improvement journey received from learners, parents, the wider school community and Aberdeenshire Council officers.

Action plan 1 – Term 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</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.
<p>Priority 1 : To improve</p> <p>planning so that all teachers are ensuring that learning and teaching is directly linked to the Curriculum for Excellence frameworks and that the plans are progressive.</p>	<p>Data/evidence informing priority:</p> <p>From Inspection Report:</p> <ul style="list-style-type: none"> Improve approaches to learning, teaching and assessment to ensure a consistently high quality for all children across the school. This should include reviewing approaches to planning for each curriculum area to ensure children experience progression in their learning. Improve children’s learning experiences, progress, and attainment across all areas of the curriculum, particularly in literacy and English language and numeracy and mathematics. 	

Key actions (led by whom)	How will we evaluate impact? (Measurements of success)	Progress	
		On Track	
		Behind Schedule	
		Not Achieved	
<ul style="list-style-type: none"> Initial input on in-service day – planning formats shared and staff clear on where they are available – led by K. Stewart/D Lobban Staff meeting reinforcing main principles that learning and teaching should all be planned effectively and points of assessment identified. Clear guidance shared with staff that there should be planning for each curricular area Individual termly planning meetings with SLT arranged for week 4/5 to review plans Class timetables to be shared with SLT by the end of week 2 for an overview of the curriculum coverage Differentiation to be evidenced through planning and jotters Clear evaluations to be evidenced in planning and next steps. These next steps should then lead on to further teaching opportunities which should be planned for. Evidenced in jotter. Ensure that resourcing is in place to support planning for high quality teaching and learning Termly class newsletters shared – these to be developed to include strategies for support at home Planning to be responsive to the pupils and the context Evaluations to be clear in the planning IDL planning to be improved Teachers clearly utilising es and os and benchmarks as the basis for all planning 	<ul style="list-style-type: none"> Teachers to be clear on their planning for each curricular area – the learning intended and next steps. Children to have experience of all curricular areas A clear progression of learning to be evident for each curriculum area – clear in learning talks and work Teachers able to talk to learning and next steps 		

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</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 1 : To improve</p> <p>Relationships at all levels to ensure that all members of the school community feel that their school is a safe and nurturing place to be and that everyone has a voice.</p>	<p>Data/evidence informing priority:</p> <p>Inspection feedback to improve approaches to promoting and supporting positive relationships and behaviour across the school.</p>	
<p>Key actions (led by whom)</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>
<ul style="list-style-type: none"> • Weekly WAAG shared with teaching staff so that they are aware of upcoming dates/events • Creation of class charters to ensure that all classes have clear expectations and this should be revisited regularly. • All staff to be clear that there are high expectations of behaviour in all areas of the school. • House Captains to be elected from P7. • Pupil Council to be identified for P3-7. • Regular assemblies which will reinforce school values and expectations. • Shanarri to be a key focus throughout the school in term 1 • Shoutouts recognising pupil achievement and successes. • SLT being available for consultation with class teachers • Class teachers being empowered to contact parents/carers directly and build relationships with pupil families. <p>Oct onwards -</p>	<ul style="list-style-type: none"> • Know by ethos around the school • Observing interactions between pupils and staff • Learning walk discussions • Pupil Council/House Captain feedback • Use of HGIOURS • Children are able to talk about it 	

<ul style="list-style-type: none"> • Begin to engage with the Rights Respecting Schools programme and work towards Bronze Accreditation. • Pupil understanding of Shanarri to be embedded throughout the school. • School values to be regularly referenced. 		
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</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>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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<p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</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>Priority 1 : To improve</p> <p>Approaches to targeting support effectively</p>	<p>Data/evidence informing priority:</p> <p>Improve approaches to supporting children who need extra help with their learning. This should include a review of the assessment and identification of individual need</p>	
<p>Key actions (led by whom)</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>
<ul style="list-style-type: none"> • Clarity on the staged intervention process through a clear referral process for ASL/EP and CRH • Universal support strategies to be revisited with all staff • Circle resource to be utilised • Differentiation to be planned for within forward planning • A review of planning for ASL/EP and CRH • Termly IEP reviews and these to be shared with families 	<ul style="list-style-type: none"> • Teachers to be engaged with referral processes • Supports to be impactful on young people and for this to be measurable 	

<ul style="list-style-type: none"> • Child's planning meetings to be tracked • Support staff to be targeted to support pupils purposefully • Regular review of attainment and progression to identify any support needs • Termly focused tracking meetings • Teachers to aware of SIMD and FSM identified pupils • Targeting of NNP, IPT and counselling service • Engagement with EPS to ensure strategies are considered and implemented • Effective working with external agencies to ensure supports in place for pupils as needed • Regular attendance monitoring and follow up to this 	<ul style="list-style-type: none"> • All staff to be aware of purposeful support and ensuring that children are enabled to be as independent as possible in progressing in their education. • Appropriate allocation of support staff • Clear and purposeful planning in place for all pupils. 	
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Action plan 4

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 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 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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<p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</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>Priority 1 : To improve</p> <p>Moderation and assessment Develop and improve effective and manageable feedback, moderation and assessment strategies and use this information to further improve teaching and learning</p> <p>Data/evidence informing priority: Professional judgement and feedback</p>		
<p>Key actions (led by whom)</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>
<ul style="list-style-type: none"> Regular moderation opportunities to be built into the collegiate calendar An assessment calendar to be in place for all stages Assessment opportunities clearly planned for within planning documentation Assessments to be recorded and used to support professional judgements 	<ul style="list-style-type: none"> Almost all learners can evidence and discuss the range of feedback they receive. 	

<ul style="list-style-type: none"> • Feedback to be clear, concise and meaningful • Learning intentions and success criteria to be evident in all learning activities • Pupils to have an understanding of how they can improve • Use of the NSA and other assessments to inform practice and next steps • Marking code to be applied consistently • Professional judgements to be evidenced through planning, tracking and through assessment folders • Further input with staff on purposeful feedback to the pupils 	<ul style="list-style-type: none"> • Next steps in learning evident in planning documentation. • Consistency in judgements. • Clearly evidenced professional judgements 	
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Action plan 5

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p>	<p><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>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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Parental engagement Assessment of children's progress School improvement Performance Information	3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life	
Priority 1 : To improve Processes for improvement and evaluation within the school	Data/evidence informing priority: Inspection feedback	
Key actions (led by whom)	How will we evaluate impact? (Measurements of success)	Progress On Track Behind Schedule Not Achieved
<ul style="list-style-type: none"> Quality Assurance calendar in place and referenced regularly SQUIP to be shared with all staff Collegiate calendar linked to school priorities CLPL opportunities to be offered related to SQUIP Pupil and parent friendly version of SQUIP to be created Clear monitoring and evaluation processes in place with the Senior Leadership team providing feedback related to these 	Continually referencing SQUIP and updating as required Ensuring feedback to staff is then	

<ul style="list-style-type: none">• Weekly WAAG keeping staff informed of weekly information• Initial pupil groups related with HGIOURS – Pupil Council• Book checks/class observations/planning meetings/learning walks/tracking meetings	<p>followed up timeously.</p> <p>Feedback gathered from parents/pupils.</p> <p>Improvement evident from observations in class work/moderation, etc</p>	
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