

School Improvement Plan Crathes Primary School Session 2019 - 2020

School Improvement Plan 2019/2020, 20/21 & 21/22

School Context

Crathes Primary School is situated in a pleasant rural area approximately four miles north east of Banchory. The catchment area is wide and sparsely populated. The school comprises of two classrooms in the main school building and a temporary classroom in the playground. There is also a small general-purpose room, dining room, kitchen, school office and library in the schoolhouse. Within the school boundaries, there is a large playing field, a wildlife garden, picnic area and a tarred playground. We also have access to the adjacent forest area

The current pupil roll of the school is 39 and the projected roll for the next few years looks to be stable. Crathes Primary School has four permanent teachers, one full time and three part time. There are two classes, P1-P4 in the main building and P5-P7 in the portacabin. We have a Support for Learners' teacher one morning per week. There are also a variety of visiting specialist teachers for Art, Drama and French. There is a part-time School Administrator, two Pupil Support Assistants, a Canteen Assistant and a Cleaner.

The pupils access the sports facilities at Drumoak School or Crathes Village Hall for Physical Education in the winter months, as indoor facilities are restricted at Crathes School.

On leaving Crathes Primary School pupils transfer to Banchory Academy. Representatives of Banchory Cluster Schools (which includes Banchory Academy, Banchory, Hill of Banchory, Crathes, Drumoak and Durris Primary Schools) meet regularly to discuss joint initiatives particularly activities for P7 pupils to promote their transition from P7 to S1. We have strong links with the other rural schools in the Banchory CSN, Durris and Drumoak Primary Schools. We work together on aspects of improvement planning, staff development and to provide opportunities for pupils to get together for a variety of transition activities.

There are very good links with parents and an active Parent Council. There are regular parent helpers and parents also help with a wide range of activities to support the work of the school. The school is well supported by the local community and there are planned opportunities each year for community involvement.

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations.

We were awarded our Fourth Green Flag and renewed our Fairtrade School status in 2017. In June 2017 we revisited our School Vision, Values and Aims reaching a shared understanding of our core principles and ensuring UNCRC underpins all we do. In May 2018 we achieved Rights Respecting School Award – Silver Level.

Vision Statement

Inspiring learners to grow bright futures

Respect	Responsibility	Fairness	Achievement
<p style="text-align: center;">We aim to:</p> <ul style="list-style-type: none"> ➤ Foster mutual respect for others ➤ Celebrate diversity and promote equality ➤ Value, appreciate and care for our environment 	<p style="text-align: center;">We aim to:</p> <ul style="list-style-type: none"> ➤ Recognise our responsibilities towards each other and the wider world ➤ Deliver a relevant, challenging and engaging experience enabling all to reach their potential ➤ Develop skills for life and work 	<p style="text-align: center;">We aim to:</p> <ul style="list-style-type: none"> ➤ Provide a safe, caring, healthy and happy learning environment for all ➤ Ensure children can access any required support ➤ Encourage children to be considerate and kind to all 	<p style="text-align: center;">We aim to:</p> <ul style="list-style-type: none"> ➤ Encourage individual talents and an ethos of achieving all we can ➤ Celebrate success at every level ➤ Provide high quality learning experiences
 <p style="text-align: center;"><u>Article 29</u></p> <p>Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.</p>	 <p style="text-align: center;"><u>Article 13/14</u></p> <p>Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	 <p style="text-align: center;"><u>Article 30</u></p> <p>Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	 <p style="text-align: center;"><u>Article 29</u></p> <p>Education must develop every child's personality, talents and abilities to the full.</p>

Self-evaluation for Self-improvement

'Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an ongoing process. They continually reflect and evaluate their work and use evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners.'

(Education Scotland, *How good is our school?* 4th edition, 2015)

At Crathes Primary School we recognise the importance of the evaluation and planning cycle and have clear procedures in place to support robust self-evaluation, leading to clearly defined improvement priorities.

Self-Evaluation Process

- Quality assurance data from throughout the year
- Analysis of tracking and monitoring data – Standardised assessments, evidence of pupils' learning and teachers' professional judgements
- How Good is our School 4: quality indicators were used by staff as a tool for self-evaluation
- School improvement consultation carried out with pupils, parents and staff
- A full review of last year's school improvement plan was carried out

The **National Improvement Framework** (NIF) has been developed in partnership with all stakeholders to drive improvements for all children. The Framework sets out our key priorities for improvement for session 2019-2020.

Click on this link to access the National Improvement Framework document in full.

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

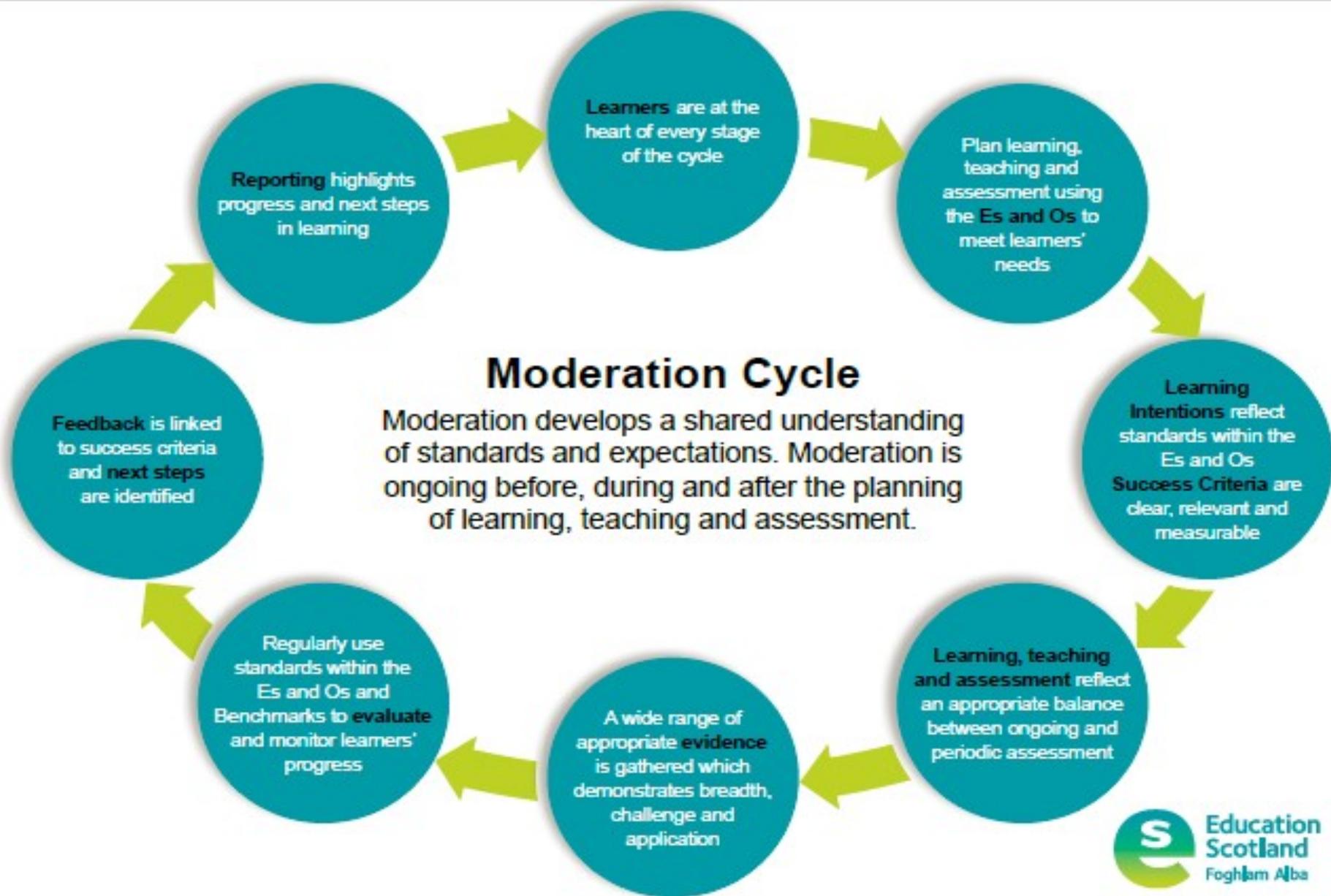
Improvement Planning Overview 2019/20

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Aberdeenshire's Children's Services Plan
<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> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<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 3.1 Improving/ ensuring wellbeing, equality and inclusion <p><i>Specific to HGIOS 4</i></p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p><i>Specific to HGIOELC</i></p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • to develop excellence and equity; • to embed the principles of GIRFEC (Getting it Right for Every Child); • to provide support in developing inclusive, vibrant and healthy communities.

Improvement Priority	Impact	Measurement
<p>NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. Primary Driver – Teacher Professionalism and School Improvement HGIOS 4: 2.3, 3.2</p>	<ul style="list-style-type: none"> • To ensure all staff have a deeper understanding of the moderation cycle • Pupils are actively engaged in planning and identifying next steps in their learning • To improve learning and teaching of literacy, writing in particular • To improve attainment for learners in literacy 	<ul style="list-style-type: none"> • Rigorous assessment information including standardised assessments, evidence of pupils learning and professional judgment • Quality assurance measures • Ongoing robust tracking and monitoring data • Feedback from pupils and parents on the implementation of Talk for Writing approach
<p>NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. Primary Driver – Teacher Professionalism and School Improvement HGIOS 4: 2.2, 2.3</p>	<ul style="list-style-type: none"> • To ensure staff have a deeper understanding of learning and teaching of French • Establish whole school expectations around routines, events and French input • Audit of French resources • Begin planning for ML across multi composite classes 	<ul style="list-style-type: none"> • Quality assurance measures • Pupils demonstrate increased engagement with French language skills • Feedback from pupils and parents
<p>NIF Priority 3 Improvement in children and young people’s health and wellbeing. Primary Driver – Teacher Professionalism and School Leadership HGIOS 4: 1.1, 2.2, 3.1</p>	<ul style="list-style-type: none"> • Audit of Health and Wellbeing curriculum • Clear focus on developing skills of health and wellbeing in a progressive way. • PE curriculum reviewed and updated to provide increase range of experiences • Pupils to have greater ownership of project planning involving attaining Rights Respecting School status – Gold level 	<ul style="list-style-type: none"> • HWB curriculum reviewed • Whole learning community have a shared understanding of wellbeing and children’s rights. • Continued progress towards RRSA – Gold level

Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.



- Flip chart papers – used for modelling and co-constructing lessons
 - Term 2 – traditional tale – e.g. 3 little pigs
 - Term 3 – Dragon story
 - Term 4 – warning story
- Parental Engagement – ‘Meet the Author’ Term 2
- Audit pupils’ confidence/enthusiasm for story writing

Year 2 2019/2020

- Revisit Talk for Writing approach through joint training with multiple schools
- Develop a structure for recording planning and next steps; incorporating the features from Pie Corbett’s Overview of Planning & Toolkits in Talk for Writing
- Pie Corbett’s Jumpstart Grammar - trial approach as a core resource
- Use of Scottish Criterion scale marking to moderate progress and next steps across the school
- Teachers jointly planning, structuring and resourcing a selection of appropriate model stories for fiction writing
- Introduce Pie Corbett non-fiction writing approach – utilizing Talk for Writing Across the Curriculum
- Parental Engagement – share writing with parents
- Audit pupils’ confidence/enthusiasm for non-fiction writing

All staff

All staff

HT

All staff

HT

Term 2 2018/19

Term 4 2018/19

20.08.19

Term 1 2019/20

Term 2 2019/20

Term 3 2019/20

Term 2 2019/20

Term 3 2019/20

Term 3 2019/20

Term 4 2019/20

Year 3 2020/2021

- Begin to moderate non-fiction writing – utilizing Talk for Writing across the Curriculum
- Review structure for recording planning and next steps; incorporating non-fiction features with reference to suggested activities from Pie Corbett's Overview of Planning & Toolkits in Talk for Writing
- Teachers jointly planning, structuring and resourcing a selection of appropriate model texts for non-fiction writing
- Parental Engagement – share writing techniques with parents

Future Plans – Annual review over 3 year period

Improvement Planning Action Plan 2019/20

Improvement Priority

NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy.

Primary Driver – Teacher Professionalism and School Leadership

HGIOS 4: 1.3, 2.3, 3.2

Impact

- Develop teacher and learner leadership
- High quality CLPL for all
- Extend learning experiences for pupils
- Improving learning and teaching approaches

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Year 1 2019/20 <ul style="list-style-type: none"> • Establish whole school expectations regarding routines and events planning and frequency of French input. Include French cultural references in class work and assemblies • There is an inclusive approach to learning languages: All learners have opportunities for language learning • Include discussion about CLPL for ML with all staff • Facilitate engagement/familiarization with resources, including online materials, to support learning and teaching. • Begin development of a planning structure for language learning that takes account of multi-composite class structure. • Parental engagement – share language learning with parents - Open Afternoon 	All staff HT HT All staff All staff All staff	Term 2 2019/20 Term 2 2019/20 Term 4 2019/20 Term 4 2019/20	

Year 2 2020/21

- Revisit whole school expectations regarding routines and events planning and frequency of French input. Explore further opportunities for French cultural references in class work and assemblies
- Engage with Education Scotland Modern Languages Benchmarks to support planning and assessment.
- Review and update planning structure for language learning taking account of multi-composite class structure.
- Promote achievement in Modern Languages for all pupils
- Continue to signpost staff to CLPL opportunities
- Review available resources and how they are being used. Plan for refresh/purchase of additional materials if required
- Liaise across Cluster regarding 1+2 for L2
- Continue to provide opportunities for parents to engage with language learning

Year 2 2021/22

- Identify L3 and begin to plan for implementation P5-7 using L3 guidelines
- Evaluate use of technology to support Modern Languages learning
- Continue to liaise across Cluster regarding 1+2
- Continue to provide opportunities for parents to engage with language learning

Future Plans –

Improvement Planning Action Plan 2019/20

Improvement Priority
NIF Priority 3

Improvement in children and young people's health and wellbeing.
Primary Driver – Teacher Professionalism and School Leadership
HGIOS 4: 1.1, 2.2, 3.1

- Impact**
- Audit of Health and Wellbeing curriculum
 - Clear focus on developing skills of health and wellbeing in a progressive way.
 - PE curriculum reviewed and updated to provide increase range of experiences
 - Pupils to have greater ownership of project planning involving attaining Rights Respecting School status – Gold level (see Gold Action Plan)

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<p>Year 1 2019/20</p> <ul style="list-style-type: none"> • Refresh RRSA Gold audit and action plan with pupils and school staff • Revisit UNCRC with all stakeholders to ensure shared understanding of Duty bearers (adults) and Right holders (children) • Involve children in school self-evaluation – utilizing little HGIOS • More focused use of SHANARRI baseline audit when planning HWB and looking for pupils who require support • Parental involvement on all committees - Eco, Rights Respecting Champions, Fairtrade • Audit of Health and Wellbeing Curriculum in line with CfE Es and Os and HWB Benchmarks • PE curriculum reviewed and updated to increase range of experiences • Additional PE resources purchased to support implementation of reviewed curriculum 	<p>HT</p> <p>All staff</p> <p>HT and pupil focus groups</p> <p>All staff</p> <p>All staff</p> <p>All Staff</p> <p>All staff</p> <p>HT</p>	<p>Term 1 2019-20</p> <p>Term 1 2019-20</p> <p>Ongoing</p> <p>Term 2 2019-20</p> <p>Term 3 2019-20</p> <p>Term 2 2019-20</p> <p>Term 3 2019-20</p>	

Year 2 2020/21

- Staff training in Mentally Healthy School
- Engage with Emotion Works
- Review and update mental health programme
- Family Engagement event to promote/develop understanding of mentally healthy school
- Review of Circle Time programme and resources
- Introduction of Positive Gossip
- Pupil mediating in playground

All staff
All staff

All staff

HT/All staff

All staff

All staff
Staff Lead and pupil group

School community

All staff

All staff/stakeholders

Year 3 2021/22

- Audit progress towards Gold Level Award
- Continue to audit and develop HWB programme - healthy eating

- Audit of SHARE programme (P4-7)and resources

Future Plan