

School Improvement Plan Crathes Primary School Session 2021 - 2022

School Improvement Plan 2021/2022 & 22/23

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 33 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-P3 in the main building and P4-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 Drama, Mindfulness and PE. 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 Durriss 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, Durriss 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 are an Eco School, have been awarded Six Green Flags 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 |
| <div style="text-align: center;"></div> <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> | <div style="text-align: center;"></div> <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 practice their religion, as long as they are not stopping other people from enjoying their rights.</p> | <div style="text-align: center;"></div> <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> | <div style="text-align: center;"></div> <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 used by staff as a tool for self-evaluation
- School improvement consultation carried out with pupils, parents and staff
- A full review of the previous year’s school improvement plan

The **National Improvement Framework** (NIF) has been developed in partnership with all stakeholders to drive improvements for all children.

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

[Schools: National Improvement Framework \(NIF\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)

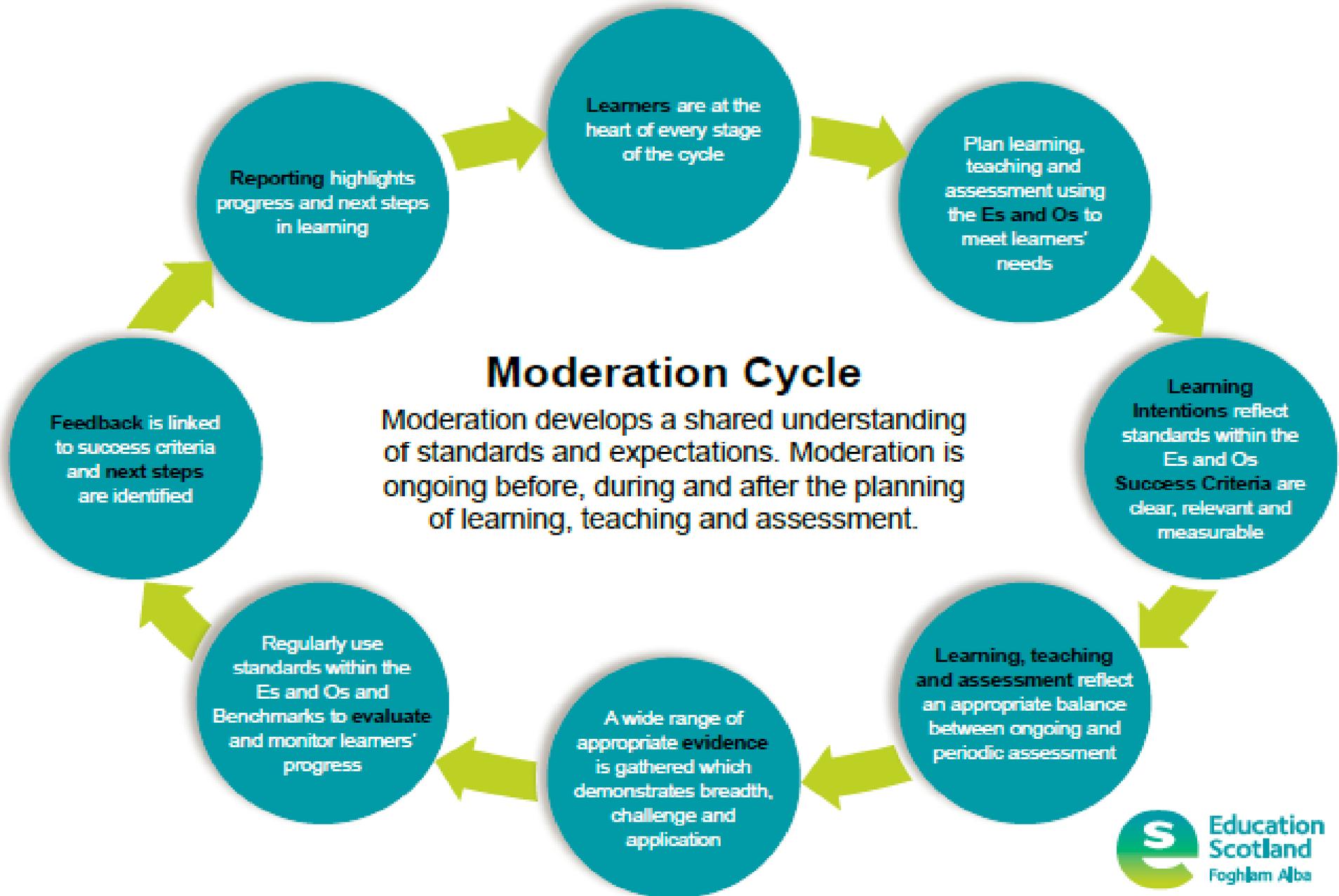
Improvement Planning Overview 2021/22

| National Improvement Framework Priorities | HGIOS 4 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 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability | <ul style="list-style-type: none"> • To provide our young people with the right support, in the right place, at the right time. • To help our young people to reach their individual potential and goals. • Work together to make Aberdeenshire the best place in Scotland to grow up. |

| 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 • Pupil and parent focus groups |
| <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 • Begin planning for ML across multi composite classes • Introduce 3rd language for P4-7 | <ul style="list-style-type: none"> • Quality assurance measures • Pupils demonstrate increased engagement with 1+2 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 and skills • Embed Bounce Back! Programme • 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 and updated • Increased focus on mental health • 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.



Improvement Planning Action Plan

| Improvement Priority NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. HGIOS 4: 2.3, 3.2 | | | |
|---|--|--|--|
| Impact <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 for literacy • To improve learning and teaching of literacy • To improve attainment for learners in literacy | | | |
| Key Actions | Priority Leader | Milestone Dates | Evaluation/ Analysis of Progress and Impact |
| Moderation Cycle <ul style="list-style-type: none"> • Revisit Moderation cycle • Cluster collegiate to share identified good practice to trial during session, ensuring 'Learners are at the heart of every stage of the cycle' • Review Moderation Cycle to explore further opportunities for cluster working Literacy Literacy - writing identified as focus for School Improvement 2018/19. Trailed Pie Corbett Approach to Writing proved successful and staff keen to develop further in 2019/20, 2020/21. Shared approach with Cluster colleagues and developed joint improvement plan. Year 1 2018/29 <ul style="list-style-type: none"> • Introduce 'Talk for Writing' approach – from Pie Corbett • Introduce Model Story Approach across the school using a familiar tale • Audit & purchase additional reading materials and teacher resources – Pie Corbett Page Turners and Reading Spine recommended books. Jumpstart Grammar | HTs & staff Various staff HTs HTs All staff All staff | Term 1 2019/20 Term 2 2019/20 Term 4 Term 2 2018/19 November In-Set 2018 Term 2 2018/19 | Cluster collegiate – Drumoak School 24/09/19 identified good practice each school to share at next collegiate meeting. |

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| <ul style="list-style-type: none"> • 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 | All staff | | |
| Year 2 2019/2020 | | | |
| <ul style="list-style-type: none"> • Revisit Talk for Writing approach through joint training with multiple schools | All staff | Term 2 2018/19 | |
| <ul style="list-style-type: none"> • Develop a structure for recording planning and next steps; incorporating the features from Pie Corbett’s Overview of Planning & Toolkits in Talk for Writing | HT | Term 4 2018/19 | Very positive feedback teachers and PSAs. Wide variety of ideas/strategies to take back to school. |
| <ul style="list-style-type: none"> • Pie Corbett’s Jumpstart Grammar - trial approach as a core resource | All staff | 20.08.19 | November 2019 In service Day. Developed Everyday Toolkit P2 → P7 to be trialed in class. Supports self/peer assessment. |
| <ul style="list-style-type: none"> • Use of Scottish Criterion scale marking to moderate progress and next steps across the school | All staff | Term 1 2019/20 | Introduced Jump Start Grammar |
| <ul style="list-style-type: none"> • Teachers jointly planning, structuring and resourcing a selection of appropriate model stories for fiction writing | All staff | Term 2 2019/20 | Purchased additional resources to support Talk for Writing – flipcharts, Teachers’ Books, Reading Spines. |
| <ul style="list-style-type: none"> • Introduce Pie Corbett non-fiction writing approach – utilizing Talk for Writing Across the Curriculum | All staff | Term 3 2019/20 | February 2020 In Service Day – reviewed progress and developed planning format. Completed during Lockdown still to be trialed. |
| <ul style="list-style-type: none"> • Parental Engagement – share writing with parents | All staff | Term 2 2019/20 | Open Afternoon – Parents invited into school to share the learning. December 2019 |
| <ul style="list-style-type: none"> • Audit pupils’ confidence/enthusiasm for non-fiction writing | All staff | Term 3 2019/20 | No further development work completed due Covid-19 resulting in school closure March 2020. |
| | HT | Term 4 2019/20 | Talk for Writing Improvement work to be revisited 2020-21 as part of Recovery. |

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| Year 3 2020/2021 <ul style="list-style-type: none"> • Revisit Talk for Writing approach • Review Planning Format and Everyday Toolkit developed prior to Lockdown. These incorporate the features from Pie Corbett's Overview of Planning & Toolkits in Talk for Writing • Evaluate approaches and opportunities for self/peer assessment. • Consolidate use of Pie Corbett's Jumpstart Grammar • Investigate 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 • Parental Engagement – share writing with parents • Audit pupils' confidence/enthusiasm for non-fiction writing | All staff | Term 1 2020/21 | Completed through collegiate meetings and discussion. |
| | All staff | Term 1 2020/21 | To be continued next session. |
| | All staff | Term 2 2020/21 | Collegiate meeting 02/12/20 |
| | All staff | Term 2 2020/21 | To be continued. |
| | HT/All staff | Term 3 2020/21 | Collegiate 02/12/20 planned use of Scottish Criterion for pupil and teacher assessment. Paused due to 2nd Lockdown. |
| | All staff | Term 3 2020/21 | Pupils' imaginative stories shared with families Christmas 2020. Pupils demonstrating increased engagement with writing. Motivated and writing at length. |
| | Term 3 | Term 3 2020/21 | |
| | HT | Term 4 2020/21 | Work on Non-fiction writing re-scheduled to 2021/22 due to Lockdown. |
| Year 4 2021/22 <ul style="list-style-type: none"> • Embed use of Everyday Toolkit P2-7 developed prior to Lockdown to support pupils' engagement with self/peer assessment • Trial use of Talk for Writing Planning Format developed prior to Lockdown. • Introduce Scottish Criterion scale marking (Child and Teacher versions) to moderate progress and identify next steps. | All staff | Term 1 2021/22 | |
| | All staff | Term 2 2021/22 | |
| | All staff | Term 2 2021/22 | |

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| <ul style="list-style-type: none"> • Introduce Pie Corbett non-fiction writing approach – utilizing Talk for Writing Across the Curriculum | HT/All staff | In Service 18/11/21 | |
| <ul style="list-style-type: none"> • Introduce Traditional Scottish Storytelling to pupils through Story Ripple project. | All staff & Jackie Ross (Storyteller) | 4 th Nov 2021 | |
| <ul style="list-style-type: none"> • Review use of Jumpstart Grammar | All staff | Term 3 2021/22 | |
| <ul style="list-style-type: none"> • Audit resources to support Non-fiction writing | All staff | Feb Inservice 2022 & Collegiate | |
| <ul style="list-style-type: none"> • Parental Engagement – share writing with parents | All staff | Term 3 2021/22 | |
| Year 5 2022/23 | | | |
| <ul style="list-style-type: none"> • Revisit Pie Corbett non-fiction writing approach – utilizing Talk for Writing Across the Curriculum | All staff | Term 1 2022/23 | |
| <ul style="list-style-type: none"> • Begin to moderate non-fiction writing – utilizing Talk for Writing across the Curriculum | All staff | In service - Feb 2023 | |
| <ul style="list-style-type: none"> • 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 | All staff | In service - Nov 2022 | |
| <ul style="list-style-type: none"> • Teachers jointly planning, structuring and resourcing a selection of appropriate model texts for non-fiction writing | All staff | In service Feb 2023 | |
| <ul style="list-style-type: none"> • Parental Engagement – share writing techniques with parents | All staff | Term 4 2022/23 | |

Future Plans

Improvement Planning Action Plan

| <p>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</p> | | | |
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| <p>Impact</p> <ul style="list-style-type: none"> • 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 |
| <p>Year 1 2019/20</p> <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. | <p>All staff</p> <p>HT</p> <p>HT</p> <p>All staff</p> | <p>Term 2 2019/20</p> <p>Term 2 2019/20</p> | <p>Collegiate Meeting 30/09/19 Revisited Power Language Platform</p> <p>All pupils engaging with French for some classroom routines – greetings, calendar/weather chart, ordering lunches etc</p> <p>French resources purchased just prior to lockdown – to be introduced in class.</p> |

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| <ul style="list-style-type: none"> • 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 | Term 4 2019/20 | Open Afternoon December 2019 French actions songs P1-7 & French Carol P5-7 & French seasonal greetings. |
| <p>Year 2 2020/21</p> | All staff | Term 4 2019/20 | <p>No further development work completed due Covid-19 resulting in school closure March 2020.</p> <p>Modern Languages Improvement work to be revisited 2020-21 as part of Recovery.</p> |
| <ul style="list-style-type: none"> • Revisit whole school expectations regarding routines and events planning and frequency of French input. Include French cultural references in class work and assemblies. All learners to have opportunities to engage with language learning. | All staff | Term 1 2020/21 | <p>Reviewed and agreed daily routines covered in each class eg order lunches, calendar, greetings</p> <p>Weekly French activities included in Google Classroom learning during Lockdown Term 3 2020/21.</p> <p>Pupils engaging well with activities and very positive feedback from pupils and parents/carers.</p> |
| <ul style="list-style-type: none"> • Engage with new French resources/materials to support ML learning and teaching. | All staff | Term 2 2020/21 | <p>All teaching staff making use of resources signposted by Sylvia Georjin</p> |
| <ul style="list-style-type: none"> • Develop planning structure for language learning that takes account of multi- composite class structure. | HT/All staff | Term 4 2020/21 | <p>Did not cover due to Lockdown 2021</p> |
| <p>Year 3 2021/22</p> | All staff | Term 1 2021/22 | |
| <ul style="list-style-type: none"> • 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 • Develop planning structure for language learning that takes account of multi- composite class structure. | HT/All staff | December 2021 | |
| <ul style="list-style-type: none"> • Promote achievement in Modern Languages for all pupils | | Ongoing | |
| <ul style="list-style-type: none"> • Continue to signpost staff to CLPL opportunities | HT | Ongoing | |
| <ul style="list-style-type: none"> • Review available resources and how they are being used. Plan for refresh/purchase of additional materials if required | HT | Term 2 2021/22 | |

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| <ul style="list-style-type: none"> • Identify British Sign Language as L3 and begin implementation P4-7 using L3 guidelines • Provide opportunities for parents/carers to engage with BSL | All staff | Begin in Term 1 2021/22 | |
| <p>Year 4 2022/23</p> <ul style="list-style-type: none"> • Engage with Education Scotland Modern Languages Benchmarks to support planning and assessment. • Evaluate use of technology to support Modern Languages learning • Embed L3 option within P4-7 • Continue to provide opportunities for parents to engage with language learning | HT/All staff | ongoing | |
| Future Plans – | | | |

Improvement Planning Action Plan

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
- Introduce Bounce Back! Programme
- 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 |
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| <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 | <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>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>Completed Term 1 2019/20</p> <p>Family Learning Morning 10/10/19</p> <p>Ongoing work – continued Term 2/3 2019/20</p> <p>Term 3 2019/20 Introduced 'GIRFEC Improving Young People's Understanding of Wellbeing'</p> <p>Started through introduction in Term 1 2019/20 of 'Healthy Schools Scotland' resources www.healthyschool.scot</p> <p>Term 1 2019/20 Introduced fortnightly Mindfulness lessons for all pupils – very positive feedback from all stakeholders.</p> |

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| <ul style="list-style-type: none"> PE curriculum reviewed and updated to increase range of experiences Additional PE resources purchased to support implementation of reviewed curriculum | <p>All staff</p> <p>HT</p> | <p>Term 2 2019-20</p> <p>Term 3 2019-20</p> | <p>Feb In-Service - Training opportunity to support review of SHARE programme 18/02/20 Relationships, Sexual Health and Parenthood Education (RSHP) @ Acorn Centre, Inverurie. Attended by teaching staff. Began review of existing SHARE programme incorporating new resources from RSHP website.</p> <p>Staff attended online training webinars with CAFMH to support return to school - June & Aug 2020</p> <p>No further development work completed due Covid-19 resulting in school closure March 2020. HWB work to be revisited and extended 2020-21 as part of Recovery.</p> |
| <p>Year 2 2020/21</p> <ul style="list-style-type: none"> Reintroduce GIRFEC Improving Young People's Understanding of Wellbeing' – to ensure focused use of SHANARRI for all pupils and as baseline audit when planning HWB and looking for pupils who require support. Explore opportunities for parental involvement with pupil committees - Eco, Rights Respecting Champions, Fairtrade Continue audit of Health and Wellbeing Curriculum in line with CfE Es and Os and HWB Benchmarks Engage with Bounce Back! as key resource to support Recovery Phase. Develop Bounce Back Programme/resources | <p>HT/All staff</p> <p>All staff</p> <p>HT</p> <p>All staff</p> <p>All staff</p> | <p>Term 2 2020/21</p> <p>Term 3 2020/21</p> <p>Term 1 2020/21</p> <p>Term 2 2020/21</p> <p>Term 2 2020/21</p> | <p>Did not cover as focus had shifted to Recovery from Lockdown 1 + Lockdown 2.</p> <p>Pupil Committees paused as school operating a 'Class Bubble' system</p> <p>Did not have time to cover this due to impact of Lockdown and increased focus on Mental Health</p> <p>Bounce Back resource developed P1-7 with planning format created and weekly sessions as part of Mindfulness & Mental Health. Pupils and staff responding positively to this new resource.</p> |

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| | | | Evidence of pupils talking about the sessions and using the techniques to support wellbeing. Weekly Mindfulness sessions maintained through Google Classroom during Lockdowns. Pupil wellbeing identified by staff as focus for Google Classroom Meets throughout Lockdown. Pupils consulted on planning and organisation of Meets. Feedback from pupils and parents ensured that Meets evolved to support HWB. |
| <ul style="list-style-type: none"> PE curriculum reviewed and updated to increase range of experiences | HT/All staff | Term 3 2020/21 | Further work to be done on development of PE programme |
| <ul style="list-style-type: none"> Audit of PE resources and additional resources sourced to support implementation of reviewed curriculum | HT | Term 3 2020/21 | Additional PE resources purchased March 2021 and used to extend PE programme. Pupils excited by increased range of PE equipment/games (dodgeball, athletics, netball) |
| <ul style="list-style-type: none"> Develop HWB planners | All staff/stakeholders | Term 3 2020/21 | Will reschedule to 2022/23 |
| <ul style="list-style-type: none"> Audit progress towards Gold Level Award | All staff | Ongoing | Ongoing focus on RRSA Gold Level Action Plan. Gold Level Assessment rescheduled to Nov 2022 |
| <ul style="list-style-type: none"> SHARE programme reviewed and updated | HT/All staff | Feb In-Set 2021 | Continued to review P4/5 programme. Identified Consent as key aspect for inclusion. |
| Year 3 2021/22 | | | |
| <ul style="list-style-type: none"> Evaluate RRSA Gold Action Plan | HT/All staff | Term 1 and ongoing | |
| <ul style="list-style-type: none"> Update PE programme | HT/All staff | 19/11/21 | |
| <ul style="list-style-type: none"> Introduce Picture News for P1-7 to | All staff | Begin Term 1 2021/22 | |

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| <p>promote engagement with current affairs and deepen understanding of UNCRC</p> <ul style="list-style-type: none"> • Develop Sustainability Calendar • Embed Bounce Back! programme <p>Year 4 2022/23</p> <ul style="list-style-type: none"> • Reintroduce GIRFEC Improving Young People’s Understanding of Wellbeing’ – to ensure focused use of SHANARRI for all pupils and as baseline audit when planning HWB and identifying pupils who require support. • Explore opportunities for parental involvement with pupil committees - Eco, Rights Respecting Champions, Fairtrade • Complete update of SHARE programme (P4-7) • Complete review and update of Health and Wellbeing Curriculum in line with CfE Es and Os and HWB Benchmarks | <p>HT</p> <p>All staff</p> | <p>Term 2</p> <p>Ongoing</p> | |
| <p>Future Plan</p> | | | |

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: Good

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

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Crathes School. All staff and almost all pupils can articulate the vision and values which are a point of reference in learning conversations.
- All staff demonstrate a commitment to the Getting It Right For Every Child approach.
- Rights respecting language embedded across the school, resulting in a shared understanding of our school values and aims. On-going focus on Rights Respecting Schools Award ensures learners have an invaluable role in continuous school improvement.
- The school have a curriculum rationale in place designed to reflect the uniqueness of our community.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.
- Positive feedback from parents/carers with the introduction of Marvellous Me to share the learning.
- Google Classroom worked effectively for online learning throughout Lockdown
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and continuous school improvement
- Almost all staff are effectively involved in school improvement planning drawing on a wide range of evidence. Almost all staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Almost all staff have a clear understanding of strengths and areas for improvement.
- Staff engagement with current research supports reflection on practice and continuous improvement.
- Crathes School has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. Regular and planned collegiate working ensures that there is consistency in practice across the school.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified through annual PRD meetings.
- We continue to seek opportunities for staff to engage in moderation practices both within our own school as well as opportunities across the cluster
- Pupil voice used to identify areas of strength and development across the school.
- There are many opportunities in place for pupils to drive forward improvement and ensure their voice is heard. All pupils have focussed responsibilities linked to skills for learning life and work.
- There are opportunities for staff to take on leadership roles within Crathes School.
- All staff at Crathes School know the children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Personal Performance Plan (PPP) of all staff conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Cluster working to engage in cluster capacity building activities to support leadership and improvement.

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

- In Spring 2017 a full review of the vision and values took place. All stakeholders were involved in this. A new vision statement and values was developed and displayed on a colourful entrance banner with input from all pupils. The vision and values serve as a point of reference in the day to day life of the school.
- We use a combination of Parent Council, questionnaires and focus groups to further gather the views of the parent forum to inform school improvements.
- Newsletters and weekly parent emails provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan, often providing parents with ideas on how to support children at home.
- Introduction of Marvellous Me was a key focus to provide parents/carers with another method of engaging with their child's learning.
- Links with identified community partners enhance and enrich our learning and teaching.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school engages with all aspects of HGIOS is considered when evaluating and improving practice.
- QA evidence informs next steps. School planning sessions are conducted with a view to sharing standards and moderation practices.
- Pupil focus groups engage with 'How good is OUR school' to support school improvement.
- Teaching staff have a range of leadership opportunities such as Fairtrade and Eco.
- Whole School QA calendar clearly documents processes to review and improve schoolwork
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year at school and cluster level.

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

- Update Curriculum Rationale
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Continue to revisit/embed a shared understanding of our Vision, Values and Aims for any new members of our school community.
- Evaluate RRSA Gold Action Plan
- Review how UNCRC/Global Goals should be referenced in our planning
- Embed use of Marvellous Me – striving for full engagement.
- Develop our use of focus groups/questionnaires etc to measure how we are doing and identify next steps.
- Introduce Picture News and a Sustainability Calendar to promote engagement with current affairs, a deeper understanding of UNCRC and promote critical thinking.

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: Good

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

How well are you doing?

What's working well for your learners?

- The ethos of Crathes School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Most pupils can articulate what they are learning and why and know what they need to do to become successful.
- Most pupils are becoming increasingly independent in their learning.
- AIFL, feedback and differentiation are evident in all classes.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are used to support pupils in their learning.
- Almost all staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups.
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning.
- All staff know their pupils very well and potential barriers to learning are identified and addressed quickly. Evidence of impact of interventions is sought to identify next steps.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning and teaching across all classes
- Parents/carers and pupils share learning through Curricular Newsletters, Google Classroom and Marvellous Me
- All staff and pupils use a wide range of learning environments including the school grounds, the Wildlife Garden, the Forest School area and the local area as well as ensuring there are opportunities to develop skills for learning, life, and work.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage in self and peer assessment.
- Pupils' are developing their understanding of knowledge and skills as well as their

identification of strengths/next steps

- Collegiate working and sharing of good practice are embedded.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Crathes School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- Professional dialogue is ongoing throughout the session.
- Termly tracking meetings are held with staff and SNSA data is considered.
- Technology is also used to support targeted interventions.
- Twitter, Marvellous Me and Google Classroom used to share learning and achievements.
- The Forest School area is very well used as a learning resource.
- School newsletter format has been updated to a more engaging SWAY Newsletter.

What are you going to do now?

What are your improvement priorities in this area?

- Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Evaluation of pupil groups to ensure this work is having an impact. This need to be adjusted to accommodate Covid-19 restrictions in school.
- Develop use of Everyday Toolkit, Scottish Criterion (adult and child versions) to support self/peer/teacher assessment and moderation of writing.
- All staff to attend training in teaching of non-fiction writing t(Talk for Writing) to enhance our practice.
- Continued focus on HWB for all by embedding Bounce Back programme and developing PE programme with extended range of activities/skills/games.
- Introduce British Sign Language as 3rd language option for P4-7 pupils. Providing language learning with a different style/approach.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.
- Continue training for staff around assessment incorporating support from local authority QAMSOs.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Continue to work with community partners
- Introduce Sustainability calendar to support UNCRC/Global Goals work.
- Embed use of Marvellous Me to share the learning.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: Good

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

How well are you doing?

What's working well for your learners?

- All staff at Crathes School have a very good knowledge of learners, families, and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy. High expectations of behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
- All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- Increased pupil and staff knowledge of the UNCRC provides an environment where children can actively exercise their rights.
- Our HWB programme promotes a shared understanding of physical, mental, and emotional wellbeing and supports learners to develop self-respect and respect for all others
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity, and wellbeing
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes an area to record any incident of alleged bullying.
- Incidents of alleged bullying are recorded and dealt with using a restorative approach.
- Termly tracking meetings have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, consultation, direct intervention, and professional development.
- Planned annual programme of transition events across Small Schools' Cluster, across all year groups, supports enhanced transition and well-being.
- Worked in partnership with Banchory Academy to support an alternative virtual P7 Transition programme.
- Provided an extended alternative range of transition activities for new P1 pupils including a Welcome to Crathes movie created by pupils in P1-3 class.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive, and nurturing ethos throughout the school. The school promotes the rights respecting award work.
- An open-door policy is in existence for all comments/queries. Complaints/queries are recorded via chronology, where appropriate.
- Parental engagement, both formal and informal, is highly valued by all staff and planned for using the Reporting Calendar.
- Annual update of GIRFEC/Child protection training for all staff.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- Introduction of Bounce Back programme to support Health and Wellbeing.
- The school has been awarded the following recognition: Six Eco Flags, Fairtrade School status and Rights Respecting Silver Award.
- All pupils are committed to taking care of their environment.
- Strong links with the wider community, support and enhance the work of the school.
- Targeted support is provided by class teachers, Pupil Support Assistants, School Administrator and others such as S<.
- EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAFMH, in addition to voluntary sector organisations, are involved in targeted support for individual pupils.
- HT consult regularly with ASL staff to plan appropriately to meet individual needs. This is reviewed for impact on a termly basis too.
- Intervention work with EP has supported an increased understanding of ASL needs and strategies.
- Good use of our extended outdoor environment promotes HWB.
- Staff liaise with partner providers within the community to support transition from Early years setting to P1.
- All pupils are happy, confident and want to come to school – confirmed by low absence rates.
- All staff are committed to the HWB of our school community.
- High staff attendance rates and supportive relationships provide positive role models for pupils.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop approaches and incorporate more opportunities to develop mental wellbeing including the use of mindfulness, Bounce Back and outdoor learning.
- A promoting respect and resilience policy will be developed which is underpinned by the UNCRC.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- Continue to build capacity as a team to ensure the needs of all pupils are met.
- Introduce Picture News to support deeper understanding of UNCRC and consideration of World News.
- Embed use of Marvellous Me to celebrate success and share the learning.
- Develop PE programme with extended range of games, skills and activities.
- Re-launch Running Club with collective challenge for staff and pupils to Race Around Scotland
- Evaluate RRSA Gold Action Plan, identifying next steps
- Seek new ways of engaging with stakeholders with consideration of the Covid-19 restrictions.

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: Good
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a positive picture of attainment for Crathes School. Almost all are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Good working partnerships with colleagues in the Small Schools' Cluster to focus on raising attainment in literacy through Talk for Writing
- Crathes pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
- Pupils participation with their wider community is successful through developing partnerships.
- ASL teacher and PSA staff provide targeted support for pupils with identified needs.
- Achievements are recognised and shared across the school. Staff have a good knowledge of pupils' extracurricular activities and use this information to identify any pupil at risk of missing out.
- Pupils are given opportunities for developing their knowledge and skills through a variety of activities
- Attendance levels are high, and inclusion is successful for all pupils

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for almost all learners. Through school tracking procedures pupils exceeding expectations in both literacy and numeracy are monitored and staff continue to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information is kept up to date termly.
- Whole school action points and development work is shared through assemblies and Newsletter

- We have explored new ways of working under Covid-19 restrictions to provide opportunities for pupil leadership
- All pupils are encouraged to share wider achievement.
- Achievements are recognised in a variety of ways.
- Tracking of attendance and lates

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- A pupil friendly improvement plan will be created, shared and used in self-evaluation activities by pupil focus groups.
- Support pupils to organise lunchtime activities for others.
- Introduce British Sign Language as L3 and challenge P4-7 to share their learning with younger pupils and the wider community.
- Continue to develop Talk for Writing approach with further training and collegiate working
- Continue to familiarise all staff with the interrogation of SNSA data.
- Introduce weekly Picture News sessions to promote understanding of UNCRC/Global Goals and develop critical thinking skills.

Capacity for improvement

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

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