

**Aberdeenshire**  
COUNCIL



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

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2021–2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Crathes School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

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

**Looking inwards** to analyze our work

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

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

At Crathes School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Maureen J Fraser

Head Teacher

## Vision Statement

### Inspiring learners to grow bright futures

Respect	Responsibility	Fairness	Achievement
<p>We aim to:</p> <ul style="list-style-type: none"> <li>➤ Foster mutual respect for others</li> <li>➤ Celebrate diversity and promote equality</li> <li>➤ Value, appreciate and care for our environment</li> </ul>	<p>We aim to:</p> <ul style="list-style-type: none"> <li>➤ Recognise our responsibilities towards each other and the wider world</li> <li>➤ Deliver a relevant, challenging and engaging experience enabling all to reach their potential</li> <li>➤ Develop skills for life and work</li> </ul>	<p>We aim to:</p> <ul style="list-style-type: none"> <li>➤ Provide a safe, caring, healthy and happy learning environment for all</li> <li>➤ Ensure children can access any required support</li> <li>➤ Encourage children to be considerate and kind to all</li> </ul>	<p>We aim to:</p> <ul style="list-style-type: none"> <li>➤ Encourage individual talents and an ethos of achieving all we can</li> <li>➤ Celebrate success at every level</li> <li>➤ Provide high quality learning experiences</li> </ul>
 <p><b><u>Article 29</u></b></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><b><u>Article 13/14</u></b></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>	 <p><b><u>Article 30</u></b></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><b><u>Article 29</u></b></p> <p>Education must develop every child's personality, talents and abilities to the full.</p>

## 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 with polytunnel, picnic area and a tarred playground. We also have access to the adjacent forest area

The current pupil roll of the school is 34 and the projected roll for the next few years looks to be stable. Crathes Primary School has three permanent teachers, two full time and one 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, French and PE. There is a part-time School Administrator, a Pupil Support Assistant, 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 very 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 a Fairtrade School and an Eco School, and are proud to have been awarded seven Green Flags. In May 2018 we achieved Rights Respecting School Award – Silver Level.***

## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
Improvement in children and young people's health and well-being.	<p>Whole staff involved in audit of P.E. curriculum resources. Gaps in resources identified and funding used to enhance and extend P.E. programme.</p> <p>4 year programme developed to support the delivery of P.E. across multi-composite classes.</p> <p>Staff and Pupils involved in identifying and purchasing a wide range of playground and garden equipment to enhance play experiences and improve pupils mental and physical health.</p> <p>Staff identified the need to engage pupils in current affairs and discussions relating to UNCRC and Global Goals. Picture News identified as a key resource to deliver weekly topical issues. Staff Training in Picture News completed in August and the programme shared with Parent Council in September.</p> <p>Rights Respecting Gold Planning</p>	<p>Staff an increased understanding of the P.E. curriculum. Pupils have more opportunities to develop their skills and understanding of a wider range of sports.</p> <p>The P.E. resources are also available to pupils during breaks and there is evidence of them applying their skills and incorporating them into games they have created. Pupils are extremely enthusiastic about P.E. activities, and this was noted in pupil feedback discussions with H.T. Observations by PSA and Teachers of pupils in the playground show high levels of engagement and enjoyment with sport and imaginative play.</p> <p>Picture news has been established as a weekly class activity within school for all pupils. Pupil and parent feedback is very positive and pupils are making connections and building their understanding of the wider world and UNCRC.</p>
Attainment and improvement in Literacy (1+ 2 )	<p><b>French</b></p> <p>Staff identified and engaged with training opportunities delivered through the Northern Alliance.</p> <p>Banchory Academy Modern Languages teacher shared online resources, good practice and undertook team teaching with P4-7 class over 5 sessions.</p> <p>Four year programme of French topics for P4-7 pupils has been developed and is being trialled.</p>	<p>Staff have increased their understanding of French vocabulary and phrases and are using them in daily interactions with pupils.</p> <p>Pupils demonstrate an increasing understanding of French and are willing to ' have a go' conversing in French as part of their classroom activities.</p> <p>Pupils were highly motivated by team teaching session with Banchory Academy Modern Languages colleague.</p>

	<p><b>BSL</b>  Staff and P4-7 pupils attended a ten week block of online training in British Sign Language.  P4-7 pupils shared BSL learning with younger pupils raising their awareness of key vocabulary and phrases.</p> <p>IT resources purchased to support 1+2 training.</p>	<p>Pupils enjoyed the online BSL training and have proudly shared their learning with family and friends.</p> <p>Pupils have an enhanced understanding of language learning and the BSL sessions were motivational for all.</p>
<p>Attainment and Improvement in Literacy (Writing)</p>	<p>All teaching and support staff attended online training in Talk for Writing (non-fiction) with cluster colleagues.</p> <p>Trialled use of Talk for Writing Everyday Toolkit to support pupils peer and self-evaluation.</p> <p>Through Story Ripple project shared traditional local tales and developed our own stories.</p> <p>Used Scottish Criterion to assess pupils imaginative writing.</p>	<p>Feedback from staff was that the Talk for Writing training was compromised due to the move to online delivery. Staff are continuing to develop their approaches to the teaching of non-fiction formats.</p> <p>Everyday Toolkit is useful but is most effective when used within a teacher lead discussion in a small group or 1:1.</p> <p>Story Ripple was enjoyable and stimulated new story themes. These were used to develop their own traditional tale shared with the elderly generation within our local community.</p> <p>Scottish Criterion used to support teacher professional judgement and identify next steps. Reassuring to see pupils achieving highly within the levels.</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. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and in the life of the school.
- The school have a curriculum rationale in place that reflects 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.
- The school actively engages very well with the local community to seek their views and they have through a number of opportunities made a positive contribute to school life and improvement
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Crathes school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. Classes are observed regularly.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices both within our own school and with cluster colleagues.
- Pupil voice is used effectively 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 linking to skills for learning life and work.
- There are many opportunities for staff to take on leadership roles within Crathes School.
- All staff at Crathes School know their 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.
- Crathes School works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs 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 were developed, and displayed on a colourful entrance banner with input from all the pupils. The vision and values serve as a point of reference in the day to day life of the school.
- Newsletters and regular parent emails provide regular opportunities for parents to be informed of and involved in the school.
- A combination of Parent Council, questionnaires and focus groups are used to further gather the views of the parent forum to inform school improvements.
- Shared learning sessions are planned for each year which centre around aspects of the school improvement plan, providing parents/carers with ideas on how to support children at home.
- Marvellous Me has been positively received by parents/carers with 97% of pupils with at least one parent engaging with Marvellous Me. Feedback through Parent Council confirms that parents find this an extremely helpful approach for engaging with their child's learning.
- Community links are strong and enhance our curriculum, providing a range of challenging and engaging learning opportunities for our young people supporting our work on Global Goals, UNCRC and DYW.
- 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.
- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices.
- Pupil Focus Groups engage positively with 'How good is OUR school' to reflect on what's going well and support school improvement.
- All pupils are involved in school committees that lead on the Fairtrade, Eco School and Rights Respecting.
- The school has a learning for sustainability yearly calendar which exemplifies the opportunities that exist for staff and pupils to lead across a whole school session.
- Teaching staff have a range of leadership opportunities such as Fairtrade, Rights Respecting, Eco School, Forest School.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.

## What are you going to do now?

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

- Update Curriculum Rationale
- Involve all staff in evaluation of RRSA Gold Action Plan.
- Further develop our use of focus groups/questionnaires etc to measure impact and identify next steps in our school improvement agenda.
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Create a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.

## 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 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. There is growing evidence of appropriate pace and challenge across all classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Almost all 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.
- Working with multi-composite classes, all teachers are experienced in the planning and delivery of differentiation across the curriculum.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are used to support pupils in their learning. Pupils are involved in co-constructing success criteria with staff.
- 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. Following Covid restrictions that is the beginning of a return to classes working together.
- Almost all learning experiences are planned to match pupils needs/abilities.
- 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 in order 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 across all classes.
- Parents/carers and pupils share learning through Curricular Newsletters, Google Classroom and Marvellous Me.
- All staff and pupils use an increasing variety of learning environments including the school garden, the Forest School area, and community partnership links, to ensure a wide range of 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 approaches.
- Pupils' have continued to develop their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice is well established.
- 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.
- PEF is used to plan interventions to overcome any barriers faced. Assessment is used to identify the gap and measure impact of interventions.
- Professional dialogue ongoing throughout the session.
- SNSA and ePIPS data is considered by all staff and used to inform next steps in learning and support termly tracking meetings.
- Consideration of trends in data are used appropriately to inform future improvement planning. Session 2021-22 there has been a key focus on Literacy and in particular writing following interrogation of data and professional dialogue about identified key school improvements.
- Feedback from parents/carers around the use of Marvellous Me to share learning, progress and feedback is very positive.
- Feedback from Pupil Focus Groups using key discussion questions from 'How Good is OUR School'.
- School newsletters, emails and Twitter are also used to promote everyday learning and achievements.
- Two members of teaching staff are Forest school trained and plan outdoor activities with staff. The local woodland area is very well used as a learning resource.
- The school garden has been enhanced through senior pupils' successful bid to 'We Decide' Participatory Budget providing an increasing range of resources and learning opportunities to enhance Health and Wellbeing.
- School newsletter format updated to use SWAY.
- Strong links have been developed with local businesses to enhance the curriculum. Through joint planning sessions the pupils have gained an increased understanding of biodiversity and the DYW knowledge and skills.
- Introduction of Picture News and a Sustainability Calendar across the school has prompted almost all pupils to engage with current affairs, world news and UNCRC, while promoting critical thinking.

## What are you going to do now?

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

- All teaching staff to engage with research on parental engagement with children's learning as we seek to involve all stakeholders in a process of self-evaluation and creation of a Parental Engagement at Crathes School draft policy.
- 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 committees to ensure this work is having an impact.

- Embed the practice around co-construction LI/SC is in place to ensure there is consistency across all classes.
- Continue to develop moderation, with particular use of Scottish Criterion to support self-evaluation of Talk for Writing approaches.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Seek further ways to collaborate with our community partners to enhance the learning experiences of all our learners.
- Introduce external award scheme in P4-7 through John Muir Award – to promote creativity and employability skills while enhancing HWB curriculum.

## 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 staff 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. There are 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.
- 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. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- 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, co-operative teaching, consultation, direct intervention and professional development.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils.
- Planned transition events across the Small Schools' Cluster, across all year groups, supports transition and well-being.

## How do you know?

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting language and culture.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- School uses Bounceback programme to support Health and Wellbeing.
- The school has been awarded the following recognition: through the work of the pupil committees - Seven Eco flags, Fairtrade School status and Silver Rights Respecting Award.
- Effective partnerships are in place with local businesses and Leys Estate that enhance the learning experience for pupils.
- Targeted support is provided by class teachers, ASL teacher and PSA. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets regularly with ASL staff in order to plan appropriately to meet individual need.
- Staff visit partner providers within the community to support transition from Early years setting to P1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Banchory Academy. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this and academy staff team provide a range of opportunities to engage with pupils and their families.
- High staff attendance rates and supportive relationships provide positive role models for models.
- Launch of Race Around Scotland promoted engagement with running and fitness for all 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.
- Evaluate progress with RRSA Gold Action Plan and identify next steps.
- Embed use of Picture News
- Introduce John Muir Award as inclusive, engaging outdoor learning award scheme for all learners in P4-7.
- Audit resources and teaching approaches to support diverse learners.
- Introduce school mechanism to track diverse learners, monitoring progress and impact of interventions.
- All staff to attend ADHD training session to support reflection on practice and identification of new approaches to supporting diverse learners.

## 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 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. Most pupils 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.
- 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.
- A pupil – friendly improvement plan was created in partnership with pupils, shared with all and used to support our self-evaluation process.
- Pupils' participation with their wider community is successful through developing partnerships.
- Achievements are recognised and shared across the school. Staff have a good knowledge of pupils' extra-curricular activities and use this information to identify any pupil at risk of missing out.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of activities.
- Almost all pupils engaging well with 1+2. P4-7 pupils enjoyed learning British Sign Language and sharing their learning with their families and the younger pupils.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils.

### How do you know?

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

- Professional judgements of CFE levels show good progress for almost all learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet needs.

- TMR system and tracking meeting info is kept up to date termly.
- The school have engaged in literacy moderation work using Scottish Criterion.
- Parental volunteers have enhanced the school grounds through the construction of a play tunnel with solar powered irrigation system and assisting with school gardening afternoons.
- All pupils involved in pupil groups – Eco, Fairtrade and Rights Respecting Champions.
- Whole school action points and development work is shared with all stakeholders. A pupil friendly improvement plan has also been created and this is used in self-evaluation activities by pupil focus groups.
- Partnership working with Leys Estate and JIQ Manufacturing has been hugely engaging for pupils and staff.
- Assemblies, school newsletter and Marvellous Me are used to share achievements.
- All pupils are encouraged to share wider achievement.
- Head Teacher monitors 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.
- Audit resources and teaching approaches to support diverse learners.
- Introduce school mechanism to track diverse learners, monitoring progress and impact of interventions.
- All staff to attend ADHD training session to support reflection on practice and identification of new approaches to supporting diverse learners.
- Extend our Forest School experiences for all learners.
- Introduce John Muir Award for all learners in P4-7
- Work in partnership with an experienced Forest School practitioner to extend staff knowledge and confidence with an increasing range of forest school activities.

## PEF 2020-2021

<b>Identified gap</b>	<p>Targeted support for Literacy (phonics and writing)</p> <ul style="list-style-type: none"><li>• Small group of pupils within P3 group have been identified through assessments both in class and with ASL teacher as requiring specific literacy support.</li><li>• Assessments used to identify the gap include</li><li>• SWST, YARC, Active Literacy progress assessments &amp; Scottish Criterion for Writing</li><li>• Parent/Carers consulted</li><li>• PSA is very experienced in delivering targeted literacy support.</li></ul>
<b>Expenditure</b>	<p>£1225.00</p> <p>To be spent on additional PSA hours to deliver targeted literacy support under direction of the class teacher/ASL teacher.</p>
<b>Expected outcomes</b>	<ul style="list-style-type: none"><li>• Raise in pupil confidence and engagement in Literacy activities especially reading and writing.</li><li>• Improved spelling ability</li></ul>
<b>Impact Measurements</b>	<ul style="list-style-type: none"><li>• Use of assessments to monitor progress</li><li>• Initial assessment in August and revisited in March. (SWST and Active Literacy Assessment Resources)</li></ul>

## **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.

## Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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></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><b>Specific to HGIOS 4</b></p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.4 Personalised support</p> <p>3.2 Raising attainment and achievement</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p><b>Priority 1 : To improve children and young people's health and well being.</b></p>		<p><b>Data/evidence informing priority: Self evaluation, Engagement with pupil focus groups using Wee HGIOS, Pupil surveys. Parental feedback.</b></p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Audit of resources and teaching approaches to meeting the needs of diverse learners. To discover to what extent our school is an inclusive learning environment.</p> <p>Develop a school system (Excel) to profile diverse learners and how their needs are being assessed and supported.</p>	<p>All staff involved in review of current practice. HT to lead on this area.</p> <p>All staff</p>	<p>Term 1 2022-23</p> <p>Term 2 2022-23</p>	<p>Resources catalogued, gaps identified, and support materials purchased to enhance the learning environment for all.</p> <p>System in place identifies and records the key observations and actions to support diverse learners and their needs. Monitors impact.</p>	

<p>All teaching and support staff to engage with CLPL delivered by ADHD Foundation to ensure all pupils are supported in their learning.</p>	<p>All staff</p>	<p>Term 3 2022-23</p>	<p>Enhanced awareness and understanding of key barriers to learning and approaches to supporting the diverse needs of all pupils.</p>	
<p>To introduce the John Muir Award to P4-7. The structured activities will develop pupils' understanding of journaling, promote higher order thinking skills and respond to pupils request for more opportunities to learn through Forest School (UNCRC)</p>	<p>All staff</p>	<p>Terms 1-4</p>	<p>Increased pupil engagement with learning– evidenced through pupil questionnaires and open forum assemblies. Positive feedback from parents/carers. All pupils in P4-7 will achieve the John Muir Award.</p>	
<p>Review and update Sexual Health and Relationships Education curriculum for First and Second Level, making effective use of available support materials and information.</p>	<p>Class teachers involved in review and update.</p>	<p>Term 2 2022-23</p>	<p>Updated programme of study and support materials to enhance the learning and teaching of Sexual Health and Relationships. Increased pupil engagement and positive feedback from SHARE curriculum.</p>	
<p>Involve parents/carers and partner agencies in review of materials developed for Sexual Health and Relationships Education curriculum for First and Second Level.</p>	<p>HT to lead on this area.</p>	<p>Term 3 2022-23</p>	<p>Parent/carer focus group to review updated curriculum and materials.</p>	

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b> School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement Performance Information</p>	<p><u>HGIOS</u></p> <p>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> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>		
<p><b>Priority 2 : To improve pupils' engagement and attainment in writing.</b></p>		<p><b>Data/evidence informing priority: Moderation of writing and teacher professional judgement. Standardised assessment.</b></p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Revisit Pie Corbett Non-Fiction writing approach utilizing Talk for Writing materials.</p> <p>Teachers jointly planning, structuring and resourcing a selection of appropriate modelled texts for non-fiction writing covering Early/First/Second level.</p>	<p>Teaching staff</p>	<p>Term 1&amp;2</p> <p>Term 3</p>	<p>Pupils are demonstrating through their writing a better understanding of non-fiction formats. Feedback from parents/carers through sharing learning event.</p> <p>A progressive programme of modelled texts available to support teacher planning.</p>	

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### Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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></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>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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<p><b>Priority 1 : To improve Parental Engagement with children's reading.</b></p>	<p><b>Data/evidence informing priority:</b> Self evaluation, parental questionnaire/audit tool, Pupil focus groups using Wee HGIOS, background reading of research articles.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Create tool to audit how families currently engage with home learning activities.</p> <p>Staff to engage with research on parental engagement with children's learning. To consider what the research tells us. Identify research to share with PC as focus for stakeholder discussion.</p>	<p>HT to lead</p> <p>All staff</p>	<p>Term 1 2022-23</p> <p>Term 2 2022-23</p>	<p>Audit to give baseline of parental engagement with home learning.</p> <p>Staff review of research. Did it challenge any preconceived ideas? Did it change our thinking</p>	

<p>Parent Council review selection of research articles on parental engagement with children's learning. Follow up discussion and challenge questions from HGIOS4.</p> <p>HT to meet with focus groups of pupils from different stages across the school to gather their experiences and views on homework. As Rights Respecting School pupils have right to be consulted on issues that affect them. (UNCRC)</p> <p>Collate findings from background reading and discussion with pupils and parents.</p> <p>Draft Policy on Parental Engagement shared with stakeholders including parents/carers and pupils. Identify review date for Parental Engagement Policy.</p>	<p>HT to lead on this</p> <p>HT</p> <p>All staff</p> <p>HT</p>	<p>Term 2 2022-23</p> <p>Term 2 2022-23</p> <p>Term 3 2022-23</p> <p>Term 4 2022-23</p>	<p>on parental engagement?</p> <p>Measure how representative PC group was school forum? Collate main points of discussion for consideration within new policy and any changes in approaches to parental engagement.</p> <p>Feedback from pupil focus groups to be included in drafting of policy.</p> <p>What does it tell us? How can we improve parental engagement and homework? What do we still do? What shall we stop doing? What shall we start doing?</p> <p>Share draft Policy with staff and PC to ensure it reflects the uniqueness of our school.</p>	
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## Wider Achievements

- Successful application by P6/7 Prefects to 'We Decide' Participatory Budget. Awarded £1350 to enhance our school garden.
- Parents, carers and staff worked together to construct a polytunnel for the school garden with a solar powered irrigation system.
- Recycled Rocket Racer awarded Best Portfolio and Best Bodywork in Greenpower Goblin event at Grampian Transport Museum
- Two pupils in P5 recognised for their participation in the Scottish Mathematical Challenge.
- P4-7 learned to communicate using British Sign Language

## Memories are made of this:

- Forest School sessions for all pupils
- P6/7 Wee Schools Activities Week June 2022
- Platinum Jubilee celebrations including burying time capsule, planting tree and afternoon celebration for family and friends.
- Marvellous Me used to share learning with parents/carers.
- Pupils and staff completed Race Around Scotland -starting and finishing at Crathes School. Where shall we run next?
- Caring for our school, tasting and cooking the produce.

## Wider Community Links

- Leys Estate has supported curriculum in range of ways. Provided woodland area for Forest School, donated a tree for Queen's Canopy Jubilee tree planting and practical support with recovery from Storm Arwen. Also joint planning of a walk in the school locality to enhance pupils' understanding of biodiversity.
- From Source to Sea charity donation used to enhance our playground.
- JIQ Manufacturing – P4-7 class visit to business premises to see engineering in action. Lesson to demonstrate aerodynamics plus technical support with the design and driving of the Goblin car.
- Local Farmer provides annual support with school garden and maintains the footpath that provides a safe route to school.
- Biomass Energy Centre supported the Greenpower project by providing a venue for test drives of Recycled Rocket Racer.
- Our Good Deed from Story Ripple project was to share our traditional tales and goodwill messages with the residents of Bellfield Care Home.
- Links with National Trust to enable pupils to visit their local castle.
- Banchory Academy Modern Languages Department support for the delivery of French in P4-7 class.

