New Pitsligo & St. John's School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

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

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

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

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

At New Pitsligo 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.

Helen James

Head Teacher

The School and its context

Vision for the school

Our vision is to ensure all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their potential within a supportive and proactive community.

Values that underpin our work

Supportive   Hardworking   Respectful   Responsible

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

We aim

- to involve pupils, their parents and the wider community in the learning process

- to monitor and record the progress of the individual child in order to support that child's learning

- to provide and maintain suitable resources to enable the efficient delivery of the curriculum

- to create a well disciplined and happy atmosphere of warmth, caring and friendliness where the individual is valued and our achievements are something to be proud of

- to encourage good home school relationships and community links

- to provide the necessary organisation and leadership to identify targets for continuous improvement

- to equip pupils with foundation skills, attitudes and expectations necessary to prosper in 'a changing society' and to encourage creativity and ambition

- to prepare pupils for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in an inclusive and multicultural world

- to value and support all pupils and ensure their access to a curriculum appropriate to their needs

- to promote the best levels of learning and teaching experiences which promote good learning, good behaviour, self-discipline and respect for self, others and the environment

- to have a positive and proactive impact on our community.

The School and its context

Context

Our school serves the village of New Pitsligo situated in the countryside near Fraserburgh. We are part of the Mintlaw Cluster. The village is a vibrant place to live with a successful community council and community run initiatives including the Visual Arts weekend and the Flower Show. The village is also very isolated due to lack of transport and there are very few local businesses. Our community sits in SIMD 5 but naturally there are huge local variations in this.

We work closely with the Education Psychologist, Strichen Social work, Health and CLD to support our pupils and their families. Our extended early years setting has allowed us to welcome two years olds into nursery and has freed up space for some of our Pupil Equity fund to create a community learning hub allowing professionals to lead training and group work to better support our families. 10% of our PEF will also go towards a cluster mastery in maths project, 10% to developing literacy skills building on our work in emergent literacy and 10% to Health and Wellbeing with a specific focus on Covid Recovery and Nurture.

Our school is really well supported by parents and the wider community and we all enjoy a collegiate atmosphere of support and kindness. Our very settled team is highly invested in the life of the school and our pupils are leaders in school and in our wider community. Attainment has risen consistently in recent years, particularly in numeracy and we are building in career and business partnerships to further encourage our pupils to be aspirational.

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 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
Raising Attainment in Literacy, Language and Communication: Taking a whole-school approach to literacy, language and communication	The approaches developed via our school book in 2018/19 were built on in 2019/20 by using vocabulary based on sensory experiences. Emerging Literacy Strategies were adopted for pupils of all stages and the teaching team attending cluster twilights to further develop their confidence and skills. Tracking data was used carefully and the plan had been to relate to the P1. P4 and P7 SNSA results. Unfortunately we only have comparable data for p7 due to the pandemic. Further to our original plan we introduced Purple Mash as our online platform. This allowed for the use of E-readers and a range of literacy experiences to be proved daily for our pupils.	The quality of vocabulary in writing has improved. The process has been deliberately slowed down so that they are not producing a completed piece weekly, but carefully preparing and crafting a piece over a number of weeks. Teachers have working in partnership with PSAs to target emerging literacy approaches to identified individuals. Using effect sizes to measure impact, 76% of P7 showed improvements in writing an increase of 8% on the previous year. Reading data for p4 since our return has shown that those pupils who engaged with the online experiences have progress despite lockdown. In contrast those who did not take part have shown a drop in reading age over the same period.

Health and Well Being Development of mental health measures via GL Pass analysis	• Re enrol in GL PASS (Pupil Attitude to Self and School) testing. Test at the start of the year having tagged free school dinner pupils and other relevant groups such as LAC and EAL children. • Once standardised results have been compared, schools to put into place various different interventions either individually or across the cluster. • Adapt Big Life Journal approaches to individual needs. Sexual Health and Relationships • Embed trial Scheme in school Formulate whole cluster policy	Once again this was a successful approach to identifying and planning for individuals within school. We saw an improvement in scores for all pupils who had had a targeted response in 2018/19.
Developing STEM approaches, with a particular emphasis in science, technology and engineering.	Staff attended two collegiate half day settings on practical approaches to STEM approaches based on SSERC training. Resources were compared and audited with some updating and renewing. Signed up for the SSERC training for session 20/21	There is still a lot to do around this as we were cut short by the pandemic, however there is greater confidence in using IDL and Es and Os more effectively in an holistic approach to planning for STEM activities.

Cluster Numeracy project – Maths Mastery	Teaching staff attended twilight sessions with cluster PT on Maths Mastery and used the strategies in their teaching. PSA team had a session of training during the February in-service on maths skills and gave good feedback on how they can use this to better support their pupils.	Across the cluster the S1 pupils have showed an improvement in maths. Working relationships with PTs continue to develop with work around data having a positive impact on future planning. Links to Andrew Brown in the Northern Alliance are being forged.

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:** **(HGIOS?4/HGIOELC? 1-6 scale) 4**
How well are you doing? **What's working well for your learners?**
Our push on literacy has shown a positive impact and numeracy continues to do well. The data would suggest that our online learning resource has allowed for progress to be maintained by those who fully committed to it. **Parents and carers views are sought and implemented to best build on what works for our children and families, for example in homework, how we communicate, online learning. This is all linked to our Vision Values and Aims.** **One teacher has successfully complete a practitioner enquiry around teaching mandarin and another is involved in the process for STEM subjects.** **The team are flexible in their approaches based on the data to best meet learners needs. Practitioner enquiry is undertaken by members of the teaching team as part of their own ongoing professional development.**
How do you know? **What evidence do you have of positive impact on learners?**
We take a snapshot of progress against the Benchmarks in November, February and June. We also compare to data in SNSA (p7 only for 19/20), emerging literacy phonetic awareness and various class based assessments. We seek feedback from learners and from parents and carers. We also compare data to academy data to check the continuation of levels.
What are you going to do now? **What are your improvement priorities in this area?**
Teachers have an integral role in the improvement process in school and in the cluster. We are going to work with David Burghes to develop our maths programme in line with the new Northern Alliance maths progression. Further cluster development work will be led by the team in STEM, Literacy and Nurture. We have created a pupil leadership team through house captains, pupil council and prefects to give ownership of improvement at all levels.

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:** **(HGIOS?4/HGIOELC? 1-6 scale) 4**
How well are you doing? **What's working well for your learners?**
Our key skill is in creating a positive learning environment using nurturing approaches and linking with the home environment to support parents to best support their children. This process begins with the parents of eligible 2 year olds and extends to resilience training for p6 parents and pupils. **We are a data rich school with careful use of the data we have. Planning meetings explore the impact on individual learners and use the evidence we have to best meet learner needs with a view to attainment and achievement. We measure progress in a number of ways including using effect sizes to measure learning across a year. We work hard to support the wellbeing of our children and families so that learning can happen.**
How do you know? **What evidence do you have of positive impact on learners?**
Our evidence this year is thinner than in most years as we have little from term four and no p1 or p4 SNSA data. We are now collecting evidence of learning during lockdown, albeit very gently as wellbeing is our priority. The early evidence would suggest that those who took part in lockdown activities have progressed. Our learners tell us about their own learning experiences and what works best for them. We also analyse the impact of the school experience using the GL Pass assessment.
What are you going to do now? **What are your improvement priorities in this area?**
We are in a recovery phase for now but still keen to maintain attainment, particularly in core subjects. We are also going to explore what worked in lockdown and for whom as different approaches may be required.

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

How well are you doing?
What's working well for your learners?

We have a range of approaches depending on the needs of our pupils and their families and the variations in support parents are able to offer their children. To achieve this we also put supports in place for families including adult literacy classes, sessions on home environments for learning, resilience (with Ed Psych Team) for children and parents, and mental health supports for adults via the Conversation Café. Four our children we have daily wellbeing charts and an annual GL Pass survey which allows us an in depth idea of how they are coping with learning. All of this allows us to place the child in the best possible mindset for learning in school.

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

We use the data from GL pass and feedback from all stakeholders. We have had a very settled couple of years in school since formal support via PEF funding, has been available for parents and carers. The aim is to raise aspirations and this will be measure over a number of years by identifying numbers of NP chn leaving academy for a positive destination.

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

We will be rebuilding our community supports once the situation returns to normal. Meanwhile we are holding conversation café's online and making sure families have food and support as required. We will continue to work closely with other services to best meet individual and family needs. The evidence from lockdown will gradually be collected and collated and any conclusions drawn will be implemented in case of blended learning becoming a requirement once again.

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

How well are you doing?
What's working well for your learners?

Data for session 2019 2020 was interrupted by lockdown. At the time of lockdown we were showing similar attainment in maths to year 18-19 of 75% on or above average in maths and figures have remained up in literacy following the dip in 2017 18 showing increase of 19% to 61%. Clearly this is still an area of development but as we do not have data for the full year it is impossible to say if this would have gone higher. The teachers had predicted the end of year percentage to be 67% which would follow the trend in the data.
P4 assessments for reading groups has shown that those who took part in lockdown activities have progressed in their reading. Two pupils who has been identified as not taking part despite efforts by the school team, have gone back, one by 2 months and one by 4 months in reading age.

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

Limited SNSA Data, MEP December assessments, teacher professional judgement, mainly end of year predictions and early assessment on return to school.

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

In literacy, we will continue our approach to vocabulary and links to the real world experiences. We will continue our collegiate approach to emerging literacy and embed strategies in upper stages.
In maths we are working with Education Scotland, The Northern Alliance and Plymouth University to develop a Maths Enhancement Programme in line with Scottish Benchmarks and we will continue to embed mastery techniques in our teaching. We have explored the cluster data and have planned around the weaker areas identified in S1 pupils on arrival at the academy. These tend to relate to literacy skills in unravelling maths problems.
Over all we have begun a process of measuring long term impact or raising aspirations with support from Mintlaw Academy who have shared their Positive destinations data.

PEF 2020-2021

Identified gap	Covid Recovery - nurturing approaches Parental Empowerment – supporting learning in the home environment. Closing the attainment gap for those identified as having struggled academically during lockdown.
Expenditure	£12434.13 Community Hub Support Worker – this is currently under review with HR and will become a higher number once the job spec has been reviewed. It was hoped this would have been done by now but was halted by lockdown.. £8100 3x 5hrs PSA £6000 mini bus with fuel £1100 £275 GL Pass assessment and Boxall £4000 Mintlaw Cluster Maths project £4000 Mintlaw Cluster Wellbeing Project £4000 Mintlaw Cluster Literacy project £3000 Resources for sensory room
Expected outcomes	Raised attainment in literacy and numeracy Improved community resilience, families and children. Increased parental confidence to support learning. Nurturing environment, using resources to create a better individualised setting for needs.
Impact Measurements	Attainment data Pupil and parent feedback GL Pass Feedback from social work and health Nurture training impact measurement by ed psych

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.
We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1: HWB / COVID RECOVERY

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
• 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. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Notes/Information

Priority 1 : To support all our children to reintegrate successfully back into school life, after a sustained period of lockdown.		Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.		Progress	
				On Track	
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Behind Schedule	
				Not Achieved	
Virtual Emotion Coaching Training	Morag Donaldson	Two Twilight sessions	Pre and post audit of skills and confidence of staff. Compare the results.		
Mintlaw Cluster Team – Back to School 2020 PowerPoints	Developed by Anna McKerchar, led by class teachers	Term 1	Feedback form pupils regarding confidence in school.		
GL Pass all pupils, Boxall for identified pupils based on score. Follow up end term 3 GL for identified pupils.	Individual schools to order GL PASS	Term 1 & Term 3	Supports in place will have a positive impact which will be evidenced in the follow up assessment.		
Term 1 and 2, light touch use of assessment to establish a new baseline and identify next steps.	Individual Schools	Term 1 & Term 2	Identify and address learning gaps.		
To better support our pupils, also have supports in place for parents and teachers as this is also a time of change for them. – for reference see Barthol Chapel exemplar	Individual Schools Community Hub Conversation Cafes	Term 1 - ongoing	A sense of resilience throughout the school and community.		
Develop Switched on for Success – resilience programme to roll out beyond p6 with parental engagement.	Anna McKerchar Morg Donaldson	Once restrictions lift.	Parents empowered to best support their child's resilience		

Action plan 2: Literacy / COVID Recovery

National Improvement Framework Priorities • 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. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	HGIOS and ELCC 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life	**Aberdeenshire Priorities:** 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
Notes/Information This is a continuation of work undertaken over the last two years to introduce aspects of Emerging Literacy programme/approaches and In many schools, year one was P1 and HTs completed training – overview of Emerging Literacy approach and assessment tools for P1 Year 2 was to consolidate the use of assessments, continue momentum into P2 and to begin planning for approaches that could be taken forward across the whole school – sequence and narrative & Building Vocabulary for better Literacy. Records were being maintained for the cluster in Writing attainment. Clearly with closure in Mar this proramme of development came to an abrupt end.		

Priority 2 : To support all our children to reintegrate successfully back into school life, after a sustained period of lockdown.			Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.	Progress	
				On Track	
Key actions	**By whom**	**When?**	**How will we evaluate impact? (Measurements of success)**	**Behind Schedule**	
				Not Achieved	
1. P1 Baseline assessments for areas of phonological awareness, fine motor skills, pre-writing skills, scissor skills – analysis and next steps discussed with SLT	P1 teacher and SLT PT Literacy available for consultation any Tues	By Sep, Jan and May	Next steps are defined and shared at attainment/planning meetings; there are 3 definite periods for assessment – Jan and May; scoring tools available to track progress		
2. Transfer of existing data on P1s to P2 teacher and discussion with SLT at planning meeting	P2 teacher and SLT	Planning meeting 1	Ongoing conversation regarding progress; how are weaker skills being consolidated for relevant pupils? Track progress for those children identified on existing tracking paperwork (from P1)		
3. Alongside Covid Recovery plan (above), identify pupils who lost momentum in core areas of Literacy; use school's systems for assessment and identify any	All teaching staff, PSAs, SLT	Term 1	Analysis of assessment results, evidence of planning for next steps for individuals/groups, parental involvement in planning for remediation		
4. PT Literacy continue to gather data about Reading and Writing progress for all children for the cluster to monitor progress	All HTs to pass data to PT Literacy	Nov 20 and May 21	Continue to monitor overall numbers of children who are On Track and who require support over time Cluster level moderation activity where attainment is scrutinised and areas for improvement identified		
5. With all teaching staff, re-visit last session's input on Building Vocabulary for better Literacy and Sequence & Narrative	PT Literacy to review both presentations and share with wider cluster from phase 2	Phase 2 and Phase 3	2 x 1 hour sessions Schools to identify moderation time internally to look at any impact of this aspect of the Emerging Literacy programme alongside overall attainment results		

Action plan 3: STEM – Maths/SSERC

National Improvement Framework Priorities

- 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.
- Improvement in STEM awareness and knowledge amongst staff.
- Improvement in engagement of STEM activities within classes.
- Improvement is CfE benchmarks for STEM being planned for in learning and teaching.

Key drivers of improvement
School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

HGIOS and ELCC
1.1   Self-evaluation for self-improvement
1.2   Leadership for learning
1.3   Leadership of change
1.4   Leadership and management of staff/ practitioners
1.5   Management of resources to promote equity
2.1   Safeguarding and child protection
2.2   Curriculum
2.3   Learning teaching and assessment
2.4   Personalised support
2.5   Family learning
2.6   Transitions
2.7   Partnerships
3.1   Improving/ ensuring wellbeing, equality and inclusion
Specific to HGIOS 4
3.2   Raising attainment and achievement
3.3   Increasing creativity and employability
Specific to HGIOELC
3.2   Securing children's progress
3.3   Developing creativity and skills for life

Aberdeenshire Priorities:
 1. Improving learning, teaching and assessment.
 2. Partnership working to raise attainment.
 3. Developing leadership at all levels.
 4 Improvement through self-evaluation.

Notes/Information

Priority 3: To build teacher and pupil confidence and attainment in STEM subjects			Data/evidence informing priority: Ongoing development building on cluster STEM work	Progress
				On Track
Key actions	**By whom**	**When?**	**How will we evaluate impact? (Measurements of success)**	**Behind Schedule**
				Not Achieved
Mastery Maths – develop ppt with commentary for lesson 6	Frances Ingram	Term 1	Re issue survey used last session – measure/compare teacher and pupil confidence	
Mastery Maths – develop an overview for staff of the MM approach	Frances Ingram	Term 1	Re issue survey used last session - measure/compare teacher and pupil confidence	
Further development of approaches to maths across the cluster – link with Andrew Brown, Ed Scot maths advisor within Northern Alliance	Frances Ingram/Stephen Buwert/all schools	Term 1 - ongoing	All staff confident in a range of approaches to teaching maths	
Schools to participate in Numeracy Week Scotland 28 Sep – 4 October – PT to investigate activities and promote to all schools	Frances Ingram/all staff	Term 1	Pupil engagement with activities	
Family learning – support parents with information on strategies and techniques to support and engage their children in their maths learning	Frances Ingram/all schools	Term 1 - ongoing	Survey of parents/pupil engagement in home learning tasks	
School engage in SSERC meets training. 2 sessions per term – Living in a Material World 19/25/27 Aug Pneumatics and Hydraulics 15/21/29 Sep Carbon Dioxide 1/8/29 Oct Light 11/17/19 Nov Box of equipment sent to each school	Online SSERC team. Sign up online.	Term1 Term 2	All schools signed up and attending meets. Sign in sheets collated and sent to SSERC Awareness of STEM/ SSERC increased and reviewed.	
Catch up for mentors to discuss where we are with SSERC development	Online meet – mentors only	End Nov/ Beg Dec	Meeting attended. Developments reviewed and updated to reflect where we are.	
Residential visit to SSERC centre Jan 22 and 23 January. Showcase of what has been happening with previous cohorts, discuss developments, discuss needs. 1 ½ days hands on	Residential tbc	Jan 22/23	Residential attended. Development and improvements updated to reflect information gathered.	
Interactive e-learning Computing science PL course (2) Engagement with self-referencing materials. Opportunity to engage with pre-recorded materials to support use of sites	On-line For mentors only	Sep – Jun 2021	CDP development opportunities. Recorded on individual profiles. Greater use of within school setting. Awareness and use across the cluster schools	

External provider input from SSERC approved site for schools (if appropriate to curriculum development)	**To be discussed with Euan Mitchell**	**Sep – Jun 2021**	**School engage with opportunity to raise engagement with STEM activities.**

Action plan 4 Parental Engagement

- 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.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

HGIOS and ELCC
1.1   Self-evaluation for self-improvement
1.2   Leadership for learning
1.3   Leadership of change
1.4   Leadership and management of staff/ practitioners
1.5   Management of resources to promote equity
2.1   Safeguarding and child protection
2.2   Curriculum
2.3   Learning teaching and assessment
2.4   Personalised support
2.5   Family learning
2.6   Transitions
2.7   Partnerships
3.1   Improving/ ensuring wellbeing, equality and inclusion

Specific to HGIOS 4
3.2   Raising attainment and achievement
3.3   Increasing creativity and employability

Specific to HGIOELC
3.2   Securing children's progress
3.3   Developing creativity and skills for life

Aberdeenshire Priorities:
1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

Notes/Information

Priority 4 : To increase parental engagement in ways that are COVID safe but also sustainable			Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.		Progress
					On Track
Key actions	**By whom**	**When?**	**How will we evaluate impact? (Measurements of success)**		Behind Schedule
					Not Achieved
Meet the Teacher					
• Utilise online learning platforms such as Google Classroom/ teams/ seesaw/ Purple Mash, where a short video clip with teacher introduction could be added, along with tailored clips from children/ photos of the classroom/ examples of some completed work.					
• Feedback from meet the teacher or questions relayed back from the event, should be within a timeframe and this should be indicated to parents.					
• Feedback could be given by voice message or video clip, or by using forms					
Sharing the Learning					
• Using online platforms, add to stream/ upload and update over the terms to show progression. Prioritise Health & Wellbeing, Literacy and Numeracy as the main focus for sharing the learning. Notify parents once this is live – parents should access the online platforms with their child and discuss, as would happen in a face to face meeting within the school building.					
• QR codes can be used to access online work and displays					
• Learning Newsletters could be issued to show across the curriculum learning. Links could be embedded that the parents could use to access digital clips, these could be linked to sharepoint.					

• Feedback which would follow from events could be collected through Microsoft teams/ survey Monkey/ other, ensuring a current data is being collected and used for reference and continued improvement.				
• Corridor displays could become online galleries making them more accessible to parents. Could we then have open galleries instead of open afternoons? These would be less intrusive so could be more often?				
• Continue to put learning online. Look at the recording of lessons? Publishing Learning Intentions, worksheets, homework, questions. All of these allowing parents to see what should have happened in the class, giving them a starting point with the child. Needs to be built into the day so that, for instance, worksheet given out is always saved into Teams, therefore visible to parents.				
Assembly/ Christmas/ Easter/ Summer Shows				
• Filming in-school events could be presented through digital means/ streamed. Such shows can be a fundraiser for schools – investigate a means such as selling codes could be undertaken.				
Meetings				
• Parental Support Meetings could take place on online platforms as well as MAAPMs and SAAPMs.				

Wider Achievements

Our choir continues to be much sought after for community events such as the Christmas Lights switch on and Nine Lessons and Carols at St. John's church. They took part in the Glee competition and were close contenders for first place.

Our book went on sale and has captured the imagination of the community. During lockdown we released short readings from the book, read by the team in English and Doric.

We had 5 hours of online education available for every child on day one of lockdown and every school day from then with two way communication, a range of activities and many fun whole school community events including Sports Day.

Several pupils and staff members have been nominated for awards due to volunteering during the pandemic.

Memories are made of this:

We are particularly proud of our school shows. Over the years we have had many memorable performances including Annie, Charlie and the Chocolate Factory and Alice in Wonderland. We deliberately design the weeks before Christmas to be memory making and a highlight is always performing our mini-nativity at the donkey sanctuary.

Wider Community Links

We are supported hugely by the community in our many projects, including working alongside our committees, the Four Cs Business Group assisting with our playground development and the local churches who support us in our learning and our celebrations.

The recently opened Covid Support shop has raised enough money to provide the school and community with a defibrillator. In turn members of our team volunteer for the shop in their own time.

The local library is a vital partner in our progress and we have supported their creation of a Saturday Lego club. Together we are making sure all pupils have a library card.

We will once again host baby massage, messy twos and PPP parenting groups in school as part of our wider work with the community, when the pandemic situation has been resolved. We also have close links with the local twos group who come to nursery for planned sessions as part of the transition process.