

**Sandhaven School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**



# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our 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 Sandhaven 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 Sandhaven 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.



Nicola Walker

Head Teacher

# The School and its context

**Vision for the school**

At Sandhaven Primary School, we strive to provide a caring approach which will ensure that all our pupils are happy, included and secure in their learning environment allowing them to achieve their full potential.

We aim to equip our pupils with the skills and knowledge, including resilience and perseverance, to prepare them for a changing world.

We pride ourselves in that we create opportunities for pupils to develop positive relationships where they are supportive, respectful and respected.

**Values that underpin our work**



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

To help us achieve our vision, we aim to:

Valued

Ensure all children feel valued and respected as individuals. We aim to create opportunities to foster creativity and develop the child as a whole.

Included

Ensure all children are included and are supported to reach their full potential and to develop positive relationships.

Learning and Teaching

Ensure all lessons are meaningful, challenging and enjoyable whilst meeting the needs of individual pupils. We strive for pupils to have ownership of their own learning.

Partnerships

Work in partnership with staff, pupils, parents and members of the local community to improve the life of the school and prepare pupils for their future.

**Context**

Sandhaven has a warm, inclusive ethos and we work together as a school frequently. We have a link with the sheltered housing in the village, Mitchell Court and this will continue to be built upon this school year as current guidelines allow. Our Parent Council plays an active role in organising fundraising events in order to fund various exciting learning experiences for our pupils.

The SIMD decile for Sandhaven is 4 for the majority of the village and a small area is decile 6. The Pupil Equity Fund will be allocated to raise attainment in Literacy and Numeracy through targeted PSA support. PEF funded PSA time is also used to met needs in a variety of other areas such as Health and Wellbeing via our ‘Coastal Classrooms’ initiative and also using the ‘Think Bricks’ program.

The main strength of Sandhaven School is that all pupils feel valued and part of the school community. All staff have a nurturing approach to learning and get to know the whole child in order to best meet their needs.

# 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 2020-2021.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| **Literacy**  | * There is a new writing planner which will be used to ensure that all genres are taught and tracked. This has been implemented from August 22 onwards.
* Expectations document in use from August 22 detailing expectations in terms of handwriting, punctuation and jotter use and presentation.
* Staff worked to create a document which details the components of a successful writing lesson.
* Staff reflected on the writing assessment criteria and the child friendly progression and made changes so that it is consistent with the national benchmarks.
 | * All genres of writing are being taught consistently across all stages.
* Teachers fed back that their expectations are now higher for day to day writing. Head teacher observations reflect this also.
* Writing lesson document ready to be used from August 2023.
* Updated learning journal format and writing criteria is ready to be used from August 2023.
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| **Progress in Learning**  | * Staff continue to embed the use of learning journals into core learning and teaching.
* New format was used and staff, pupils and parents continue to become more familiar with the contents.
* Guide created to help parents talk about learning with their children.
 | * Quality assurance shows that learning journals are now being used more consistently and in line with agreed procedures.
* Feedback from parents was positive about the changes in our learning journal format.
* Pupils are able to talk about what they have been learning and identify their individual next steps.
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| **Feedback**  | * Head teacher discussed ‘Austin’s butterfly’ with P1-7 pupils to explain what feedback is and why we need it.
* Staff engaged in an impact cycle on feedback. Actions taken were:

Staff to be explicit when feedback was given to pupils.Track when feedback was used by using a marking code in jotters.  | * At the end of the impact cycle:

 72% of pupils could explain what feedback was compared to 31% at the start.55% of pupils could explain how they get feedback in writing lessons compared to 34% previously.72% could give examples of feedback compared to 17% previously.76% of pupils could explain to some degree what they do with feedback compared to 31% before the impact cycle.  |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**Developing a shared vision, values and aims relevant to the school and its communityStrategic planning for continuous improvementImplementing improvement and change |
| **Relevant NIF priority: All****Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement****Level of quality for core QI: 4****(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?****What’s working well for your learners?**  |
| The school has values, vision and aims which stakeholders were involved in creating. Staff are aware of and take responsibility for their role in achieving this for learners. Staff have recognised that values and learner dispositions (superheroes) are similar and too much for pupils to use and understand at the same time. Parents and pupils were asked at open session around streamlining and using superheroes only. They identified that ‘respect’ could be added to superheroes, this will be done next session. Pupils are familiar with our learning superheroes and use the language.As a staff we continually evaluate, this is now more planned and formalised with staff evaluating in groups and individually. Pupils are now more involved in this and have begun to use the How Good is Our School document to support this. In nursery the pupils are asked to contribute to the self evaluation floor book. The pupil council have been involved in planning events and most recently developing play times so that pupils have a more enjoyable time. Our House Captains have responsibility for our whole school reward system. They have also led the school in evaluating the Fraserburgh Beach area and feeding back to those in charge of the new designing process. Parents are asked to evaluate the school in various ways. In the school there is a quality assurance calendar that is followed and staff are given feedback. The nursery follow this model also. Teachers and support staff lead community groups which involve pupils from P1 upwards in improving different aspects of the school. We continue to adapt these to ensure relevance and enjoyment. Pupils have shaped positive change for example pupils in the Junior Road Safety Officer group have been educating pupils on this. Our Rights Respecting Schools group have achieved the bronze award for the school and are working towards further recognition. Teachers are involved in leading change in other ways also such as Visible Learning impact coaches and supporting colleagues with things in which they excel. Teachers are involved in planning a small scale research project in their classrooms in which they measured the impact of change. Our Visible Learning impact coach has led staff in an impact cycle focussing on the use of feedback across all stages. Teachers have engaged in peer observations in this area to gain baseline data and plan next steps in imporvement.Achievement Officers celebrate wider achievements in school. More children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. Staff have created a child friendly progressions for numeracy, reading and writing which are used to support children’s understanding their own progress in these areas. Staff have now created a new format for the learning journals which will be used in the new school year. In nursery, floor books are used to capture and respond to children’s interests and involve them in the planning process. The online Learning Journals app is used in nursery to share progress. Nursery staff have worked to improve the quality of observations as a team and they now show clearer next steps in learning. Staff are familiar with HGIOS4 and HGIOELC and relevant Quality Indicators used to inform some monitoring and evaluations. We will continue to use this tool and improve our self-evaluation process. Nursery staff have increased the use of other key documents such as Building the Ambition and Care Standards and this continues to be developed. Staff engage with professional learning/CLPL opportunities through Aberdeenshire events and online opportunities. Staff at Sandhaven School often opt to do more training than is expected of them in the working time agreement. Professional Review and Development (PRD) procedure has been implemented as per GTC guidance and time allocated for staff to update and review professional learning using the Professional Update system. Support Staff take part in the Personal Performance Plan (PPP) procedure. Staff are committed to the improvement of the school and regularly share ideas which benefit the school.Teacher leadership continues to improve, with teachers being given further responsibilities to lead school improvement priorities. |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * Staff engage fully with the Head Teacher during monitoring activities and welcome feedback as an opportunity to improve outcomes for learners.
* All staff are committed to improvement which results in improved outcomes for learners.
* The commitment of staff to attend professional learning programmes that support all staff and increase outcomes for learners.
* The supportive ethos amongst staff as they support each other and share their strengths with others to improve the learning opportunities for pupils.
* The Head Teacher works with other Head Teachers from different clusters in the ‘self improving schools’ initiative which then feeds into the school self evaluation process.
* Teaching staff are now even more involved in planning school improvement priorities.
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| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Embed the use of peer observation in order to further improve pedagogy.
* Build on Head Teacher visits to other schools through the Self Improving Schools Initiative and plan visits for teachers also.
* Continue to empower school staff to lead whole school improvement.
* The Head Teacher will continue to focus on the use of data to inform school improvements.
* Continue to use the language in values, visions and aims in order to embed this with pupils, staff and parents. The new superhero will be designed with pupils and the language used to help all stakeholders become familiar with this.
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# How good is the quality of care and education we offer?

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| **QI 2.3 Learning, teaching and assessment**Learning and engagementQuality of teachingEffective use of assessmentPlanning, 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: 4****(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?****What’s working well for your learners?**  |
| * All staff show commitment to the development and wellbeing of learners as individuals. The ethos of our school is positive and inclusive, with visitors often commenting on this. Some pupils have been part of a Rights Respecting School group and helped other pupils understand their rights and all classes have a class charter.

There is a three year program in place to ensure that pupils experience all experiences and outcomes across the curriculum. We have many composite classes and pupils at the same stage in different classes will be taught the same things. Collegiate planning meetings are now scheduled termly.Aberdeenshire Frameworks are used when planning Literacy, Numeracy and Health and Wellbeing. There are child friendly progressions in place for maths, writing and reading. These are now individualised and pupils can talk about their learning, achievements and next steps.Achievement officers are encouraging pupils to talk about their wider achievements. The majority of pupils behave well and show mutual respect. Through classroom observations, it is evident that the majority of pupils engage well with learning activities and experiences. There is also evidence that learning intentions and success criteria are used to support pupils. Staff have engaged in moderation of this. As a staff, we have created a list of Aifl strategies we will use to ensure consistency across the school. There is a more consistent approach to learning and teaching with a document entitled ‘Successful Lessons in Sandhaven School’ been created collaboratively. This was reviewed in November 2022 and will continue to be revisited and reviewed to ensure that our work on Visible Learning is reflected. There have been improvements to pupils and parents understanding of individuals progress. Learning journals are now more individual with child friendly numeracy, reading and writing progressions being included. The reporting calendar continues to be reviewed with parents and parents are involved in their child’s learning. Cluster work has been carried out on holistic assessments with staff carrying out their own and moderating at a school level. Staff are becoming more confident in assessing this way and this will continue to be a focus. The assessment calendar is used to plan what formal assessment will take place at each stage.Regular attainment tracking meetings are held with the Head Teacher to discuss standardised data and teacher judgements and set action points for pupil’s learning. The use of PEF interventions is discussed and reviewed at this time. Staff have planned whole school events collegiately and teachers teaching the same level have planned collaboratively e.g a second level science topic. Staff have engaged with CLPL sessions focussing on technology to support learning across the school. One member of staff will deliver further training in the next session. Nursery staff have engaged in early years network meetings focussing on the recording of observations to ensure they are meaningful and individual. P1 staff have spent time in nursery to support planning and assessment. The nursery have developed the environment considerably both indoors and outdoors. The children now benefit from an environment with rich learning experiences, especially outdoors. Staff have worked collectively on a whole school learning pit in order to increase resilience in relation to challenge in learning. This will continue to be embedded. Focus groups were conducted in May 2023 by an Osiris consultant and findings were stated that, “Learners are consistently able to talk about learning intentions and success criteria, the dispositions, some elements of feedback and their learning journals. Pupils understanding of the learning pit is being developed. All of the learners were able to confidently talk about what they were learning, giving detailed descriptions and using subject specific vocabulary. They were also able to articulate the progress they were making their learning.” Parent and pupil feedback gathered in March 2023 indicated the following in relation to learning, teaching and assessment:“Teaching and learning is child-centred.”“This school lets me figure out things for myself.” *“I find Sandhaven School has brought pupil confidence in herself and work.”**“I learn lots of new things.”* |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| Parent feedback shows that learning is viewed as fun and supportive in our school. Nursery self evaluation shows evidence of improvement in environment and assessment of learning.Focus groups shows that pupils are consistently able to discuss learning intentions, success criteria, learning progress and next steps.  |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Continue to review the learning and teaching policy to update with new developments.
* Continue to embed child friendly learning progressions in learning journals. Listening and talking will be added from August 2023.
* Continue to focus on the development of consistent feedback across all stages.
* Collegiate planning will be further developed across early level.
* Use The Circle resource to ensure all pupil needs are being met appropriately.
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# How good are we at improving outcomes for all our learners?

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**WellbeingFulfilment of statutory dutiesInclusion 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: 4****(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?****What’s working well for your learners?**  |
| Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. All staff are clear on the principles of GIRFEC. Staff are familiar with the wellbeing indicators and use them when filling out chronologies. Pupils can talk about the wellbeing indictors in relation to their own lives. The Playground Squad is embedded and encourages positive play in the playground. This has improved behaviour in the playground. Our Health Group helps promote messages to fellow pupils about healthy lifestyles. Led by one teacher, the Rights Respecting School group have worked to achieve the Bronze award. Staff respond to the needs of individuals in school and by working collaboratively with other agencies. Pupils with additional support needs are well supported and have individual targets. The school has a positive ethos.Parent and pupil feedback gathered in March 2023 indicated the following in relation the support pupils receive:“All staff support pupils very well.”*“I think the teachers & head go all out on one to one with the pupils & get to know them individually.”**“They really put the children’s needs first.”*Pupil Equity Funding has been used to train one teacher to work with Coastal Classrooms groups to support the promotion of pupil wellbeing. Each child taking part in Coastal classrooms has individual targets which are evaluated. Pupil Equity Funding has been used to train staff in yoga and mindfulness to help pupils learn strategies to cope with anxiety. The Leuven scale of involvement and wellbeing is used to measure impact. Pupils have an understanding that we are all different and that this should be celebrated. World Autism Day and Dyslexia Awareness Day, among others, have been celebrated with some pupils choosing to their own experiences with others.  The wider achievements of pupils are tracked. Some staff run clubs after school or at lunch time to target pupils with gaps in their wider achievements. Most recently clubs have been puzzle club and play leaders.Teachers use the Bounce Back program in order to develop resilience in all pupils. Pupils with additional support needs are given opportunities to participate in decision-making linked to their support needs. They’re consulted as to what support they would like and how and when they would like to use this support.  |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * Pupils with Additional Support Needs have appropriate targets and interventions in order for their needs to be met. They are fully included in the life of the school.
* Staff know all pupils in the school and their specific needs.
* Action is being taken by staff to give wider experiences to those pupils in danger of missing out.
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| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Ensure that data is gathered in order to review the impact of new initiatives. Work on further interrogating the gathered data.
* Continue to support children to further develop resilience by embedding the Bounce Back program across all stages.
* Use The Circle resource to evaluate how well pupil needs are being met.
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| **QI 3.2 Raising attainment and achievement**Attainment in literacy and numeracyAttainment over timeOverall quality of learners’ achievementEquity 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: 3****(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?****What’s working well for your learners?**  |
| * Achievement Officers gather evidence of wider achievement and this is celebrated at assemblies.
* Good communication and collegiate working between Additional Support for Learning staff and Class Teachers. Staff have worked together to identify support needs and have planned appropriate interventions to be carried out by PEF funded Pupil Support Assistants.
* Attendance is monitored and appropriate action taken.
* Exclusion levels are low.
* Staff are confident in using standardised data to inform professional judgement on individual pupil progress. They are now more familiar with using SNSA data and we will continue to build on this.
* Pupils have learning journals to share their learning with parents and carers, these are now individual to each pupil. We continue to improve the use of these.
* Attainment tracking meetings are held with appropriate action points for pupils being set and reviewed. PEF interventions are also reviewed at this time.
* Wider achievements of pupils are tracked and action is taken to ensure all pupils are have access to specific opportunities.
* Staff have created pupil friendly progressions for numeracy, reading and writing to ensure children are more aware of their progress in learning and next steps. Listening and talking has also been developed and is ready to introduce to pupils in August 2023.
* A spelling progression focussing on the Highland Literacy approach was developed by two teachers to improve the teaching of spelling. The impact is already been shown in P1 literacy attainment.
* Staff have reviewed the teaching of reading across all stages.
* Staff have engaged in training to improve the teaching of writing.
* Osiris evaluation – The school uses multiple evidence sources when assessing student progress and achievement. The data is collected and analysed at student, teacher and class levels. There is a process for the ongoing review of student data and tools used to track progress and achievement. Analysis of the data gathered drives practice.
* Attainment compared to 2021/2022 is fairly steady except P4 reading which has dipped.
 |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * Attainment data
* Focus groups show improvement in pupils being able to talk about their own progress.
* Appropriate planning documents are in place.
* Focus groups show that pupils are aware of their own progress in learning and their own individual next steps.
 |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Attainment in literacy and numeracy requires further improvement.
* Continue to embed child friendly learning progressions in learning journals. Listening and talking to be added to this in August 2023.
* Focus on the development of consistent feedback across all stages.
* Use benchmarking tool to look identify gaps in P4 reading.
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# PEF 2023-2024

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| **Identified gap** | The SIMD decile for Sandhaven as a whole is 4 or 6 in a small new development. Sandhaven School also has some pupils who are transported by parents from Fraserburgh and pupils who access our Enhanced Provision who come by bus from Fraserburgh. Some of these pupils live in areas of Fraserburgh within SIMD 1-3. This is 5% of our school and nursery roll.34% of our school and nursery roll receive free school meals. Some pupils have lower than expected attainment in Literacy, Numeracy and Health and Wellbeing which these interventions will target.. Some pupils have extremely limited wider achievements which we will also target.  |
| **Expenditure** | PSA 26.5 hours x £12 = £318 per weekX 40 weeks = £ 16, 536 |
| **Expected outcomes** | Targeted Literacy, Numeracy and Health and Wellbeing Support The PSA hours will be used to deliver targeted programmes of work with specific children who are not making sufficient progress. The ASL teacher and class teachers will work collaboratively to plan the programmes for each child. Coastal Classrooms activities will also be planned for pupils who are in need of broadening their wider experiences.  |
| **Impact Measurements** | Attainment data ASL testing results Highland literacy assessments Big maths assessments Pre and post assessments created by teachersIndividual targets which will be reviewed |

# 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 – Literacy

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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. |
| * 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 progressSchool improvement Performance Information |
| **Priority 1 : To improve attainment in literacy, specifically writing.**  | **Data/evidence informing priority:****Attainment data****Staff reflection** **Assessment data**  |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Teachers to finalise the listening and talking child friendly learning progression.**
* **Teachers to begin using the progression with pupils during lessons.**
* **Teachers to work together to moderate expectations at all levels for listening and talking to create a more consistent approach.**
 | **All teachers**  | **Aug 23** **Aug 23****Nov 23**  | **Attainment data** **Tracking discussions****Quality assurance**  |  |

# Action plan 2 – Meeting Pupil Needs

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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. |
| * 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 progressSchool improvement Performance Information |
| **Priority 2 : To improve children’s own awareness and involvement in their learning progress.** | **Data/evidence informing priority: Learning journals and learning focus groups.** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Head Teacher to attend The Circle training session.**
* **Head Teacher to deliver The Circle training to staff.**
* **Staff to engage in school wide evaluation using The Circle formats to see where improvements need to be made.**
* **Class teachers to engage in individual evaluation using The Circle formats to see where improvements need to be made.**
* **Staff to attend nurture training with educational psychologist.**
 | **Head teacher****All staff** **Class teachers**  | **9th Nov 23****Nov in service 23** **Feb 23** **Various dates throughout session.** | **Evaluations** **Classroom observations**  |  |

# Action plan 3 - Feedback

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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. |
| * 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 progressSchool improvement Performance Information |
| **Priority 1 : To improve the feedback learners receive and how this is used.**  | **Data/evidence informing priority: Feedback observations by head teacher.** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Staff to agree and implement an agreed definition of feedback in class. Agree shared vocabulary and use with pupils (learning rather than work, types of feedback etc) Teacher to share good practice from P7. Teachers to agree what will be adopted at different stages and across the school as a whole.Teachers to be clear when giving feedback so that the children see the links to Lis and SC.Use something visible (perhaps a flag) to draw pupils attention to when feedback is being given.  | **Head** **Teacher****All teachers** | **Term 1****Term 3**  | **Pupil focus groups** **Pupil work monitoring****Impact cycle evidence** |  |

# Wider Achievements

Some of our primary 6 and 7 pupils took on leadership roles such as Pupil Council Representatives, House Captains and Achievement Officers.

Pupils have had the opportunity to receive instrumental music lessons for cello, brass and woodwind.

Some pupils have been trained as Play Leaders and have run this club for P1-3 pupils.

# Memories are made of this:

We held events for World Book Day.

We celebrated Dyslexia Awareness Day and World Autism Day.

We continued to sponsor a Guide Dog.

Our children enjoyed the visiting panto.

Children competed in Sports Day as a whole school.

All classes visited the Aberdeen Science Centre.

**Wider Community Links**

Our nursery are working on a community garden and have also developed their outdoor area with the community.

We have worked with our local church to deliver a Christmas service.

We have a link with NESCOL who delivered some science lessons to our primary 7 pupils.

Our Eco group worked to plant coastal flowers.