

**Echt School**

**Standards & Quality Report**

**2021-22**

**&**

**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 Echt 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 Echt 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.

Margaret Cochrane

Head Teacher

# The School and its context

**Vision for the school**

**“EVERYONE CREATIVE AND HAPPY TOGETHER”**

EVERYONE INCLUDED, RESPECTED AND RESPONSIBLE

CREATIVE AND CURIOUS, INDEPENDENT LEARNERS

HAPPY AND HEALTHY, WE BELIEVE IN OURSELVES

TOGETHER WE GROW, ACHIEVING SUCCESS

**Values that underpin our work**

CREATIVE RESPECTFUL SELF-BELIEF

TEAM PLAYER INCLUDED INDEPENDENT

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

* Challenge our pupils to be **creative** thinkers
* Promote wellbeing, **self-belief** and mutual **respect**
* Work **together** as a whole school communityand celebrate success
* Provide opportunities for everyone to feel **included** and achieve their best.
* Promote **independence** by encouraging leadership and responsibility.
* Value sustainability and social justice, locally and globally.

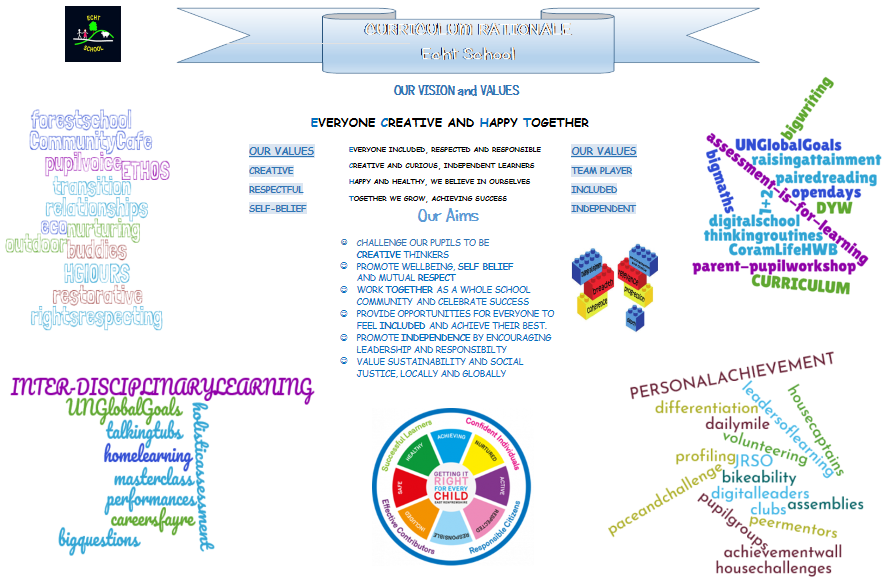
**Context**

Echt School and Nursery is a small rural school situated in the village of Echt. It lies approximately 13 miles west of Aberdeen on the Aberdeen – Tarland road. The school has 2 classrooms, one of which accommodates Nursery and P1-3 with a shared space between the two classes which has direct access to outdoors. There is also a P4-7 classroom, a library and a school hall/gymnasium. Due to a rising role, a third classroom will be in place by August 2022 to accommodate an extra class. The school is surrounded by a playground and has the added advantage of a large playing field within close proximity. This playing field is used by the children during fine weather. The Nursery outdoor area has recently been refurbished in order to create a natural learning experience outdoors. This lies adjacent to the school building. The children participate in a wide variety of curricular and non-curricular activities within the school grounds and also in their local environment and community. The children from the Nursery attend Echt, Dunecht, Midmar and Cluny schools. The local academy is Alford, and most P7 children move here for their secondary education.

As of August 2022, the teaching staff will compromise of a staff equivalent of 2.2FTE, which includes a Head Teacher, a 0.55FTE teacher flexible days, a 0.3 teacher flexible days, 2FTE teacher, a 0.2FTE teacher, an EYSP, EYLP and 4 EYPs. Echt will have a 42 hour allocation of PSA support which is supplemented where possible with alternative funding. This resource is carefully timetabled to support the needs of identified pupils and enhance learning. The school aims were reviewed in 2019-20 along with the creation of our Curriculum Rationale. The school has a very strong collegiate ethos which is well supported with an engaged parent forum and active Parent Council.

Scottish Index of Multiple Deprivation (SIMD) shows that all pupils are in deciles 8 and 9 out of a possible 10. There is no apparent poverty gap, only small pockets of hidden rural poverty. The school staff are aware of vulnerable pupils within the school and plan accordingly.

**Echt School Curriculum Rationale**



# 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 2021-22.

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| **Key priority 2021-22** | **Key actions undertaken** | **Impact (achieved throughout 2021-22)** |
| PRIORITY 1  Improve number of pupils on track or exceeding in writing with a particular emphasis on moving *more* pupils into the ‘most’ category.  *SNSA data and OWCS suggest that grammar and the technical aspects of writing linked to VCOP are weaker, especially between P3-P5.* | * Pupil audit to establish confidence levels around different aspects of writing and current programmes of work, approaches and resources. * Moderate and audit current approaches and programmes of work in writing. * Explore alternative writing approaches/pedagogy e.g. Pie Corbett, Talk for Writing. * Explore the outdoor resources identified in the previous session, to support writing, begin to implement in both classes. * Re-evaluate planning processes via moderation cycle audit for 2.3 learning and teaching, as part of a mini cluster focus * Plan moderation collegiate activities for writing. * Agree non-negotiable benchmarks in writing with staff. * Explore approaches to further engage parents in supporting writing. * Use PEF money to purchase ½ a day a week of extra teaching time to support writing across both classes. Also, purchase more Chromebooks to support in the P4-7 class. | Pupil audit carried out across both classes and covered all aspects of literacy. In both classes, attitudes to writing were very positive (confidence and enjoyment). Pupils enjoy all the pedagogical approaches we use, including phonics, although in the younger class confidence levels in phonics were lower. Adaptations were made based on data we received e.g. generating ideas, connectives, punctuation and checking for mistakes are the areas pupils find most challenging. In both classes connectives, punctuation and proof reading and editing skills have received a greater teaching focus via grammar lessons.  During an in-service day, the MCMED mini cluster were invited to Echt to take part in training around biodiversity. This was delivered by an AC ranger. The ranger then signposted staff to a suite of resources that use outdoors as a context for writing. Some of these resources have been trialled but due to a significant change in staffing since then, these will need to revisited next session during collegiate time. The resources identified in the previous session by Echt teachers have been shared with all the mini cluster schools.  The 2.3 analysis has not yet taken place at mini cluster level.  Non-negotiable benchmarks have been agreed. Again, these will need to be revisited due to changes in staffing.  Ongoing Covid restrictions have limited parental engagement approaches. This will need to remain a focus for next session.  Due to staffing changes, the teacher employed to support writing via PEF, was appointed into a class teacher role. The HT continued to support writing lessons in the place of the PEF teacher.  Chromebooks were purchased but not delivered till Easter. Since then they have been well used to support pupils, including use of the voice tool, read back too etc.  In over half of year groups, ‘most’ pupils are on track or exceeding in writing. There are however specific year groups particularly in the middle stages where continued focus will need to remain and as a result, this priority will remain in place next session.  In SNSA,  ‘Almost all’ pupils in P1 scored medium or high bandings  ‘Most’ pupils in P4 scored medium or high banding.  ‘All’ pupils in P7 scored medium or high banding. |
| PRIORITY 2  Improve number of pupils on track or exceeding in numeracy with a particular emphasis on moving *more* pupils into the ‘most’ category.  *‘Most’ pupils are on track or exceeding in numeracy but only just. The aim is to move more pupils into this category by focusing on the weaker areas of problem solving and reasoning as informed by SNSA and Progress in Maths tests.* | * Pupil audit to establish confidence levels around different aspects of numeracy and current programmes of work, approaches and resources. * Moderate and audit current approaches and programmes of work for numeracy. * Explore best practice in problem solving and reasoning in maths. * Develop an assessment system to track against benchmarks for core subject areas. * Re-evaluate planning processes via moderation cycle audit for 2.3 learning and teaching, as part of a mini cluster focus * Explore approaches to further engage parents in supporting numeracy, using Education Scotland Parental Engagement toolkit. | Pupil surveys indicated that most children feel confident in maths across the two classes. Most pupils in the P4-7 class enjoy maths, this was a little lower in the younger class. Areas pupils find most challenging are subtracting, dividing, time, fractions, measure and perimeter. The majority of children enjoy Big Maths approaches and most pupils say it helps them to learn.  The HT met with a maths specialist who has had recent experience in school inspections to discuss best practice in maths, particularly in the realm of problem solving and reasoning. Resources have been identified and trialled in both classes including ‘I See Maths’ by Gareth Metcalf , the NCETM website (National Centre for Excellence in Teaching Mathematics). A collegiate was set aside to explore our current, core programme, Heinemann Maths. It was cross checked with benchmark and a decision was made to continue to use as a core and supplement with other resources such as those described above.  An assessment system to record progress against benchmark has been created and put on Sharepoint. Routine use of this will commence next session.  The 2.3 analysis has not yet taken place at mini cluster level  Ongoing Covid restrictions have limited parental engagement approaches. This will need to remain a focus for next session.  Across the school ‘most’ pupils are on track or exceeding in maths. There has been a slight increase in the % of pupils in this category.  In SNSA,  ‘Almost all’ pupils in P1 scored medium or high bandings  ‘The minority’ (less than half) of pupils in P4 scored medium or high banding.  ‘All’ pupils in P7 scored medium or high banding.  Analysis of SNSA and GL assessments, shows however that problem solving and reasoning has improved. Next session’s plan will address attainment in the middle stages. |
| PRIORITY 3  Achieve the Rights Respecting Schools Gold award, supplemented and supported by the implementation of nurturing principles**.**  *Rights Respecting Silver was re-accredited in May 2021 and UNICEF are keen that the school is ready to go for the Gold award.*  *Nurture training has been completed by staff and we are now ready to work through the Education Scotland implementation tool.* | * Work towards RRS Gold Award * Use nurture implementation tool to improve current nurturing practises in school. * Continue to improve and update the school website and re-establish social media as a means of communicating achievements to parents. e.g. Twitter. * Continue to work with the Parent Council to develop play opportunities outside. | The whole school has continued to work towards the Gold award through assemblies, whole school themes, a parent workshop about Children’s Rights in Term 4 led by the Pupil Voice group. The concept of dignity versus respect has been studied in depth. Pupil voice group have created a Lunch hall charter, a play ground charter and a display linking our school values to the articles. The UNICEF pupil survey was carried out again in term 4 and results are extremely positive with ‘most’ pupils expressing encouraging views across all questions. A date has been set for our Gold assessment in November 2022. Therefore this priority will continue into next session.  The nurture implementation tool was used as a prompt for discussion. As a school we identified the need to a nurture space or nurture nook. We also identified a need for a greater range of mindfulness activities. This also linked with our recommendation for gold from UNICEF.  Yoga mats have been acquired and are well used. Mindfulness activities/meditations etc are a more frequent event. Our most recent forest school was themed on nurture and the pupils created nurture nooks in the forest from natural material, in their house teams. A sensory black out tent has been purchased along with sensory items and a nurture nook will be set up. A more formal use of the nurture implementation school is planned for next session and will include parental involvement.  The school website and social media aspect still require attention. This will continue next session.  Parent Council have paid for new playground markings. School has purchased a friendship bench for the playground. Parent Council have also offered to purchase more toys for the playground. These will be ordered in August, not during this session, due to the building works that will be taking place over the summer holidays/ storage issues etc. |

**NURSERY**

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| **Key priority 2020-2021** | **Key actions undertaken** | **Impact (achieved throughout 2020-2021)** |
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# 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 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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The vision, values and aims and curriculum rationale are fully embedded in the culture of the school. There is a positive ethos across the school which is evidenced through pupil and parent surveys. * Staff show commitment and enthusiasm and know the families and community well. Staff are fully aware of vulnerable children and plan accordingly. Our curriculum has been fully refreshed and is underpinned by the Global Sustainability Development Goals and UNCRC. * Visits to other schools by the Leaders of Learning group and RRS group were extremely interesting and further developed pupil understanding of the socio-economic context of their own school and others. * There have been opportunities for staff to take on leadership roles through leading initiatives and groups e.g. Pupil Voice, Eco, Fairtrade and Community and pupil clubs as well as 1+2 (although this needs more work). Some teaching staff are also Leaders of Learning on the Making Thinking Visible programme which focuses on developing higher order thinking skills with the pupils. * Every pupil in P1-7 is part of a pupil group i.e. Pupil Voice, Eco Group, Leaders of Learning, Community and Fairtrade Group and Digital Leaders. We also have established Peer Mediators and Play Leaders. * Thinking routines have further developed a culture of creativity and critical thinking for both staff and pupils and have been used with parents to explore issues and views. New teaching staff have been proactive in taking on board this approach. * The Head Teacher is aware of aspects for improvement and is continuously planning how to drive this forward. * Staff have used In Service days to work collaboratively on self-evaluation and school improvement priorities as well as mini cluster working. * Staff attend training relevant to improvement priorities e.g. Accelerated Reader, Using the outdoors as a stimulus for writing, Making thinking Visible etc   **Nursery** |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Almost all children know our school values and vision and refer to them regularly. They are referred to and discussed in assembly every week and form part of our class charter. Surveys to parents suggests that all parents who returned responses agree that the school have shared vision, values and aims and is well led. Pupils are very proud to be awarded the value warrior certificate. The Pupil Voice group have linked our school values to the relevant articles of the UNCRC. Staff and pupil refer to our values on a Daily Basis. * The positive rights respecting ethos is evident in school survey responses and questionnaires from pupils, parents and staff and has continued to improve over the course of last session, mainly in terms of pupils feeling heard, respecting one another and being respected and nurtured by staff and feeling safe. Behaviour in school is very good. * Our whole school and Pupil Voice group are working hard toward building up evidence for the Rights Respecting Gold Award. Our committee now includes two parent members. Pupils groups are active and work together once a week in a dedicated timetable slot. Pupils feel they have influence over decisions and their voice is heard. This is evidenced in pupil surveys. * Pupils have a good working knowledge of global education linked to Global Goals and the rights of the child. This underpins our curriculum. We have whole school themes and this year we have focused on equity, fairness and discrimination. * PRD and PPP meetings take place annually and focus on professional development linked to school improvements where possible. * Termly planning and tracking meetings are a fundamental part of our practice in order to ensure all pupils are achieving their best and that interventions are regularly evaluated to assess their impact. We work closely with ASN teachers in this respect. * Data from assessments is analysed for strengths and weaknesses and this informs our school priorities * Whole school interventions and the school’s priorities are evaluated at key points in the school year in order to assess impact of interventions and make adjustments as required. * Staff training is linked to interventions and the priorities.   **NURSERY:** |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to work towards RRS Gold, in readiness for our assessment in November 2022. * Further develop values into the planning process and explore how best to communicate to parents * Continue to embed thinking routines into the curriculum in order to develop a culture of critical and creative thinking. Ensure time is set aside to ensure new staff become familiar with thinking routines. * Ensure staff training relates to school priorities where possible ensuring a focus on core areas, narrowing the gap and Covid recovery. Next session will include a focus on numeracy, continued focus on writing and RRS Gold. All teaching staff to be trained in Maths Recovery. * Consider refreshing vision, values and aims in 2023-24. * Continue to prioritise numeracy, literacy and HWB in next session’s improvement plan in order to address Covid recovery. * **NURSERY:** |

# How good is the quality of care and education we offer?

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| **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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Echt School works closely with the UNCRC and a Rights Respecting Schools approach underpins our curriculum and our ethos. Every child in school is part of a pupil group. This school has achieved the silver award in RRS and is continuing to build evidence for the Gold assessment in November 2022. * Learner’s achievements are celebrated and acknowledged in a range of ways e.g. whole school achievement wall, achievement assemblies, pupil profiles. Wider achievements are tracked and gaps are addressed via the provision of certain types of clubs led by pupils as well as staff, whole school swimming sessions or Active Schools liaison, for example provision of judo, running club and football. * Teaching staff completed training sessions on Accelerated Reader and Using the outdoor as a stimulus for writing. This was part of our improvement plan. * All pupils are part of a pupil group i.e. Pupil Voice, Eco or Community and Fairtrade. Pupils also lead as peer mediators, Play leaders, digital leaders, house captains and vice captains and pupil run clubs such as history, visual art, art, homework and so on. * Pupil groups support in the local community by means of local fund raising, hosting Community Cafés and Teeny Tiny Tots, a parents and baby/toddler group. These activities will recommence next session now that restrictions have been lifted. * Pupils also take part in regular community litter picks as part of Eco Schools. * Thinking routines are becoming embedded in the classroom culture and staff gained GTCS accreditation in May 2021. New staff have been proactive in familiarising themselves with the routines. * Pupils have regular opportunities to feedback to their peers and learning conversations take place termly with the teacher to review and set personal targets. Teachers plan in a consistent way and plan assessment evidence they wish to collect at the outset. * This year parents attended a virtual event about phonics and once restrictions were lifted, parents attended a workshop led by pupils based on Children’s Rights. * Moderation activities are incorporated into the school improvement plan and are also explored at cluster level. * Pupils drive the focus areas with the Curriculum for Excellence outcomes by generating big questions that they would like to explore, using thinking routines as a vehicle for exploration. * Learning is interdisciplinary wherever possible. We have whole school themes. * Tracking meetings provide a termly focus for analysing data and exploring a range of evidence which then informs next steps or interventions for pupils. Planning for additional support needs is part of this termly process and interventions are adapted as required. Teachers input their own tracking and analyse it in advance of meetings with the HT. SIMD data is tracked , as are vulnerable pupils. * Assessment evidence includes class work, SNSA, GL assessments in reading and maths, emerging literacy screeners, end of unit assessments, Big Maths CLIC assessments and Learn Its, Schonell spelling, Star Reader and so on. * Pupil Equity funding is targeted at pupils from less privileged backgrounds in the first instance and is often directed to support a wider group if appropriate. Pupils have access to ipads, laptops and Chromebooks to support learning in the classroom and at home e,g, Google classroom and Google Drive. We also use a range of apps to enhance learning such as Book Creator, Green Screen, Nessy, iMovie and Puppet Pals. * Pupils attend Forest Schools at least once a term, where activities are themed and house challenges are incorporated. * Learning experiences are differentiated and pupils are generally encouraged to choose their level of challenge. Success criteria is co-constructed with pupils and learning intentions are always shared and reflected upon during the course of the lesson.   **Nursery:** |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| RRS Silver accreditation was re-accredited in May 2021.Pupil surveys continue to evidence that pupils feel cared for and nurtured in school and that their views are listened to and acted upon. Parent surveys also mirror this view.  Achievements are recognised in profiles on Book Creator that go home at the end of each term. They are also recognised in school assemblies and our Achievements wall. Wider achievements are tracked and where there are gaps, these are addressed where possible e.g. swimming lessons, art club. Some clubs are run by pupils.  Parent Council are updated termly on any whole school developments/actions driven by pupil groups. Parents are invited to take part in surveys which help to inform our school priorities.  Teaching staff have completed the Tapestry Making Thinking Visible course, gaining GTCS accreditation and thinking routines have been introduced in order to develop higher order thinking skills. These have had a positive impact especially in term of deepening thinking and as a planning tool for writing, planning learning with the pupils and uncovering thinking. In reading and writing, on track or above attainment had already increased from the ‘majority’ to ‘most’ and this has been maintained this session. In numeracy, further gains have been made in terms of the % of pupils on track or exceeding in the ‘most’ category.  Pupils are generally capable and confident when using ipad technology and GLOW tools. Remote learning during two lockdowns has enhanced the skills of many pupils who are now more adept when using Google Drive and Microsoft Office tools to create, present and upload their work. More Chromebooks and laptops have been purchased from PEF and these are in use on a daily basis to support learning. Specific pupils have their own laptop and bring this to school every day .  Teachers enter their own tracking informed by a wide range of evidence and have a good working knowledge of data analysis and how this informs individual, group or whole school planning and interventions.  Curricular workshops are planned co-operatively with pupils, parents and staff where possible e.g. Rights Respecting workshop. Parents views are collected, analysed and acted upon where possible.  Nurture Principles training has been attended by teaching staff. Staff now feel that many of the principles are already up and running at Echt with some areas for development. A nurture nook will be in place for 2022-23. Pupils designed and built their own nurture nooks in the forest from natural material, as part of a house challenge designed to raise awareness of nurture for the pupils.  Pupil surveys evidence that pupils feel cared for and nurtured in school and that their views are listened to and acted upon. Achievements are recognised in profiles. They are also recognised in school assemblies and our Achievements wall. Wider achievements are tracked and where there are gaps, these are addressed where possible e.g. swimming lessons, art club. Some clubs are run by pupils. Parent Council are updated termly on any whole school developments/actions driven by pupil groups. Teachers continue to apply thnking routines across the curriculum. These support higher order thinking skills. These have had a positive impact especially in term of deepening thing and as a planning tool for writing, planning learning with the pupils and uncovering thinking. Accelerated Reader has had a great impact on reading, mainly in the older class where it is used more often. Pupils are generally capable and confident when using ipad technology and GLOW tools. Remote learning during lockdown enhanced the skills of many pupils who are now more adept when using Google Drive and Microsoft Office tools to create, present and upload their work. Teachers enter their own tracking informed by a wide range of evidence and have a good working knowledge of data analysis and how this informs individual, group or whole school planning and interventions. Open afternoons provide opportunities for parents to learn with the pupils and curricular workshops are planned co-operatively with pupils, parents and staff e.g. Rights Respecting workshop. Parents were able to attend their first workshop of this sort recently, due to Covid restrictions being lifted. We are looking forward to fully recommencing our full calendar of events with parents invited into school.  Nursery: |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Seesaw has been purchased and will be implemented in Term 1 of next session. We believe this will support engagement with homework and parents. * Fully implement an agreed focus on literacy outdoors across the 3 classes, supported by resources that we will continue to explore. * Continue to explore best practise and latest research in supporting writing. * Revisit identified maths problem solving and core resources with new teacher staff. * Fully implement use of benchmarking tool on SharePoint. * Agree a mini cluster focus related to 2.3 * Use nurture implementation tool in a formal way to improve current nurturing practises in school including collaboration with parents. * Continue to explore approaches to further engage parents in supporting numeracy and writing. * Recommence full calendar of parent workshops led by HT and pupils. * Recommence Community Café events and Teen Tiny Tots (if possible). * Teaching staff will attend Maths Recovery training and begin to apply approaches as soon as possible to support pupils with gaps in learning in maths, mainly in the middle stages. * **Nursery** |

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

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| **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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| Echt School works closely with the UNCRC and a Rights Respecting Schools approach underpins our curriculum and our ethos. Children rights are discussed and explored through school assemblies and in lessons in class. We have an active Pupil Voice group, including two parent members. In May 2021 we became a re-accredited Silver school and are currently working towards our Gold assessment in November 2022. There is a noticeable improvement in the attitudes of pupils. Visitors to the school regularly comment on the positive atmosphere and the good behaviour and attitudes of the pupils.  GIRFEC approaches including the wellbeing indicators are well known to pupils and reflected upon regularly in assemblies.  Staff are consistent and very well known to the children and pupil surveys reflect how well cared for the children feel. Relationships between staff and students are very strong and staff work hard to role model positive behaviours and attitudes to pupils. Staff and pupils know each other very well.  Restorative approaches are used by staff to resolve conflict. Peer mediators support conflict resolution on the playground using the 5 restorative questions to support them and are trained each year by the Head Teacher. Play Leaders have been trained to provide a range of games at lunchtimes.  Pupil surveys suggest that almost all pupils feel they have an adult to approach if they have a problem.  Staff engage in professional learning such as, most recently, Nurture Principles and the UNCRC to promote wellbeing, equality and inclusion.  Our curriculum is based on the UN sustainability global goals and UNCRC. Through this we explore diversity, discrimination, fairness, equality and other faiths. The SCARF Coram Life resources support our whole school approach to health and wellbeing.  Pupil Voice group have focused on anti-bullying and acts of kindness, as well as creating an anti-bullying policy and positive relationships policy in partnership with the Head Teacher and Parent Council.  Pupils access themed forest school activities at least once a term where they work together in house teams, on house challenges, spending the whole day in the woods. Pupils, with the support of parents raised a considerable some of money for the School Fund through our Sponsored cycle on Dunecht Estate. Outdoor learning regularly features within our improvement plan. The HT and Parent Council continue to work collaboratively to improve the quality of the playground experience for pupils.  Transition arrangements include a Careers Fayre between the mini cluster of schools, allowing pupils to explore possible career options. Hopefully, this will be reinstated in 2021-22. Transition arrangements between the mini cluster schools are good. This year, P7 pupils have attended a residential ski trip, a sailing day on Loch of Skene and a P7 night out in order to meet pupils from other small school and form bonds. Our P5 pupils met virtually several times this year with a pupil in a nearby school who is the only P5. We work closely with Alford Academy to transition pupils to their next school via a calendar of events. Our nursery is open plan to the P1-3 classroom and this supports transition into the school. Our P1 pupils have had the opportunity to attend our end of year assembly, Jubilee/150th Anniversary of the school garden party and a meet the teacher event. Parent workshops on P1 transition, phonics and emerging literacy approaches are planned for each session. At P6/P7 level, residentials are arranged bi-annually in alliance with local small schools, as are a range of other activities usually throughout Terms 3 and 4.  All pupils considered vulnerable have received a laptop and use this in school and at home to support learning.  **Nursery** |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| In May 2021, the school was awarded with a re-accreditation of the Silver award Rights Respecting Schools and is currently collecting evidence for the Gold Award which will be assessed in November 2022.  School surveys indicate that most pupils feel listened to, that they feel they have someone to talk to, are encouraged to lead a healthy lifestyle and exercise regularly, are helped how to understand how to respect people and are treated fairly with respect. Surveys indicate that the majority of children and all parents that returned responses this year know the school’s vision, values and aims. Our school values contain (amongst other values) ‘respect’ and ‘included’, supporting the rights and equality national focus. The whole school community was involved in creating these. Staff attend suitable training in order to keep up to speed with appropriate legislation e.g. Latest Pastoral Notes, Child Protection etc. Non-teaching staff were able to access and complete a range of relevant courses on ALDO during both lockdowns and new staff are up to date with the statutory courses required on ALDO. Vulnerable pupils use a laptop on a daily basis to support learning at school and at home.  Inclusion and equality issues are explored at whole school level and across the curriculum e.g. discrimination explored in writing lessons and kindness via Pupil Voice wall displays and assemblies. Our curriculum is based on Children’s Rights and the Global Goals. In this way we are able to continuously revisit important issues, locally and globally. Whole school themes such as We’ve All Got Rights and Our Culture: Everyone Matters, allow us to explore fairness, equity, equality and discrimination in depth across the whole school.  Pupils take part in a range of physical education activities outdoors as well as attending Forest Schools at least once a term. Forest Schools is a relay important part of our school ethos.  Multi Agency action planning meetings take place to support pupils where appropriate and actions and interventions are carefully monitored. Most pupils behave well in class and the creation of a positive relationships policy and an anti-bullying policy with the Pupil Council has ensured a clear direction for pupils and parents. Parent Council has worked closely with the Head Teacher to fund improvements to the playground. Most staff are first aid trained and all are up to date with GDPR and Child Protection training on ALDO. Pupil surveys show that most pupils feel safe at school. The majority of PEF pupils are at least on track and in some cases exceeding expectations. Those who require support are making appropriate progress in the majority of cases. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to collect evidence for the RRS Gold assessment in November 2022. * Continue to survey pupils and parents and respond/make improvements as appropriate * Continue to improve and update the school website and re-establish social media as a means of communicating achievements to parents. e.g. Twitter. * Continue to work with the Parent Council to develop play opportunities outside. * Assess pupils at start and end of year on GL Pass assessments for HWB support and intervention. * Look into Trauma training for all staff. * **Nursery** |

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| **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: 4**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| Teachers plan and assess against the benchmarks and use progressions to inform planning and next steps.  Literacy and numeracy have featured strongly as part of our school improvement plan in recent years and will continue to do so next session, as well as HWB.  A few learners make very good progress and are beginning to exceed expectations. A few learners have moved on from requiring support to being on track in their learning. Most pupils make consistent progress. A few pupils who were previously on track have required support as the curriculum has become more complex or due to social/emotional issues. Attendance dipped during terms 2 and 3 in particular and picked up again in term 4. This was mainly due to Covid related absence. This has however definitely had an impact upon expected progress for some pupils, especially those who are vulnerable or have additional support needs. In the vast majority of instances where parents have met with the HT informally, where absences have not been Covid related, an improvement in attendance/lateness has been seen and progress is apparent in the pupils’ work and attitudes. There have been no exclusions.  The transition from the younger to older class can be a particular challenge, especially taking into account the impact of two lockdowns: this is mainly around the P4/P5 stage. The creation of a new class (P2-4) next session will support the targeted intervention that will need to take place in order to address gaps in learning. Emerging literacy approaches help to plug the gaps in the transition from Nursery to P1 and these will continue next session and will also be utilised in P2.  We have a rigorous tracking and monitoring system through which we implement, monitor and evaluate interventions.  Pupils have termly targets they work toward – these are decided and reflected on in learning conversations with the teacher. Pace, challenge and differentiation is planned for in order to continuously move learning forward and ensure pupils feel they are achieving. Pupils have the opportunity to choose the tasks that most suitably challenge them. Pupils plan learning with the teacher from the Es and Os at the start of each theme, using thinking routines as scaffols to generate big questions.  Wider achievements are tracked. Where there are gaps, we problem solve to provide lunchtime or after school clubs, sometimes with support from Active Schools and sometimes led by pupils or parents.  Teeny Tiny Tots is a playgroup set up by the school alongside the community group and the church. Our community cafes once a term are themed and attract a wider audience from the local community. The children perform/entertain/inform the audience. The money from this and other events are split evenly between a local and global charity of the pupils’ choice. Unfortunately, Covid restrictions have not allowed us to carry out these activities recently but they will resume in 2022-23.    Through our tracking and planning meetings we spend a lot of time discussing concerns, barriers to learning and planning interventions to support the pupils. Teacher judgement is improving and moderation activities are routinely planned for in collegiate sessions. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| Most pupils are on track or exceeding in reading. There is a similar picture in numeracy but attainment is not as strong in writing, dipping from the ‘most’ category ‘to the ‘majority’ category. This will need continuing focus.  The teacher assessment levels in our latest tracking data takes account of pupils’ SNSA scores and Progress in maths, OWCS and NGRT results, as well as other evidence such as Star Reader.  The table below shows the number of pupils (whole school) who are on track or exceeding over the past 3 years. The figures shown below are teacher assessment levels.   |  |  |  |  | | --- | --- | --- | --- | | **TA levels** | Reading | Writing | Numeracy | | Feb 2020 | 72% | 74% | 82% | | June 2021 | 84% | 75% | 75% | | June 2022 | 81% | 71% | 84% |   Reading and Numeracy are broadly similar. Attainment in numeracy has improved from a dip last year. Levels in reading are broadly similar. Almost all pupils who are not working at an appropriate level for their age and stage, have additional support needs and are currently level 1 or above on the staged intervention model.  A wide range of evidence is taken into account when making a teacher judgement and teachers work closely with ASL teachers and other experts. Engagement, attendance, SIMD and PEF pupils are also tracked.  Staff use a range of assessment approaches and these are planned at the outset in our termly plans as ‘assessment evidence’. We are beginning to experiment with holistic assessment in maths in particular but are in the very early stages of this. This will need to continue as a focus.  There is an achievements wall in the main corridor where each pupil is recognised.  Pupils have opportunities to lead/achieve via the following; house captains, volunteering, digital leaders, pupil groups, house challenges, clubs (some led by pupils), peer mentors, feedback – written or verbal, assemblies, value warriors, house point champions etc.  Wider achievement trackers showed that swimming was a gap so the whole school has had swimming lessons prior to the pandemic and we will now be able to recommence this.  P7s usually take part in a career fayre every year alongside mini cluster schools and pupils work with STEM ambassadors to build and race the green Goblin Car. Both of these events will hopefully be reinstated for the 2022-23 session.  Pupils Council have created an anti-bullying policy and positive relationships policy with the staff and these have been approved by Parent Council.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Across the school, there are pockets of pupils who have ASN and gaps in their learning. These pupils are making progress but in smaller steps.  These pupils will require further intervention, particular in the middle stages.  In the past few years, Big Maths has had a significant impact on procedures and calculation in number across the school.  Diagnostics suggest that problem solving and reasoning has improved slightly as a result of whole school interventions this year. The HT has enrolled all teaching staff on maths recovery training to address the attainment issue in the middle stages.  Phonics international (whole school approach) has improved spelling levels for most of pupils.  Thinking routines have been implemented in order to develop higher order thinking skills and are having a positive impact on the quality and depth of class discussions and as a tool for planning for writing.  Some teachers are now GTCS accredited as Leaders of Learning.  Our curriculum is bundled and underpinned by the UN Sustainability Goals and UNCRC.  Pre-pandemic, Therapet massively improved confidence for pupils reading out loud, performing and presenting. This will be reintroduced in the next session.  SNSA, Schonell, NGRT, PIM, Emerging literacy trackers etc are analysed to identify strengths and weaknesses. Pupil and parent questionnaires are also issued and analysed. These then inform the school improvement plan and interventions.  Moderation activities are built into the collegiate calendar e.g. writing. We have also worked with mini cluster colleagues pre-pandemic to explore moderation of reading and L&T e.g. non-negotiable, resources, types of assessment.  At whole cluster level we have analysed P7 SNSA data to identify weak areas that can be acted upon both at primary and secondary level.  Achievements are acknowledged and reflected upon in individual profiles and in many other ways.  We plan forest school for one or two days every term. Activities are planned related to our theme. These vary between art and crafts, numeracy, problem solving, measuring, cooking, den building, HWB etc. We also hold a house challenge problem solving activity in each session. Pupils gain skills in co-operation, teambuilding, respect for the environment, cooking, measuring, fine motor skills, construction and so on.  Rights Respecting Schools and Young Leaders Of Learning(based on wee HGIOUS are programmes that are being used as vehicles for promoting a safe, inclusive, respectful ethos in order that maximum learning can take place. Pupils are deeply involved in the process. We have 2 parent reps on our RRS/Pupil Voice group.  Every pupil is involved in a pupil group and have a say in school developments which are actioned. Young Leaders Of Learning and RRS group have visited other settings, brought back good practice and implemented it.  Play Leaders and Peer mediating are programmes are used to develop leadership skills and HWB.  Community Café, Teeny Tiny Tots, Christmas singing at Nethermains residential home, Volunteering, Community Litter picks, Coffee, Carols and Cakes (Christmas Events) are all either open to the community to attend or are a support to the community.  Pupils often share their talents at the community café or inform attendees through a themed presentation e.g. French, RRS focus, digital.  Pupils’ have the opportunity to share and celebrate their achievements on a weekly basis at assembly. They can highlight them on the achievement wall and/or in their profiles.  **Nursery:**   |  | | --- | |  | |  | | |  | | --- | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |  | |  | | |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Analyse standardised data – SNSA, PIM, NGRT, Schonell, Emerging literacy trackers. Plan for improvement based on weak areas. * Plan moderation collegiate activities for both reading and maths. * Explore best practice in problem solving and reasoning in maths. * Continue to feature literacy and numeracy in school improvement plan, responding to weak aspects of assessments and * Continue to adjust our approach when an intervention is not effective. What could we do differently? * Begin to make use of benchmarking recording system on SharePoint. * Re-establish swimming lessons for all pupils. * Continue to analyse wider achievement data and update the format as required to reflect current developments, pupil groups, opportunities etc. * Create a develop outdoor learning on a daily/weekly basis linked to writing in particular. * Develop a ‘You Said, We Did’ approach for parents and pupils – this is part of our RRS Gold action plan * Re-establish Community Café and Teeny Tiny Tots if possible. * Whole school training on Maths Recovery * PEF funded class teacher to support writing and potentially numeracy, particularly in middle stages * Re-introduce Therapet. * **Nursery:**      |  | | --- | |  | |  | |  | |  | |  | |  | |  | |

# PEF 2021-2022

|  |  |
| --- | --- |
| **Identified gap** | Improve the number of pupils on track or exceeding expectations in writing from the ‘majority’ to the ‘most’ category with a particular emphasis on improving attainment in the middle stages.  Improve number of pupils on track or exceeding in numeracy with a particular emphasis on moving *more* pupils into the ‘most’ category and improving attainment in the middle stages. |
| **Expenditure** | Employ an extra teacher 1 day a week to support writing, focusing mainly on PEF pupils.  Employ an extra teacher half a day a week to support numeracy, focusing mainly on PEF pupils.  £2800 (34 weeks at 4 hours) |
| **Expected outcomes** | Improved attainment in writing and numeracy for identified pupils in P3-P5 in particular. |
| **Impact Measurements** | SNSA, class work, spelling assessments and OWCS show improved attainment in writing.  SNSA, GL assessments, CLIC assessments and other evidence show improvement in numeracy. |

# 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.

# School action plan 1

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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-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. | |
| * 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 | |
| **Priority 1 : To improve ……….**  **SCHOOL – Priority 1 Literacy (ongoing from session 2021-22)**  **Improve technical and grammatical skills in writing.**  Improve the number of pupils on track or exceeding expectations in writing from the ‘majority’ to the ‘most’ category with a particular emphasis on improving attainment in the middle stages. | | | | | **Data/evidence informing priority: …………………**  Attainment in writing across the school has decreased slightly, placing us back into the ‘majority’ category. Covid related absences in terms 2 and 3 have had a significant impact on pockets of pupils across the school, including vulnerable pupils and pupils with additional support needs. Middle stages continues to require particular focus. | | |
| **Key actions** | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Continue to explore alternative writing approaches/pedagogy e.g. Pie Corbett, Talk for Writing. * Revisit the outdoor resources identified in the previous 2 sessions, to support writing. Agree a formal, timetabled approach across the 3 classes. * Plan moderation collegiate activities for writing. * With new teachers, revisit previously agreed non-negotiable benchmarks in writing. * Explore approaches to further engage parents in supporting writing.   -Reintroduce full calendar of workshops for P1 and P2 parents; emerging literacy, phonics.  -Parental engagement toolkit   * Use PEF money to purchase 0.2FTE day a week of extra teaching time to support writing across three classes.. middle stages in particular. * Continue with focused grammar, proof reading and targeted VCOP sessions in the lower and middle stages in particular.   -Use of resources such as Mighty Writer to scaffold VCOP. | HT and CTs  HT and CTs  HT  HT  HT and CTs  HT  CTs | | Ongoing throughout year  Ongoing  Term 1  Ongoing throughout year | Pedagogical approaches and programmes of work that support further development of writing are identified/purchased/applied/implemented, as appropriate.  Improved engagement on Leuven scale for writing from January to July  Teacher judgement is confirmed across 3 classes.  Teachers clear on benchmarks that are most significant/have most weighting. This supports moderation activities, ACEL and tracking  Creative approaches are identified to involve parents. Surveys to parents show an improvement in confidence supporting their child.  An improvement in writing skills for P3-P5 pupils is evident in OCWS assessments., SNSA and a class jotters.  An improvement in writing skills for P3-P5 pupils is evident in OCWS assessments., SNSA and a class jotters. | | | Mighty writer in use in P1-2  Thinking routines to support planning  Grammar Springboard in use  Revisit outdoor resources again for new staff  Need to allocate collegiate time  Talk for writing could be trialled and LA offering free training??  Teachers to evaluate on Leuven scale in January during writing moderation collegiate.  Moderation activities rescheduled due to adverse weather twice but taking place now on 19th Jan. Collegiate time allocated for terms 3 and 4.  Non negotiable identified and used to create judgements  Workshops reintroduced.  Parental toolkit to be explored in collegiate term 3  In P2-4 class, ability to chat through ideas before recording has developed writing. Emotional support of teacher. PEF teacher to introduce technical support in term 3. Small steps progress in adding more detail and extending length of writing.  Mighty in use P1-2 class. Sentences make more sense – story writing. Beginning, middle, end. More detail.  Explore rejig of structure of teaching writing. | |

# School action plan 2

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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-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. | |
| * 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 |
| **Priority 2 :**  **Improve the quality of numeracy across the school.**  Improve number of pupils on track or exceeding in numeracy with a particular emphasis on moving *more* pupils into the ‘most’ category and improving attainment in the middle stages. | | | **Data/evidence informing priority: …………………**  More pupils have moved into the ‘most’ category.  However, there are pockets of pupils, particularly in the middle stages who will need focused intervention to address gaps caused by Covid, absence, vulnerability and additional support needs. | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Use of PEF money to purchase 0.1FTE day a week of extra teaching time to support numeracy in the middle stages in particular. * Explore and implement holistic assessments for numeracy * With new staff, revisit resources identified to support problem solving and reasoning. Agree a formalised approach across the 3 classes.   Begin to routinely use whole school benchmarking tool on SharePoint and populate on an agreed timescale.   * All staff to attend Maths Recovery training * Explore approaches to further engage parents in supporting numeracy   -Re-introduce Big Maths workshop  -Education Scotland Parental Engagement toolkit  -signpost parents to resources to support at home | | HT  HTs and CTs  HTs and CTs  HT and CTs  HT and CTs | | Term 1 then ongoing  Term 2  Term 1  Ongoing throughout Terms 1-3  November IN service  Ongoing | Improved attainment for targeted pupils evidence in SNSA, GL assessments and a range of other evidence.  Staff clear on what constitutes a holistic assessment.  More benchmarks assessed at the same time in real life contexts.  System developed and agreed where problem solving is a timetabled focus etc.  Benchmarking system in use to identify areas of weakness, plan teaching and support teacher judgements.  Improved attainment for identified pupils, mainly in middle stages.  Creative approaches are identified to involve parents. Surveys to parents show an improvement in confidence when supporting their child. | | All identified pupils have been assessed on maths recovery. Interventions to plug gaps will begin in term 3.  Term 4 to look at holistic assessments. Collegiate time required  Refresher collegiate took place but a refocusing will need to occur in term 3 towards the end. How do we integrate all these resources and interventions?  Training will be completed in Term 3.  Approaches beginning to be in use across school.  2 collegiates required for parental engagement - 1 x literacy and 1 x numeracy.  Workshop – Big maths and maths recovery focus. |

# School action plan 3

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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-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. | |
| * 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 | |
| **Priority 3 :**  **Achieve the Rights Respecting Schools Gold award, supplemented and supported by the implementation of nurturing principles .** | | | **Data/evidence informing priority: …………………**  Rights Respecting Silver was re-accredited in May 2021 and UNICEF are keen that the school is ready to go for the Gold award.  Covid has resulted in decreased opportunities for Parental Engagement and wider achievements. We would like to reintroduce and improve communication and parental engagement alongside nurturing approaches in order to maximise the wellbeing of our pupils and support learning at school and at home. | | | |
| **Key actions** | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Work towards RRS Gold Award * Formal use of nurture implementation tool to improve current nurturing practises in school.   Assess pupils on PASS assessments (start of year)   * Continue to improve and update the school website and re-establish social media as a means of communicating achievements to parents. e.g. Twitter, Seesaw, Facebook * Continue to work with the Parent Council to develop play opportunities outside * Aim to recommence whole school swimming, Community Café and Teeny Tiny Tots (if possible). | HT, Pupil Voice  Group, parent  member  HT, CTs, parents, pupils  Admin staff  HT and CTs  HT and Parent Council  HT and Admin | | Terms 1 and 2  PASS – term 1  Nurture toll term 2 and ongoing throughout session.  Initiate in term 1.  Ongoing throughout session.  Terms 1 and 2  Arranged in Term 1 | Achievement of Gold  Award February 2023  Nurture nook in place.  GL PASS assessments evidence gains from start of year to end of Term 3.  Website is routinely updated with relevant information.  Members of staff are identified to have specific responsibilities.  Websites and other media is used regularly to share learning on an agreed cycle.  Use of Seesaw to share learning.  Relevant staff have access to passwords, photo permissions etc.  Playground toys are selected by pupils and purchased.  Parent Council and HT identify next steps.  Pupils are able to evidence further wider achievements. | | On track working with RRS Gold Action Plan.  Complete nurture implementation paperwork process in collegiate.  Collegiate required to discuss PASS score into tracking. Clearly mapped interventions for those who require it.  Collegiate time required to assign responsibilities for social media communication  Pupils surveys – views  Required for next steps. |

# Wider Achievements

We started off the year still in a virtual environment where the pupils were reunited with Harold via the ALEC caravan. In November, all pupils wrote and read out their remembrance poems in the churchyard. The ceremony was led by the vicar of the church. As the year progressed, we were able to fully mix our pupil groups again and begin to work more closely on our school improvements. Pupils have experienced leadership in a range of ways as well as being a member of a pupil group; peer mentor, playleader, house captains, vice captains, digital leaders, P1 buddies, book buddies etc. At Christmas all pupils sang to parents in our outdoor carol service. The Community and Fairtrade group treated everyone to a special assembly based on needs and wants. This related to our RRS Gold action plan. Everyone that wanted to was able to recite a Scots poem at our Burns poetry recital event. We then carried out a community litter pick in term 3 and collected 10kg of rubbish from around the village. Pupils enjoyed forest school on during terms 1 and 4 and took parts in lots of exciting activities, working together in house teams. Storm damage and bad weather prevented us from accessing the forest during the winter and spring months. P6s and 7s achieved Bikeability level 1 and the whole school took part in a sponsored cycle at Dunecht Estate and raised a huge amount of money for the school fund. A portion of this will be used to purchase more forest school equipment for our growing school. The P7s enjoyed 4 days at Glenshee on the mini cluster ski trip and they all either learned to ski or developed their existing skills. For the first time in 3 years, the whole school took part in sports day. This year is the 150th anniversary of Echt school. To celebrate, the school hosted a Jubilee Garden party for pupils, parents and members of the community. Ex pupils planted a tree to commemorate and the children entertained us with some well chosen songs. The P4-7 class made and sold jubilee style Fairtrade lollies. The funds raised went to our chosen charities this year.

**Nursery**

Nursery have been involved with “The Children’s Parliament” in 2022 the focus of which has been children’s rights. Children participated in a project “Me and My Tree” in association with the Children’s Parliament focusing on rights-based practice in the Early Years. They created a display called “Growing with Rights” and contributed to a poem by Catherine Wilson Garry written for the Children’s Parliament.

# Nursery Action plan 1

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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-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. | |
| * 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 |
| **NURSERY- Priority 1**  **To continue to improve progress in emergent literacy in the Nursery, with particular focus upon speaking and listening skills encouraging appropriate sentence structures. Aim to improve emerging and developing skills from minority to majority.**  **Term 4**  **Emerging 5%**  **Developing 24%**  **Embedded 22%** | | | **Data/evidence informing priority: …………………**  **HT shared with nursery that attainment in writing across the school has decreased slightly, placing us back into the ‘majority’ category. Covid related absences in terms 2 and 3 have had a significant impact on pockets of pupils across the school, including vulnerable pupils and pupils with additional support needs. Middle stages continues to require particular focus.**  **A particular focus for nursery was felt to be appropriate through speaking and listening skills to improve nursery children’s use of properly constructed sentences with noun, verb and connectives. This skill would impact upon children’s ability to make robust choices in primary when approaching use of grammar in their writing.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Key workers to work in partnership with professionals in Speech and Language Service to use appropriate strategies to support children on the case load appropriately.  Key workers to ensure regular interventions are embedded into children’s learning as appropriate for groups and individuals using strategies from SLT.  EYSP to facilitate ELKLAN training for staff in order to support understanding of language development in pre 5’s.  All staff to attend Northern Alliance Emerging Literacy training delivered by James Cook. The interactive sessions will allow practitioners to develop their understanding of concepts of print, oral language, phonological awareness, and pre-handwriting.  P1 teacher to facilitate Highland Literacy emergent phonics training for all nursery staff (delayed 2021-22 because of COVID).  EYSP to assess all preschool children using Highland literacy phonics screener.  Outdoor specific focus on emergent literacy in weekly planning covering all emergent areas of progression pathways.  EYSP and EYLP to work with Learning Journals design team to create new Highland Literacy progression pathways for Echt site in order that nursery cohort’s progress can be tracked using benchmarks aligned to the whole school approach. | | All nursery staff  All nursery staff  EYSP  EYSP/ EYLP  EYSP, EYLP and P1 teacher  EYSP | | 2022- 2023 ongoing  2022-23 ongoing  2022-23 as soon as available.  2022-23 as soon as training is available.  Term 2 2022/2023  Term 3 2021/22 | Strategies from training are apparent in planning and delivery of literacy and impact is recorded through observations of children’s learning in electronic learning journals.  Evidence of interventions is recorded documenting children’s progress  Staff will have been trained and begin to use ELKLAN strategies routinely.  Staff will have been trained and begin to use strategies routinely  Highland literacy strategies are evidenced in planning and delivery of literacy and impact is recorded through observations.  Data has been recorded evidencing assessment and subsequent planning and delivery of literacy is aligned to findings.  Evidenced in floorbook planning showing robust links to Aberdeenshire and Highland Literacy progression pathways.  Learning journals digital tracking system amended to robustly evidence progress using Highland Literacy benchmarks. | |  |

# Nursery Action plan 2

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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-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. | |
| * 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 |
| **NURSERY- Priority 2**  **To continue to improve progress in numerical problem solving skills.**  **Numeracy data collected from electronic learning journals:**  **Term 4**  **Emergent 8%**  **Developing 22%**  **Embedded 4%** | | | **Data/evidence informing priority: …………………**  The HT has shared with the EYSP that although more pupils have moved into the ‘most’ category of achievement, there are pockets of pupils, particularly in the middle stages who will need focused intervention to address gaps caused by Covid, absence, vulnerability and additional support needs.  Grammatical skills have improved for some pupils but not all.  **The HT has shared with EYSP a shortfall in achievement in the primary phases in numerical problem solving. It is felt that if nursery children are given more opportunities to use the outdoor environment to develop their experiential problem solving skills this strategy may serve to enhance thinking at a foundation level.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Outdoor specific focus on maths planning weekly focus covering all emergent areas of progression pathways.    PT to work with EYSP and EYLP to develop strategies as a Creative Star focus group for outdoor learning including outdoor numeracy strategies.  “Messy maths” Juliet Robertson outdoor numeracy strategies to be used as foundation for planning. | All nursery staff  EYLP to lead  EYSP and EYLP  EYLP to lead  PT, EYSP and EYP Mrs Ferguson | Nov 2020  ongoing  ongoing  Term 3 2020  Term 3 and 4 2020 | Strategies from training are apparent in planning and delivery of numeracy and impact is recorded through observations of children’s learning in electronic learning journals.  Evidenced in floorbook planning showing robust links to Aberdeenshire progression pathways.  Strategies from training are apparent in planning and delivery of numeracy and impact is recorded through observations of children’s learning in electronic learning journals.  Evidenced in floorbook planning showing robust links to Messy Maths strategies and to Aberdeenshire progression pathways.  Achievement recorded in electronic learning journals through observation of children’s development will show improvement to include the majority of the cohort. |  | | | EYSP & EYLP  Staff team  Staff team | | Term 1 and ongoing  As soon as training becomes available 2022.  Term 1 and ongoing. | Children’s achievement in emergent numeracy and mathematics will be recorded by regular robust observations in Learning Journals  Strategies from training are apparent in planning and delivery of numeracy and impact is recorded through observations of children’s learning in electronic learning journals.  Evidenced in floorbook planning showing robust links to Messy Maths strategies and to Aberdeenshire progression pathways. | |  |

# Nursery Action plan 3

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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-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. | |
|  |
| * 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 |
| **Priority 3 : To improve ……….**  **NURSERY- Priority 3 Health & Wellbeing**  **To robustly support the social and emotional development of the cohort through the use of nurturing approach and related strategies. Additionally to develop nursery children’s understanding of their rights in terms of UNCRC awareness enabling them to become more independent, assess risks and begin to have an awareness of the 4 main articles.**   |  |  |  | | --- | --- | --- | |  |  | 45% | |  |  | 47% | |  |  | 9% | | | | **Data/evidence informing priority: …………………**  **Data collected through parental consultation, leuven scales assessment of the cohort and observation by nursery staff in partnership with PT, Hv and SALT suggests that the anti-pre cohort, in particular have been affected by COVID restrictions resulting in delay in social and emotional development. The pre school cohort are also in need of additional support due to absences, and staff inconsistency due to COVID absence.**  To date nursery have not been included in the Rights Respecting Schools award program in an integrated way with the primary phase. Echt is now aiming to attain gold award status at which level nursery can be included in the program. | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| All new intake children to be assess using Leuven scales. Data to be used to assess need and inform provision, environment, and planning.  Families consulted using the vehicle of the “All About Me” document to provide robust initial picture of new children’s development, interests, and involvement of other professionals.  Parent consultation via Google forms survey to collect data regarding provision focus on social and emotional development.  Curriculum provision to be assessed by EYSP regarding appropriateness of CfE early level and Birth to 3 on an individual basis according to presentation of new cohort.  Partnership working with Health Visitor and Speech and Language teams to be established in order to evaluate social and emotional need of new cohort.  EYSP to attend Aberdeenshire EY training led by Christine McLennan on UNCRC.  Celebration of children’s achievements through “WOW WALL!” where children can display and adults scribe child’s voice.  EYSP and EYLP to ensure regular nursery newsletter celebrating children’s learning and development and linked to UNCRC principles so that parents are made aware and included in rights respecting principles.  Parents and children to be part of ongoing consultation to inform a “You said -> We did” display board making children and families ideas and engagement in nursery life transparent.  Nursery policies to be reviewed and updated when appropriate linked to UNRCR articles. | | EYSP  EYSP & EYLP  EYSP & EYLP  EYSP  EYSP & EYLP  Due to COVID restrictions training was delayed. EYSP to rearrange for 2022-23 session.  EYSP and EYLP.  EYSP and EYLP.  EYSP & EYLP. | | Term 1 2022.  Term 1 2022.  Term 1 2022 and ongoing as appropriate  Term 1 2022  Term 1 2022 and ongoing.  As soon as training becomes available 2022.  Term 1 2022.  Term 1 2022.  Term 1 2022 and ongoing as appropriate. | A clear picture of the new intakes social and emotional need will be recorded and acted upon.  A clear picture of the new intakes social and emotional need will be recorded and acted upon.  All parents will have had the opportunity to contribute to their child’s provision.  Children will be robustly supported by curriculum appropriate to their age and stage of development.  Children’s social and emotional development will be scaffolded by appropriate interventions from partnership working. Staff will work with strategies provided according to need.  Training has been cascaded to staff team and is being embedded into practice ongoing.  Newsletter will be published for all parents.  Display will be available for parent’s views and wishes to be considered ongoing as part of our consultation process.  Policies will be updated in a timely fashion and linked to UNRCR appropriately. | |  |