

BURNHAVEN



SCHOOL

**Standards & Quality Report
2020-2021
&
School Improvement Planning
2021 – 2022**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020 2021 and our School Improvement plan for the current session 2021 -2022. 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 Burnhaven school. We continue to develop our practice and procedures to collect appropriate data and make robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? Overall we believe we are providing a satisfactory education for our pupils with areas for improvement.

How do we know? Our collection of attainment data, engagement data, parent consultation data suggests that while our children are making progress, we have work to do around our curriculum, parent involvement and health and wellbeing in response to the Covid 19 Pandemic in the coming session.

Looking inwards We continue to evaluate our working practices to improve the experiences and outcomes for our children through regular tracking and discussion.

Looking outwards to find out more about what is working well for others locally and nationally we work alongside local schools and schools in other authorities to challenge ourselves and explore best practice. Practitioners engage with social media and online learning to explore new ideas and critically decide if this is relevant to our school.

Looking forwards we strive to be a school which offers very good and excellent education. Burnhaven aims to be a Haven where futures begin. This is both a challenge to achieve and vision for the future. Continuous self-evaluation and robust decision making is the key to this.

At Burnhaven 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.

Anita Buchan

Head Teacher

The School and its context

Vision for the school

At Burnhaven School we provide a haven where individuals are safe, healthy, achieving, nurtured, active, respected, responsible and included as they are encouraged to create and shape their futures by maximising their potential.

Values that underpin our work

The following values are promoted at Burnhaven School:

Respect, Compassion, Motivation, Honesty and Trust

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

Our aim at Burnhaven School is to ensure all children are motivated to fulfil their potential by having the experiences and opportunities necessary for success. Pupils will be encouraged to reflect the school values to become responsible and effective citizen who have skills for life, work and learning that will ensure they can compete on a local and global scale.

Context

Burnhaven Primary School is situated in the north-east coastal town of Peterhead, approximately 30 miles from Aberdeen. It serves the catchment area of south-west area of the town and the surrounding rural area.

On leaving Burnhaven School, pupils transfer to *Peterhead Academy*, which has 11 associated feeder primary schools as part of the Peterhead Children's Services Network (CSN). Within the Peterhead CSN, all services operate in an integrated framework in order to ensure that each child has the fullest opportunity to maximise his or her potential.

The school accommodation includes the main building and two temporary classrooms. The main building comprises two classrooms, one multi-purpose room, administration offices, the school hall and servery.

The current roll is 60 children. The pupils are organised into 3 classes. The school has 4.0 full time equivalent staff including the Head Teacher. The school is also supported by the local Peterhead Children's Services Network and additional sporting opportunities are arranged by the Active Schools Coordinator. Teachers from the Peterhead Primary Schools Area Team provide additional support for learning 1.5 days per week.

Our teaching team is supported by 4 part-time pupil support assistants (additional staff funded by Scottish Government Covid Recovery Funding), a school administrator, a clerical assistant, a part-time janitor, and kitchen and cleaning staff.

The school has a very active and supportive Parent Council and encourages involvement of parents in the work of the school. Their interests extend well beyond the normal fund-raising and social activities. Several enthusiastic pupil groups are also in place including the Pupil Council, Eco Committee, Healthy living group and Rights Respecting Schools Group. Pupils in the senior classes are prefects, librarians and play leaders.

The school manages its budget in line with Aberdeenshire Council guidelines and priorities are identified in line with the School Improvement Plan.

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations. We know our local community and families well and as such, the school aims to provide a nurturing environment that is reflective of pupils needs. Moreover, local connections with the world of work are being sourced and used as appropriate to develop skills for life and work.

Very few children at Burnhaven live in an area of deprivation. Analysis of SIMD data indicated that the majority of children are from decile 7 or above. Therefore, the school was allocated a small portion of the Pupil Equity Fund. These monies will be used to develop a STEM classroom which will allow skills to be put into practice.

This session we will be exploring self-evaluation and quality assurance to improve consistency of our teaching, learning and assessment practices in a supportive and collaborative way. We will continue a focus on the health and wellbeing of our learners but further developing nurturing approaches to best help our children who find it difficult to manage behaviours, by continuing to use restorative approaches and by evaluating the progress of our anti-bullying policy developed last session.

Please refer to Burnhaven School Prospectus for further information. This is available in school or at our website. www.burnhaven.aberdeenshire.sch.uk

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
Health and Wellbeing – improving understanding of wellbeing indicators and curriculum area.	<ul style="list-style-type: none"> - Introduced risk assessment for Covid and appropriate mitigations. - Assess learner’s social and emotional needs - Developed health and wellbeing assessments ready for new session. - Increased pupil voice – consultations for school charter, anti-bullying policy. - Developed health and wellbeing programme, integrating bounce back. - Work on sharing neuro-differences 	<p>During session 2020-2021 we had no Covid cases within school so mitigations were successful.</p> <p>Health and Wellbeing progressions were developed using Healthyschools.scot and rshp.scot and these were shared with parents. Concerns were addressed around content for specific families. Work was done on neuro-differences to increase pupil understanding. This will need further development. Bounceback progressions are ready to go in the new term.</p>
Learning, teaching and assessment – exploring the pedagogy of outdoor learning and play across the primary curriculum to increase pupil engagement and attainment.	<ul style="list-style-type: none"> - Evidence of learning and progress after lockdown. - Assessments carried out. - Increased outdoor learning - NCCT focused on some ICT skills - Development of blended learning. 	<p>Assessments gave us a good understanding of where children were with their learning post-lock down but the second lockdown muddied these waters. We used the outdoor spaces more but resources are required to make this more beneficial. Staff request more training to build up confidence especially with the children who require behavioural support. Whilst some ICT skills were developed, Parents experienced challenges with Teams at home and felt unable to let their children solve the problems or help them to solve it.</p>
Parental Involvement – Increase meaningful Parental involvement by building the capacity of parents to support their children’s progress.	<ul style="list-style-type: none"> - Canvas families about their role as first educators. - Reporting calendar - Baseline reports - Profiling using marvellous me - Support resources on website - Parent workshops online - Work with Parent Council to develop a Parent’s charter. 	<p>Baseline reports were not as effective as they could have been. Challenges reading reports and lack of face to face contact meant that parents found them difficult to understand. Seesaw was removed as a profiling option as we used the free version. We replaced this with Marvellous Me but there has been less uptake. Parents workshops were poorly attended but well received by those who did attend. These are now available on our website.</p> <p>Parent Council work on a charter has not taken place but additional meetings were held to develop the anti-bullying policy. This has been launched in draft this year.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change
Relevant NIF priority: All Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement Level of quality for core QI: 3 Satisfactory (HGIOS?4/HGIOELC? 1-6 scale)
How well are you doing? What's working well for your learners?
<p>When developing the vision, values and aims, the school drew on contributions from young people, parents and carers and staff. Our vision is aspirational in its ambitions for positive learning experiences which are both academic and social so that we develop the whole child and prepare them for the future which is as yet unknown. The vision and values are reinforced through assemblies and displays and through class discussions. However, they are still not fully evident in the daily behaviours and attributes of all staff, young people and parents.</p> <p>The ethos of our school is inclusive, supporting and encouraging all to achieve. Our behaviour policy has an emphasis on relationships and restorative conversations alongside consequences rather than on punishment. We work closely with parents of children who need extra support to stay included in our school either socially or academically.</p> <p>All staff have a good understanding of the social and economic context of our school. We recognise the social and economic needs of our children despite not being identified through deprivation markers or free school meals. This understanding of the needs of children informs staff's approaches to equity although we still have some way to go in supporting our wider parent body in this. At school, we give consideration to our young people's backgrounds when planning activities and excursions and when planning fundraising events e.g providing free activities for those who may not be able to contribute. However, events planned by families sometimes require reminds to be aware of costs. During the lock down in January we provided Chrome books to families who needed additional technology.</p> <p>All staff contribute to the life of the school. They work well collaboratively and are committed to bringing about improvement. Staff work effectively together as a team to share professional learning and expertise. Staff plan and discuss learning together and share ideas. Children move classrooms to work in different groups to support their needs.</p> <p>As a school we are developing our ability to analyse data and to collect a wider range of data and now need to consider how to ensure greater impact on our learners.</p>
How do you know? What evidence do you have of positive impact on learners?
<p>All parents who completed our survey would recommend the school to other parents. Almost all are satisfied with the quality of teaching in the school and feel the school is well led and managed.</p> <p>Teachers feel that they understand the school and pupils well. Some feel that they are not fully included in the self evaluation process but that collaboration is good across the school.</p> <p>Pupil support staff also feel that they understand the context of the school and are supported to undertake their roles. They recognise that they have the opportunities to take part in professional development and that they can use this to reflect on their practice. However, they are unsure about their role in self evaluation and some do not feel that the school is well led.</p>
What are you going to do now? What are your improvement priorities in this area?
<ul style="list-style-type: none">• Formalise our quality assurance calendar to ensure a bigger range of evidence of collected and analysed in order to plan interventions and ensure impact on our pupils.• Develop a system of peer observation and moderation for quality assurance purposes.• Increase pupil voice in self-evaluation activities.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 3 - Satisfactory

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

How well are you doing?

What's working well for your learners?

Learners' wellbeing is a consistently high priority across all classes. Children's emotional needs are met with individual processes to help them focus in the classroom and to ensure everyone can learn. Teachers know our learners very well. They make good use of learning profiles and data to support the learning and wellbeing of all our young people. Teachers have high expectations of learning by all children but recognise where the focus needs to be mainly on emotional and social learning before academic progress can be achieved. Teachers plan effectively to meet the needs of all learners, making use of all resources (including staff) to ensure appropriate support and challenge. Teachers are using increasingly varied learning environments including outdoor spaces and creative teaching approaches to engage pupils. Digital technologies are becoming more prominent in the classrooms to enhance learning rather than just replace traditional tasks. Teachers observe learners closely to inform interventions. Assessments are regular and matched to the needs of the children. Targets are set using assessments for improvement. National benchmarks are used alongside assessments to improve the validity of our professional judgements. This forms a body of assessments to inform next steps. This information enables staff to plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.

How do you know?

What evidence do you have of positive impact on learners?

Attainment and tracking meetings demonstrate teacher judgements are more robust so this allows us to put interventions in place and challenge or support next steps.
Regular assessments ensure that professional judgements have a bank of evidence to support them.
Most parents feel that staff know their children as individuals and that their learning activities are sufficiently challenging. Most feel that their children receive the help they need to do well and that their children are making progress at school. A few parents feel that they do not know enough about their child's progress or how it is assessed and how they can help.
Teacher surveys recognise that children and young people are provided with experiences which meet their needs and that they are starting to talk about and plan their learning. Children are encouraged to set themselves targets and some children have the opportunity to lead their learning. Some teachers do not feel they received appropriate support for planning, preparation and assessment. All teachers feel that the school has effective strategies to support young people.
Pupil Support Staff feel able to give feedback to children to help them progress and recognise that young people are given a range of experiences to meet their needs. They feel they have sufficient support for planning, preparation and assessment and that the school is able to offer appropriate support for those who need it. They do not feel they understand the raising attainment for all strategies.

What are you going to do now?

What are your improvement priorities in this area?

- Using statements of practice from 2.3, we need to create an agreed standard/blue print for teaching, learning and assessment which teachers can then peer assess and support each other to improve their practice in the classroom.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 3 Satisfactory

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

How well are you doing?

What's working well for your learners?

Most of our school community has an understanding of wellbeing and children's rights. We are beginning to promote a climate where children feel safe and secure through a sense of belonging and through routines. Most staff and partners model behaviour which promotes and supports the wellbeing of all. The wellbeing indicators are becoming more evident in school life. We are beginning to create an environment when children feel listened to giving space and opportunities for children to talk to individuals. All staff have completed equality training and some understand the concepts of inclusion. Teaching staff engage in professional learning to ensure they remain up to date with legislation. We have an increasing knowledge of children's rights which now needs to be shared with the wider school community. Most children and young people are knowledgeable about equalities and inclusion but most would not challenge discrimination or intolerance and a few would not recognise their role perpetuating it nor would their families recognise it. Some classes use outdoor spaces more than others. We recognise the value of being outdoors and regularly try to improve the range of spaces we use.

How do you know?

What evidence do you have of positive impact on learners?

Parent surveys say that their children enjoy coming and school and feel safe at school. They feel that staff treat their children with respect. All parents who completed the survey thing that the school encouraged children to treat others with respect and that the school supports their child's emotional wellbeing.

Teachers feel that children and young people are treated fairly and with respect and that most children are wellbehaved. Most teachers felt bullying was dealt with and feedback was given when there were incidents but some didn't know. More clarity is required here.

Pupil Support staff feel that staff are respectful of young people but that children are not well behaved and that bullying is not effectively addressed. Some do not feel they get feedback when they report an incident but others do.

What are you going to do now?

What are your improvement priorities in this area?

- Embed our new anti-bullying policy to ensure children recognise when they are kind and when they are not and to further educate about discrimination and intolerance.
- Continue to develop nurturing approaches and support children and families to understand the workings of the brain and how we support children's emotional wellbeing.
- Continue to develop a deeper understanding of children's rights and how staff and children respect those rights and protect them for others.

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: 3 Satisfactory

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

How well are you doing?

What's working well for your learners?

Most children are attaining appropriate levels and a few have exceeded these. We now need to challenge those who are remaining consistent. For those who are not achieving appropriate levels, individual support programmes are in place with support from our support for learning specialist and our PSAs. Data is sometimes challenging to compare as each year group can be very different in size.

Teacher judgements are now more robust being supported by benchmarks and a clear assessment calendar. Most children are engaged in their learning but only some are comfortable being part of decision making. Children need greater opportunities to have their say in the quality of learning experiences and how to improve.

Attendance is generally good although Covid-19 mitigations has led to increased absence this session on health service advice.

How do you know?

What evidence do you have of positive impact on learners?

Attainment data shows that most children are making good progress across our school in literacy and numeracy.

Tracking meetings demonstrate generally consistent progress and have identified where children need support. Support has been given in these situations.

A few children are disengaged from learning, whilst relationship building and alternative lessons have been scheduled, more work is required here for them to make further progress.

Pupil support staff noted that not all children are engaged in their learning.

What are you going to do now?

What are your improvement priorities in this area?

- Increased opportunities to for pupils to have a meaningful pupil voice.
- Continued use of nurturing approaches to ensure that all children are included and make appropriate progress.
- Continued development of teacher skills in analysing and acting upon data for pupil progress.

Wider Achievements experienced by the Burnhaven Family 2020-2021

Memories are made of this:

- Outdoor classroom day
- Police visit
- Christmas enterprise business - £624.50 for local charities
- New chairs for classrooms from the Parent Council
- Remembrance window display
- Save the Children Christmas jumper day £40
- Children in need £240
- Book week Scotland
- Shine Bright Burnhaven
- Online Christmas concert – filmed and edited by the pupils!
- Online pantomime
- O for Friday night – Scottish poem video
- Comic relief £62
- Tidying the gardens and planting the allotment
- Easter Egg hunt
- Live lesson with percussionist and violinist
- Active schools - lunchtime hockey and basketball after school
- Bikeability
- Watched the Scotland football match
- Burnhaven school picnic day with ice cream van visit including Plane Crash Scenario – den building, water transport, first aid play.
- P1/2 Butterflies

Wider Community Links

- Fire brigade
- Local Police

PEF 2021-2020

Identified gap	<p>Our PEF allocation is for one pupil, however we have an underspend from last year. Further details cannot be shared across the school community in case this identifies the pupil. However, we have identified a gap within our school which is preventing further attainment.</p> <p>We have a number of children who are struggling emotionally with understanding their feelings, understanding life's challenges. Some have had to deal with considerable challenges in the home lives.</p> <p>In addition, these children and a number of others continue to be disengaged with traditional learning tasks.</p>
Expenditure	<p>£2860</p> <p>Release a class teacher who is trained in Seasons for Growth for one day a week for 8 weeks and the workbooks and resources required. £ 1786 (Based on Teacher level 5)</p> <p>The programme explores feelings when situations are difficult and that bad times will pass. This is a concentrated intervention in addition to our Bounceback resilience programme and our self-regulation developments. Time within the day may also allow for some targeted support with the resource My Hidden Chimp.</p> <p>£1000 (Depending on Teacher pay scale) for resources in STEM classroom to engage the pupils e.g tools for work bench being made by ASCO, 3D printer, kitchen resources to be decided by the children.</p>
Expected outcomes	<ul style="list-style-type: none">- Children will feel better able to manage their emotions, knowing that it is ok to feel upset or angry but also knowing what to do in the situations.- Children will feel more engaged in their learning due to increased practical opportunities in our STEM classroom.
Impact Measurements	<p>SHANARRI assessment at the start of the 8 week block and at the end of the 8 week block.</p> <ul style="list-style-type: none">- How do they feel at school?- How do they feel at home?- How do they feel in the community? <p>Luevan/Schlety scales for the children not engaged</p>

Capacity for improvement

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

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

There are number of key themes which need to be addressed going forward and the work begun in earnest this session needs to be embedded; self evaluation for self improvement, parental engagement, development of outdoor learning, continued work on wellbeing to ensure children are safe, healthy, achieving, respected, responsible, active and included.

Action plan 1

To Improve quality and consistency of teaching and learning experiences across the school for improved attainment and improved engagement including exploring a variety of learning environments, increased play and embedding digital technology.

National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

HGIOS and ELCC

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

Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Specific to HGIOELC

- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life

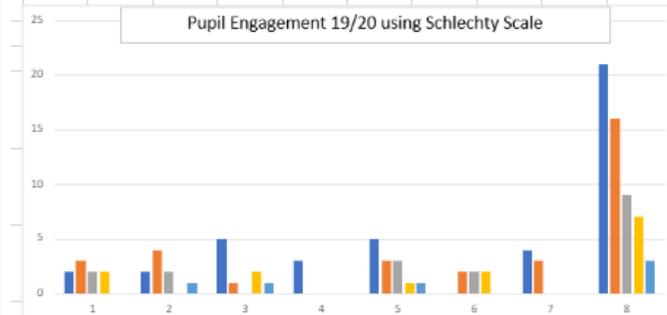
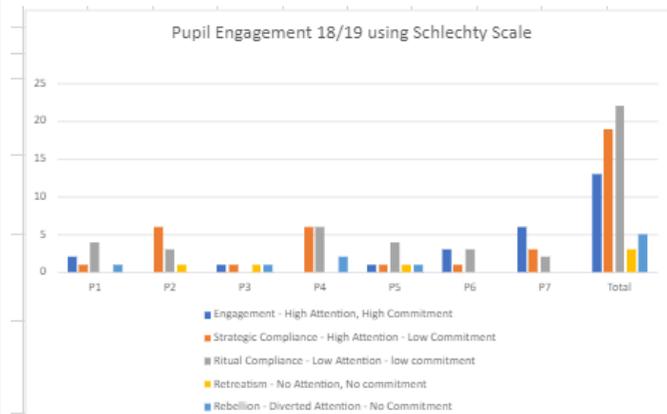
Aberdeenshire Priorities:

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

Triangulated Evidence which Informs this Action:

Quantitative Data

Engagement Data using Schlechty Scale – concerns around rebellion and retreat in senior years. Also strategic compliance across the school. We want to see greater commitment.



Direct Observation

Pupils enjoy a variety of tasks with some use of outdoor settings.

Technology is being used for additional support e.g Sumdog, Nessy, Teacher your Monster. DPIAs have caused difficulty here.

Learners are challenged through appropriate differentiation and grouping. Children who need it have individualised programmes.

Learning intentions are shared and some AiFL techniques are being used.

Children lead learning using KWL activities but need more opportunities to lead the direction of learning.

Children are reticent about talking about learning. Most comments are focused on the task rather than the learning.

Research into play suggested play is fun and learning is boring.

People's Views

From Parents – some not sure what help children are receiving

8. My child receives the help he/she needs to do well.



Teachers – some teachers asking for support with planning and assessment and recognition that children need support to lead learning.

31. Children and young people have the opportunity to lead their learning

[More Details](#)



32. I receive appropriate support for planning, preparation and assessment

[More Details](#)



Pupil Support Assistant recognise lack of engagement from pupils.

23. Children and young people are engaged in their learning



Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Increase pupil voice in leading learning • Complete STEM classroom and include in learning experiences. • Increase playful learning across the school both in and out of the classroom • Develop the use of outdoor spaces • Develop children’s understanding of outdoor spaces (Eco Schools groups) • Increase children’s confidence when talking about their learning. • Develop a skills framework to help children talk about their learning. • Increase use of digital technologies across the curriculum. • Review the Burnhaven Lesson as a blue print for Teaching, Learning and Assessment. <p>Professional Learning</p> <ul style="list-style-type: none"> - The benefits of play - The use of technologies to support learning. <p>Policy Development</p> <ul style="list-style-type: none"> - Teaching and learning blue print - Play policy 	<ul style="list-style-type: none"> • Children will have a greater role in planning their learning and how to engage in it. • Digital technology will be used across a wider range of lessons to engage children and enhance the learning experience. • Children will be able to talk about their learning and how they can improve. • Lessons will take place in a range of environments. • Skills will be evident throughout the curriculum. • Playful experiences allow greater pupil choice in learning. • Greater breath and depth of learning. • Consistent lesson features. 	<ul style="list-style-type: none"> • Leuven and Schlecty scales will demonstrate improved engaged and lesson ritual appliance. • Teacher and support staff surveys will recognise improved engagement. • Lesson observations will demonstrate improving consistency. • Tracking meetings • SNSA results and attainment data • Moderation activities • Peer learning walks. • Eco Flag
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Presentation about Play in context. • Reading around play in the primary school. • Classroom time to develop play opportunities. • Increased talk about learning 	<ul style="list-style-type: none"> • Create play policy • Teaching and Learning blue print. • ICT development • Cyber resilience training. • Outdoor learning • Launch STEM classroom 	<ul style="list-style-type: none"> • Skills development framework • Outdoor learning • Focus on talking about learning • Develop use of STEM classroom • Explore pupil voice in planning.

Action plan 2

To improve our approaches to self-evaluation to ensure they give robust evidence and lead to clear impact for our learners.

National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

HGIOS and ELCC

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

Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Specific to HGIOELC

- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life

Aberdeenshire Priorities:

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

Triangulated Evidence which Informs this Action:

Quantitative Data

Direct Observation

People's Views

The school does not have a shared standard for teaching, learning and assessment so this is an area for action to support high expectations and a drive for consistency across the school.

Whilst the school engages in Quality Assurance activities, there is not a robust calendar that ensures all activities are carried out in a timely manner and acted upon.

Staff work effectively as a team to share professional learning and expertise. Informal conversations happen daily. We now need to make use of peer observations, mentoring and coaching to support individual and collective improvement.

All staff analyse data from attainment and are becoming increasingly proficient at noticing trends. However, small numbers make consistency more difficult. We now need to increase the range of data collection methods that we use.

The school collects data from parents through surveys and noting comments from interactions. Parental engagement has dropped in the last year with reduced attendance at parents night and reduced completion of questionnaires. However, Covid has also reduced opportunities for in person engagements.

Teachers are unclear about self evaluation activities which take place.

10. I have opportunities to be involved in agreeing priorities for the school



11. I am actively involved in the school's on-going self-evaluation

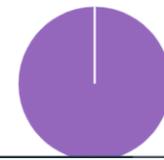


Support staff are unclear about how they are included in self evaluation

10. I have opportunities to be involved in agreeing priorities for the school



11. I am actively involved in the school's on-going self-evaluation



Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Increase involvement of all staff in self evaluation. • Create a Pupil Executive to give pupil voice to self evaluation which is separate from the school leadership groups. • Create an evidence collection map • Formalise a Quality Assurance Calendar including peer observations and QI evaluation. <p>Professional Learning</p> <ul style="list-style-type: none"> • Understanding data and how we can collect it. <p>Policy Development</p> <ul style="list-style-type: none"> • Quality Assurance Calendar • Self Evaluation Framework 	<ul style="list-style-type: none"> • All staff will know the range of data which we collect. • All staff will understand the self evaluation processes and feel able to contribute to them. • Pupils will have a greater voice in the self evaluation. • Self evaluation systems are honest and robust and lead to meaning improvement planning. • Staff use quality assurance activities to reflect and support improvement. 	<ul style="list-style-type: none"> • Quality Assurance Calendar is in place and allowing staff to reflect and improve. • Staff surveys demonstrate an involvement in self evaluation. • Evidence map encourages increased collection of data. • Data is easily transferred into standards and quality report next session.
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Self evaluation of 1.3 and 2.3 • Staff surveys • Discuss and formalise Quality Assurance Calendar to support Quality Assurance and moderation activities. 	<ul style="list-style-type: none"> • Create a pupil executive to work on HGIOURS? • Create an evidence collection map to ensure that everyone knows what data is being collected. • Data to be focus of weekly email. • Following through QA calendar developed in Term 2. 	<ul style="list-style-type: none"> • Complete QA calendar • Develop a self evaluation framework so all staff understand their role in self evaluation and data collection. • Repeat staff surveys to see progress and plan for next sessions.

Action plan 3

To continue developments to improve wellbeing, equality and inclusion leading to improved attainment and achievement.

National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

HGIOS and ELCC

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

Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Specific to HGIOELC

- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life

Aberdeenshire Priorities:

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

Triangulated Evidence which Informs this Action:

Quantitative Data

Seemis Bullying Records: 2
Exclusions: 4
Warning for Exclusions:

Concern that bullying records are incomplete due to under reporting. New bullying policy now in place so we expect an increased in records while bullying behaviour is further recognised.

Exclusions centred mainly around one pupil who has now moved on. However, we need to do more to prevent escalation to this point.

Direct Observation

The importance of relationships is reflected in the Behaviour management policy.

Class charters are on display as a reminder of expectations.

The Rights Respecting Schools group has been reformed ready to move to next level of award – silver.

Classrooms are understanding of the wellbeing of our children and what they need to learn.

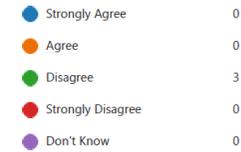
Children who require it have been identified for interventions to support their learning needs.

Some children are not as supportive to those who struggles with their emotions.

People's Views

Pupil Support Staff feel that children are not well behaved, and bullying is an ongoing issue.

17. Children and young people are well behaved

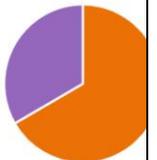


18. The school deals effectively with bullying.

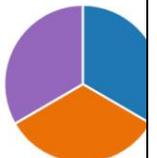


Teachers feel more positive about behaviour but there is ongoing challenge around bullying.

20. The school deals effectively with bullying.



21. I am provided with feedback when I report an incident



Actions/Leadership	Impact	Measures
<ul style="list-style-type: none"> • Monitor effectiveness of anti bullying policy • Share understanding of the brain with pupils, parents and staff to help them demonstrate compassion to others. • Work with children to create classroom and school safe bases. • Children understand their rights and how to protect the rights of others. (Rights Respecting Schools Group) • Increased understanding of online safety (Digital Skills Group) • Continue to create a cycle of review meetings for children who require it. 	<ul style="list-style-type: none"> • Increased reporting of bullying incidents as we improve in identifying incidents as such then leading to reduced incidents. • Reduced class evacuations • Quicker de-escalation • Reduced escalations due to pupil interventions. • Continued cycle of review meetings for all children needed. • Increased confidence of staff when dealing with situations where children are out of control. • Children report feeling safe in school and able to learn. • Children know how to keep themselves safe in and out of school in real-life and digital environments. • Staff and children discuss behaviours in terms of the brain. • Staff and children discuss behaviours in terms of children’s rights. 	<ul style="list-style-type: none"> • Pupil health and wellbeing data and surveys • Staff surveys • Parents surveys • Seemis Bullying Records • Children’s conversations about the brain. • Children’s understanding in restorative conversation. • Internet Wellbeing Award • Rights Respecting School – Silver level
<p>Professional Learning</p> <ul style="list-style-type: none"> • Nurture training unit 4 and 5 • Review of Nurture units 1-3 • Calm training as appropriate. 		
<p>Policy Development</p> <ul style="list-style-type: none"> • Add cyber resilience and internet safety to anti-bullying policy. • Update Child Protection Policy 		
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Launch and monitor anti-bullying policy. • Revisit school and class charters • Set up cycle of review meetings were required. • Inservice – Nurture 4 and reflections on Nurture 1-3 	<ul style="list-style-type: none"> • Seek out CALM training as appropriate • First Aid Training as appropriate. • Develop understanding of cyber resilience with house team and update policy. • Update child protection policy • Inservice – nurture unit 5 	<ul style="list-style-type: none"> • Work with children about the brain • Work with children to design safe spaces.

