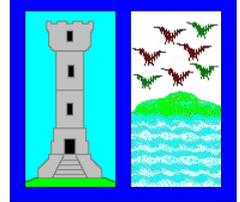


BURNHAVEN



SCHOOL

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

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021-22 and our School Improvement plan for the current session 2022-23. 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 in 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 good education for our learners with areas for improvement. We want to provide an excellent education and continuously seek improvements for our learners.

How do we know? Our attainment data, observations, focus groups and questionnaires give us clear evidence of how we are doing and what we need to do next.

What are we going to do now? Our evidence suggests that while our children are making progress, we have work to do around learning, teaching and assessment with a focus on tracking and moderation and creating assessment capable learners 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.

At Burnhaven, 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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>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.</p>	<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 	<p>Mrs O'Neil began to increase pupil voice with small group exploring the school behaviour policy. This policy has made a marked improvement on behaviour across the school.</p> <p>The STEM classroom is now complete and is ready to be used next session. The location has changed as the hut is going to be moved but the new space is effective. More work is required on the use of outdoor spaces.</p> <p>The Burnhaven lesson blue print was created in the February inservice day as a start of the discussion about what good teaching, learning and assessment is. This will be further developed in the coming year with the support of the Aberdeenshire Teaching and Learning Toolkit.</p> <p>All staff have an understanding of play and its benefits. They have shared anecdotal evidence of how our trials have worked this session and a play policy has been started based on our discussions. Formalised used of play spaces and skills based activities will be developed next session.</p>
<p>2. To improve our approaches to self-evaluation to ensure they give robust evidence and lead to clear impact for our learners.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Increase involved of all staff in self evaluation • Create a Pupil Executive to give pupil voice to self evaluation which is separate from the school leadership • 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 	<p>All staff have been involved in general evaluation of the school. Support staff have not felt included in some areas. Teachers spent time evaluating 2.3 and 3.2. This has highlighted areas of development around learning, teaching and assessment which will be developed with the support of the Aberdeenshire toolkit.</p> <p>A new Quality Assurance Calendar was developed, and peer observations were introduced by Mrs O'Neil using a lesson study approach. This approach needs to be further embedded with the support of the Aberdeenshire Toolkit. Teachers now need more frequent opportunities to look into data to see progress.</p>

<p>3. To continue developments to improve wellbeing, equality and inclusion leading to improved attainment and achievement.</p>	<p>Actions</p> <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. <p>Professional Learning</p> <ul style="list-style-type: none"> • Nurture training unit 4 and 5 • Review of Nurture units 1-3 <p>Calm training as appropriate.</p> <p>Policy Development</p> <ul style="list-style-type: none"> • Add cyber resilience and internet safety to anti-bullying policy. <p>Update Child Protection Policy</p>	<p>Anti bullying policy has been in place for a year. More incidences have been recorded. The new behaviour policy has offered better ways to address it. Some children and families however, have found it difficult to accept that some behaviours are of a bullying nature.</p> <p>Mrs O'Neil has created a soothing break out space which children who need it have used and have then returned to class.</p> <p>Work began around the rights of other and online safety but was diluted due to restrictions in meeting of large groups. This should be a focus next year.</p> <p>All staff completed nurture training. Staff are much more understanding of behaviour as communication and respond to it with increasing confidence using emotion coaching.</p> <p>Policy development not yet complete.</p>
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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 2021-2022

Memories are made of this:

- Introduction of paired reading and activities across P1-3 and P6-7
- Introduction of breakfast club
- Quests added to whole school topics to allow learning across the classes
- Nature Nearby Quest – Owls including exploring owl pellets and having visits from owls
- Tea Towel Fundraiser for School
- Christmas Card Fundraiser for Parent Council
- Children in Need event run by prefects - £150 raised
- Choir carol singing at Light Up Peterhead
- Filming the nativity around the local area – three wise women on the beach and shepherds returning to Towerhill
- Christmas Lunch
- Christmas Jumper Fundraiser for Save the Children - £53.70
- Climate Action Quest – Planting apple trees to grow our own orchard
- Christmas parties
- Celebration of World Book Day
- Comic Relief fundraiser organised by the prefects - £151
- Quest three – Visit to Rora Dairy
- Bikeability Scotland
- Choir took part in the National Glee Challenge
- Sports Day
- Quest 4 – Jubilee Funday and family event
- Sponsored Walk for the Parent Council
- P6-7 Took part with YMI project with Feis Rois to write their own piece of music
- End of year Cinema Trip
- P7 leavers trip to Innoflate
- End of year funday

Wider Community Links

- Visit from the firebrigade
- Visit from the police

Capacity for improvement in 2022-23

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.

The work begun on improving quality and depth around teaching and learning and quality assurance in session 21/22 now needs to be realigned with the Aberdeen teaching and learning toolkit which will be launched in session 2022/2023. A number of the projects started last session need to become part of our daily teaching and learning. As the school has changed in its make up, this is a good year to refresh our vision, values and aims. There are number of key themes which will be addressed going forward into 22/23:

- 1) Developing a shared understanding of teaching, learning and assessment using Aberdeenshire Teaching and Learning Toolkit.
- 2) Further embedding and enhancing our quality assurance procedures with a focus on moderation.
- 3) Continued focus on creating a supportive, nurturing environment for all our pupils.
- 4) Creating a renewed set of vision, values and aims which incorporates and recognises the Curriculum for Excellence four capacities and learning qualities we want our children to exhibit. This will underpin all our work and school improvement.

PEF 2022-2023

<p>Identified gap</p>	<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. We have also identified a larger group of children who, through our local knowledge, require support to reach potential.</p> <p>We have recognised a range of supports which our pupils need this session.</p> <ul style="list-style-type: none"> • Further developed Teaching and learning including play to raise attainment and improve engagement • Targeted Computer Programs • Opportunities for wider experiences • Support for families • Reading resources to support raising attainment • Numeracy resources to support raising attainment •
<p>Expenditure</p>	<p>£4035 Hairy Reading £176 Mental maths books £177 chrome books £841.92 ear defenders £35.16 clicker £660 reading materials £500 Sensationall £120 play maths resource £100 wider experiences £1400</p>
<p>Expected outcomes</p>	<p>Targeted computer programs to give targeted input into spelling and writing support. Chromebooks to ensure all pupils have 1:1 device developing digital literacy skills and transferable skills, including the use of supportive technologies. Ear defenders to support the inclusion of all children Numeracy resources to support all children with change in numeracy approach. Support for parents Children to take place in a wide range of experiences which develop them as confident individuals. Reading materials to encourage greater reading for pleasure and therefore improved attainment.</p>
<p>Impact Measurements</p>	<p>Nessy assessments Twice yearly assessments of spelling, reading , writing and numeracy. Glasgow Health and Wellbeing tool to measure impact of wider experiences.</p>

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

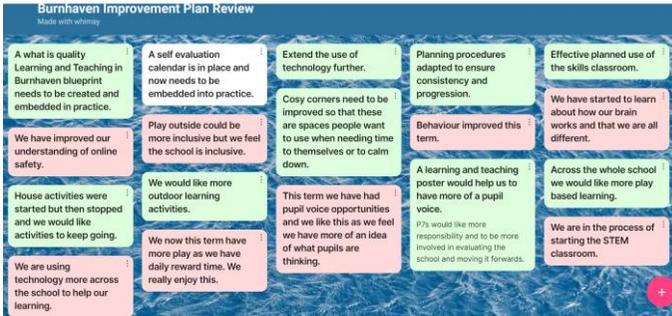
Specific to HGIOELC

- 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 and those which are planned for:

Quantitative Data	Direct Observation	People's Views
<p>Engagement Data using Schlechty Scale/Leuven Scales.</p> <p>Attainment data – professional and standardised.</p> <p>Increased engagement should help to maintain good progress in behaviour management and therefore the number of reflection times should reduce.</p> <p>HWB survey comparisons.</p>	<p>Pupils enjoy a variety of tasks in a variety of learning environments.</p> <p>Environments are consistently engaging, relevant and supporting curiosity and the development of skills.</p> <p>Technology is being used for additional support e.g, Nessy, Teacher your Monster. Technology will also become a daily part of learning opportunities with an element of choice of how 'we' learn.</p> <p>Learners are challenged through appropriate differentiation and grouping. Children who need it have individualised programmes. A learning and teaching blueprint along with monitoring and moderation will help to ensure that learning is quality and consistent.</p> <p>Learning intentions are shared and some AiFL techniques are being used.</p> <p>Children lead learning using KWL activities but need more opportunities to lead the direction of learning.</p> <p>Children are reticent about talking about learning. Most comments are focused on the task rather than the learning.</p> <p>Research into play suggested play is fun and learning is boring.</p>	<p>Pupils and staff</p>  <p>Comments from parents</p> <ul style="list-style-type: none"> - The girls really enjoyed house activities - Behaviour has improved - It would be good to see coding as part of learning - Focus on maths and clearer maths passports - Balance between inclusion and teachers having capacity to support certain pupils so other pupil's learning is not disrupted. - Technology for improving life skills - Brilliant seeing the school continue to improve - The development a skills/stem classroom will be a great addition to Burnhaven - More outdoor learning activities would be good.

Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Increase pupil voice in leading learning • Plan for effective use of the STEM classroom. • Increase play based pedagogy across the school and develop approaches to planning and recording the learning that takes place. • Develop the use of outdoor spaces and embed outdoor learning into practice. • 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. • Engage with new Aberdeenshire Teaching and Learning Toolkit. • Review the Burnhaven Lesson as a blue print for Teaching, Learning and Assessment. Develop a consistent understanding of this. • Develop Quality Assurance practises to ensure consistent quality. • Develop consistent learning and teaching curriculum approaches and use of key resources. 	<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. • Improved engagement and attainment. • Greater consistency across classes. 	<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.
<p>Professional Learning</p> <ul style="list-style-type: none"> • Attend launch of Aberdeenshire materials for HT and PT. • Inservice session with Mark Burns (all staff) • Inservice session with Shirley Clarke (all Staff) • Further reading and debate around assessment, moderation, tracking and analysis. (4th quadrant) 		
<p>Policy Development</p> <ul style="list-style-type: none"> • Develop Teaching and Learning statement for this session and review for next session. • Review Teaching and Learning Blue Print in line with Aberdeenshire Toolkit • Review Play policy to include new play spaces and arrangements for their use. 		

7. The learning of *one or two students* tells us nothing about the learning of *everyone*.
 8. *Producing product* doesn't necessarily evidence learning.
 9. The best way to teach *novices* is different from the best way to teach *experts*.
 10. Effective teaching blends *Specific* and *Non-specific Teaching* approaches.
Impact: High quality questioning during the lesson is a good opportunity to encourage retrieval.
 We plan specific/direct teaching for our groups.
 We accept that knowledge is needed to develop skills.
 We recognise the challenge of the forgetting curve and the need to encourage retrieval regularly.
 We agree that learning requires thinking.

Mark Burns – Inservice November



Some key points:

- We are cathedral builders, we won't necessarily see impact until years later, if at all.
- We can't change everything at once and in the case of those of use who have been teaching for many years, its hard to break habits. What one change could we focus on?

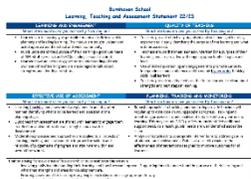
Planning: Lesson sequence – moving the learning from surface to deep. Work backwards from what we want to achieve. Be clear about what we want children to know. Assess prior knowledge before the planning stage.

During the lesson: I do – explain once well., We do – slow down and check for understanding across the class, bouncing learning. You do – looking for a 90% success rate and then encourage improving and polishing. What scaffolds can we offer?

After the lesson: Remembering and learning are intertwined. How do we ask children to retrieve learning from long term memory – use it or lose it.

Impact: We decided to use the video method to support our quality assurance. This will help us choose one thing to improve. This year's focus has mostly been around planning. Suggestions and resources will be added to our school professional learning resource.

Teaching and Learning statement was completed at the beginning of Term 3 following the revision of our Vision, Values and Aims. Click on the picture for the full document.



Impact: We need to focus on involving pupils in their learning so that they know their strengths and areas for development, ensuring formative assessment is ongoing. Improving our moderation.

Comments we made through the session:

We liked the Success Requires PETI approach to "i'm struck".

We have concerns about whole class teaching in a multicomposite class. Are there any video examples of this. We can see it working for topic or whole class starters but not in the main part of lessons where P1 and P4 need to do very different things.

We liked how progress could be shown throughout topics of work.

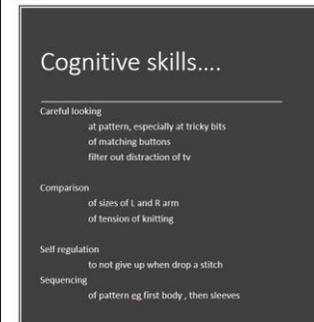
Impact: We thought we would try sharing learning using the visualiser, We thought we would try asking pupils for their feedback in questions in jotters like exit passes. Longer term, we will plan further exploration of Shirley Clarke's work into next years' teaching and learning developments.

Training with educational psychologist about the role of the Adult in play.



Impact: The start of reflection about how we as adults interact during play which is particularly relevant in the STEM classroom.

Training with educational psychologist about how play can develop the cognitive skills.



Impact: Plan to include cognitive skills as part of our skills progression to track and monitor progress. Still need to consider how our environments are supporting unstructured play.

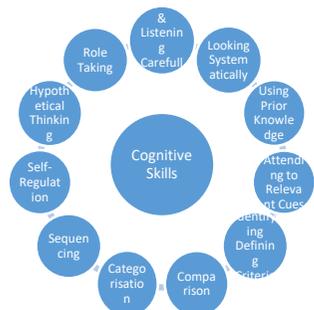
Work ongoing around teaching and learning and how we can improve our practice. Further development of CLPL resource.

Evaluation of play with regards to using it as part of our teaching and learning. Continued embedding of our play opportunities.

Area to be evaluated	The visible Learner	Know Thy Impact	Visible Teaching and Leading	Effective Feedback	Aligned systems and processes
Play	To what degree do our learners understand main ideas and apply learning in a different way? To what extent are our learners able and motivated to access, interpret and use information from their assessments that can affirm or further their own learning?	To what extent is there a shared understanding of how our learners progress through a curriculum? Is there a shared magnitude for the impact and how do we evaluate this? What is the pervasiveness of the impact? Does it spread to all students?	To what extent is our teaching visible? To what extent do we share passion and interest? Do we take time to make sure learners understand?	To what extent do we give feedback to children? To what extent do we receive feedback from children?	To what extent are our processes happening across the school?
21/9/22 Where are we now?	Numeracy and Literacy play activities. Free learning with informal numeracy and literacy in role play corner STEM classroom activities.	Developing understanding of how play progresses through the curriculum, use of challenge to scaffold play and challenge pupils. Different forms of play- games, Free play, structured play activities. Desired magnitude, to see play as a way of teaching and learning rather than an add on. Pervasiveness, some children recognise the value of play as a form of learning, others still need to buy in.	We are all passionate about play as a way of teaching our children, and as a way for our children to learn. However, evaluations have suggested there is still a tension between traditional coverage and learning through play.	Play is either teacher directed or completely free. Feedback is generally given on the work completed rather than the process although some PSAs are doing this.	
What should be our next steps?	Child led play learning activities. Assessment? Play spaces which are engaging and motivational?	Evaluate play, how do we evidence the impact observations? Pupil voice?	Perhaps we need to emphasise what is being taught through the play activities so it is visible to our children and ourselves.	Think we need to consider how the feedback is received.	

Impact: Consider how learning through play is documents and how children are given feedback/supported to extend their learning/given opportunities for deeper play.

Training session with educational psychologist about the cognitive skills developed through play.



Impact – We can consider how we are using these to track progress through play.

STEM classroom now planned as part of whole interdisciplinary learning topic and embedding planning for play; continuous provision, enhanced provision, direct teaching.

Burnhaven STEM Classroom Term 2 – 2022/23: Theme – Marvellous Materials and Mixtures

Basic Provision	Construction	Create your own materials	Libres	Woodwork	Basic Technology	Young STEM Leaders
What is available in the provision at all times?	Light Air Water Big Blocks	Stones Sticks cardboard paper Fabric	Books available for research	Fine motor challenge	Books available for research	Level 2 Discover Badge
Continuous Provision Which activities are set up for the term to meet a specific need? These should be manageable without the aid of an adult.	Goal identified: Academic need: understanding of materials and changes Skills needed: Persistence, willingness to receive and improve learning Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond	Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond	Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond	Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond	Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond	Area of provision: mixed Area of learning: Science Objective: To understand why things happen Focus for the adult: If required to enhance play focus on how best to respond
Enhanced Provision Any enhancements that have been added, any differentiation and any explicit challenges. These should reflect learning and specific interests of our children.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.	Use of materials that are not used in the basic provision. This could be things like: paper, cardboard, fabric, etc. that can be used to create new materials. Use of tools like scissors, glue, etc. to create new materials. Use of different types of materials to create new materials. Use of different types of tools to create new materials.
Teacher Directed/Linked provision	Science Station: Focus on Fair Testing where appropriate Week 1: Solids, Liquids and gases Week 2: Physical Changes (Reversible) Week 3: Dissolving Week 4: Chemical Changes (non-reversible) Week 5: Filtering and Sieving Week 6: Filtration and Sieving Week 7: Changes which release heat and changes which absorb heat (Endothermic and Exothermic)					
Evaluation Any members of staff may comment on here regarding the success of academic and social targets.						

Impact: Increased confidence that outcomes are being covered. As this planning is done together as a team, there is a moderated understanding of progression through the school.

All curriculum planners aligned with topic year planner. Numeracy planners and literacy planners have been reworked to ensure progression. These will be handed on each year to allow for continuity. They will need to be evaluated at the end of the year for workload.

Impact: More detailed planning of curriculum areas to allow for more specific learning intentions within the lessons.

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.

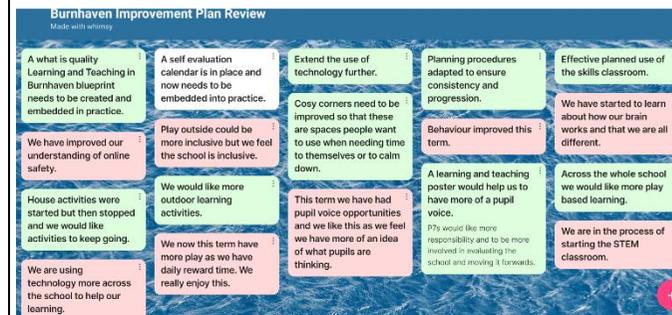
Whilst the school engages in Quality Assurance activities, there is not a robust calendar that ensures all activities are carried out in a timely manner and acted upon.

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.

Staff and pupils



Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Share and embed a QA and self-evaluation calendar from in-service day onwards. • 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 <p>Professional Learning</p> <ul style="list-style-type: none"> • Understanding data and how we can collect it and how we turn this into impact. <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. • Full stakeholder involvement throughout the year in a variety of formats. 	<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. • Measuring impact ongoing throughout the year,
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Share QA and SE calendars and follow throughout the term. • Create a pupil executive to work on HGIOURS? • Start creating an evidence collection map to ensure that everyone knows what data is being collected. • Data to be focus of weekly email as appropriate. • Family learning events including evaluations of these. • Carry out staff surveys and pupil HWB surveys which allow for comparison of many areas across the year. 	<ul style="list-style-type: none"> • Continue to follow both calendars. • Family learning events including evaluations of these. • Regular Pupil Executive meetings. 	<ul style="list-style-type: none"> • Evaluate success of both calendars and adapt for next session if necessary. • Develop a self evaluation framework so all staff understand their role in self evaluation and data collection. • Repeat staff surveys and pupil HWB surveys to see progress and plan for next sessions.

Term 1 and 2 Evidence

Quality assurance calendar was redeveloped using the plan from last session and the suggested document within the Aberdeenshire Learning and Teaching Toolkit. This is annotated as the year progresses to ensure Self Evaluation is integral. We agreed, following Mark Burn's presentation, that we would video our first lesson observation and evaluate personally and then we would invite peers throughout the year and look for improvements. This is ongoing.

BURNHAVEN SCHOOL ANNUAL QUALITY ASSURANCE CALENDAR (22-23)



MONTH	LINK TO QI3 QUADRANT	HEAD TEACHER/SENIOR LEADERSHIP TEAM	TEACHING AND ELCC STAFF	PURPOSE AND BURNHAVEN APPROACH	FOCUS FROM SELF EVALUATION	PROGRESS
AUGUST		<ul style="list-style-type: none"> Review class lists and school roll Share staffing information and discuss, as appropriate 	<ul style="list-style-type: none"> Check class lists Visiting specialist timetables – check for any issues 	<ul style="list-style-type: none"> Assist with election process 		
	LE	<ul style="list-style-type: none"> Establish Pupil Leadership groups, i.e. Junior Leadership Team, Pupil Council, Rights Respecting Schools group Child protection data training 	<ul style="list-style-type: none"> Ensure you are familiar with job roles and duties Register returned to office by 9.30am each morning – setting absences and rates Notify HT if any issues with attendance 			
	PTM	<ul style="list-style-type: none"> Monitor attendance 	<ul style="list-style-type: none"> Provide feedback on behaviour management procedures Notify HT if any issues with behaviour 			
	LE	<ul style="list-style-type: none"> Review behaviour management procedures and share with all stakeholders 	<ul style="list-style-type: none"> Ensure you are familiar with procedures and ask for clarification where appropriate Contribute to creation of reporting calendar Contribute to and ensure you are familiar with all policies and procedures 			
	PTM	<ul style="list-style-type: none"> Review assessment, planning and tracking and monitoring procedures Review procedures for reporting to parents Update school policies and procedures 	<ul style="list-style-type: none"> Carry out baseline assessments (spelling, reading, comprehension, numeracy, phonological awareness) and 			
EARLY SEPTEMBER	PTM	<ul style="list-style-type: none"> Analyse Attainment data from baseline assessments 				

Impact: increased consistency around Quality Assurance but this is an ongoing process. Self evaluation of core QIs are becoming more embedded.

Agreed to use whole school as pupil executive under the banner of "leadership Questions." Children were involved in the vision, values and aims discussions below. **Impact: Children report a greater voice in the school and can describe the opportunities they have to improve it.**

All opportunities for parents to be in school have been used as opportunities for consultation. They have been included in the Vision, Values and Aims discussions below and in how we spend money this session.

Participatory Budgeting – Session 22-23

Parent Involvement

This session we have bought in Nery and Clicker for targeted approaches. We have used PEF to offer children trips and wider experiences. We have offered some mental health interventions although these have not required additional funding.

Our first attempt with Parents

During consultation at the end of Term 2, we asked parents to decide how we could use our funds and our PEF spend. We used this information to support our spending this session.

Using School Funding 2022/23 - Per Capita, School Fund, 47% Head Grant

Parent Involvement

This session Per Capita funding has been spent on text books, workbooks, photocopying, some wider experiences and visits. We have also bought some practical resources. The Parent Council have enhanced our end of term events and have bought resources for the STEM classroom – Englo and Make-do. The Professional Development budget has been used to support staff training and professional reading, around teaching and learning and play.

Our final steps

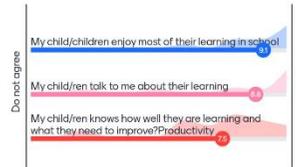
We plan to repeat this process at the start of the new academic session, perhaps with a survey rather than a risk form. The questions about how best we spend our funds will be tailored to our employment plan to which parents will contribute at the coming months.

Opening Balance	300
PEF25 - term 1/term 2/term 3	250.00
PEF23 - school village 2024	25.00
PEF22 - school village 2023	25.00
PEF21 - school village 2022	25.00
PEF20 - school village 2021	25.00
PEF19 - school village 2020	25.00
PEF18 - school village 2019	25.00
PEF17 - school village 2018	25.00
PEF16 - school village 2017	25.00
PEF15 - school village 2016	25.00
PEF14 - school village 2015	25.00
PEF13 - school village 2014	25.00
PEF12 - school village 2013	25.00
PEF11 - school village 2012	25.00
PEF10 - school village 2011	25.00
PEF09 - school village 2010	25.00
PEF08 - school village 2009	25.00
PEF07 - school village 2008	25.00
PEF06 - school village 2007	25.00
PEF05 - school village 2006	25.00
PEF04 - school village 2005	25.00
PEF03 - school village 2004	25.00
PEF02 - school village 2003	25.00
PEF01 - school village 2002	25.00
PEF00 - school village 2001	25.00

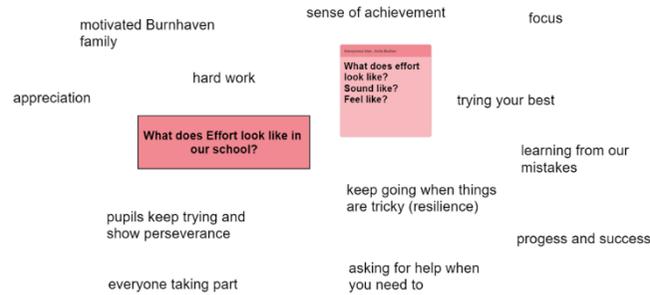
Term 3 Evidence

Parents and families included in evaluation of areas of teaching and learning for teaching and learning statement.

To what extent do you agree with the following



Pupil leadership questions have unpicked the values this session to explore what our values mean. e.g



Pupil leadership questions have started involvement in participatory budgeting leading to children feeling more involved in ensuring their school meets their needs.

Participatory Budgeting – Session 22-23

We have an underspend in Per Capita. How could we spend E300 to improve our play resources to reflect the world we live in? Mrs Buchan suggested dolls with different coloured skin and of different genders. She also suggested improving our small world sets.

Our first attempt with reality.

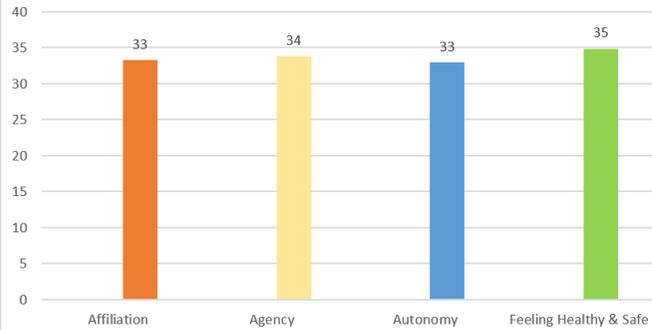
We started with the whole school as a leadership question. Whilst we ordered some costumes to be part of this, it was difficult to maintain focus and come to consensus. Instead we agreed key areas on which to spend the money and then agreed a small group would choose.

We asked them to choose some animals, and some community small world objects. The school wanted some things for a shop and they also asked for costumes which are more suited to older children. The small group decided that our current tills are not good so selected a new one and some weighing scales. They bought some capes and a range of suits, overalls, aprons and hard hats. The children noted that we could ask community for knitting/crocheted food and dolls and clothes.

Opening Balance	300
PEF25 - term 1/term 2/term 3	250.00
PEF23 - school village 2024	25.00
PEF22 - school village 2023	25.00
PEF21 - school village 2022	25.00
PEF20 - school village 2021	25.00
PEF19 - school village 2020	25.00
PEF18 - school village 2019	25.00
PEF17 - school village 2018	25.00
PEF16 - school village 2017	25.00
PEF15 - school village 2016	25.00
PEF14 - school village 2015	25.00
PEF13 - school village 2014	25.00
PEF12 - school village 2013	25.00
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PEF09 - school village 2010	25.00
PEF08 - school village 2009	25.00
PEF07 - school village 2008	25.00
PEF06 - school village 2007	25.00
PEF05 - school village 2006	25.00
PEF04 - school village 2005	25.00
PEF03 - school village 2004	25.00
PEF02 - school village 2003	25.00
PEF01 - school village 2002	25.00
PEF00 - school village 2001	25.00

All children completed Glasgow Wellbeing tool at the beginning of the year. In general children feel positive about their school experience.

Average Score at Point 'A' for all responses



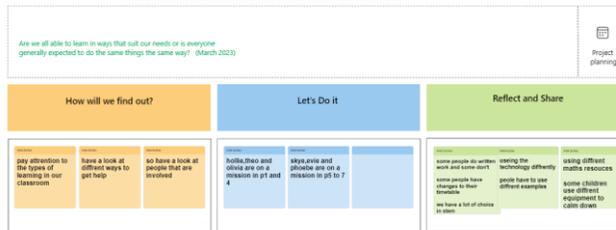
Impact: Children with lower scores have been identified and monitored.

Children have started to self evaluate Teaching and Learning using HGIOurs? 4.

General questions:

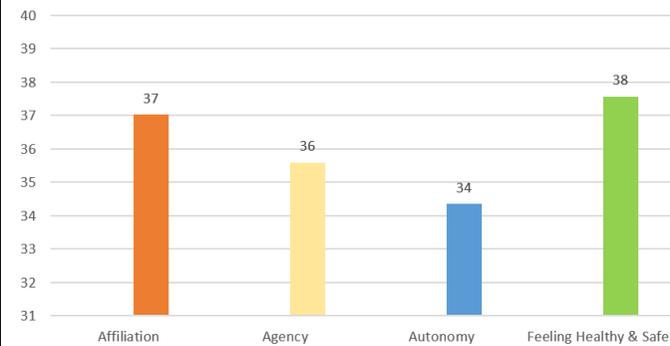


And towards the end of the term exploring how well we do certain things:



Glasgow wellbeing tool was used again this term to evaluate progress and to consider how we can track health and wellbeing. The graphs don't look as positive because the scale is different but the average scores have remained the same or improved.

Average Score at Point 'B' for all responses



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
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- 1.5 Management of resources to promote equity
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- 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
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Seemis bullying and exclusion figures.

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.

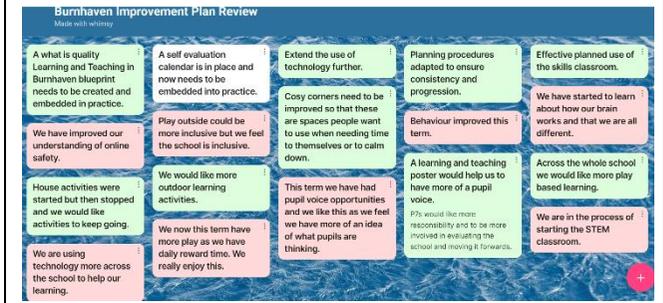
Children who require it have been identified for interventions to support their learning needs.

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

Pupils have expressed a want for greater responsibility.

Meeting needs can be improved further through greater work with partners as well as increased understanding and leadership to support needs at all levels.

Pupils and Staff



Parents' views

- I would like to see a more hard line stance on bullying and inappropriate behaviour.
- More teaching on racial inclusivity and cultural understanding. The POC children are made to feel inferior by peers
- Like the idea of a cosy corner to calm down and time to relax.
- We really appreciate how you respect each child's beliefs and needs.
- Behaviour policy seems to be working well and it was great to hear that pupil voice was involved with its development.
- The responsibility opportunities for our senior pupils are really good with smaller schools they are trusted with activities.
- Breaktimes seem to be "intense" when it should be a time to release and run free. Things such as insisting on jackets being worn – this should be the child's choice. More options for choice over being told what to do. From the feedback from our kids there are just too many rules at break. Yes there has to be rules but too many rules limits the fun.
- Option to extend breakfast club to more than just

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. • Plan for professional learning to increase understanding of how best to support all pupils needs at a universal and beyond level. 	<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"> • Ongoing training 				
<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"> • To ensure we continue to best meet all learner’s needs and achieve inclusion planned use of the skills classroom to target life skills, nurture interventions and 	<ul style="list-style-type: none"> • Update child protection policy 	<ul style="list-style-type: none"> • Review progress and next steps. 		

<p>motor skills interventions need to be planned for and implemented.</p>	<ul style="list-style-type: none"> • Continue to work with all stakeholders about neurodiversity and target staff training around this. • Review interventions and use of environments • Ensure a restorative approach remains embedded. • Review universal supports and resources in place to support this. • Family learning session. 	
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Term 1 and 2 Evidence	Term 3 Evidence	Term 4 Evidence
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<p>Timetable of supports are in place and adapted as necessary.</p> <ul style="list-style-type: none"> - Targeted children receive daily programs - Motor Skills groups happening for both P1-4 and P5-7 - Draw Therapy started for targeted children. - Pop up nurture takes place for all children as needed. 	<p>Child protection policy has been updated in line with Aberdeenshire’s guidance and training framework is now in place.</p> <div data-bbox="792 662 855 711" data-label="Image"> </div> <div data-bbox="887 716 1021 754" data-label="Caption"> <p>Burnhaven School Child Protection Policy</p> </div> <div data-bbox="1059 655 1115 727" data-label="Image"> </div> <div data-bbox="1133 655 1453 681" data-label="Text"> <p>Click on picture to link to full policy.</p> </div> <div data-bbox="1133 707 1429 783" data-label="Text"> <p>All staff have completed recommended training and have received annual updates.</p> </div> <p>Work on neurodiversity needs to continue into next term but parent council are widely in support of further development to increase school understanding of neurodiversity. Children have evaluated that different children need different supports. Conversations with parents suggest a web page with different supports would be welcomed as well as a list of terminology to support parents in discussing this with their children.</p> <p>Staff have engaged in autism training on ALDO and Mrs Buchan has taken part in “Know me to Teach me” training which she then shared with staff around trauma informed practice.</p> <p>Restorative approaches continue to be part of our school charter.</p>	
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Action plan 4

Develop a shared vision, values and aims relevant to the school and its community

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Triangulated Evidence which Informs this Action:

Quantitative Data	Direct Observation	People's Views
	<p>The school has reduced in size to a two class school. As such this has created some unease within the school community and a further number of families have left. There are concerns about the support our children will have and how the teaching and learning will work.</p>	<p>Our school is valued by the school community and they appreciate the work that we do. We need to continue to make this clear to the wider community.</p> <p>Comments from Facebook:</p>

	<p>It is good practice to revise our school vision on a regular basis and at this time of significant change in the school community it makes sense to review this now.</p>	<p>“Best School Ever” “Well Done Burnhaven” “Lots of smiles” “A huge well done and thank you to all the staff for their efforts in organising a great afternoon. Lots of upbeat exciting activities and cake 😊 in the sun ☀️” Really enjoyed the afternoon! Thank you for all your hard work! ❤️”</p>
Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> - Consult with school community to develop new a vision for the change in size of school which is relevant to the community. - Work with the school community to develop school values - Review qualities Burnhaven learners should use when approaching learning - Use our Vision, values and aims to review our curriculum rational and ensure it is suitable for our current school community. - Increase opportunities for the community to re-engage with the school 	<p>Our vision, values and aims are beginning to underpin the decisions we make and school improvements in which we engage.</p> <p>Our pupils are beginning to talk about the qualities and skills they need when learning.</p> <p>We have an agreed curriculum rationale that will underpin curriculum development over the next few years.</p>	<p>School surveys show that all stakeholders feel included in school improvement.</p> <p>Pupils in focus groups explain what Tyrie learners do and how that helps their learning.</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> - Staff explore the social, economic and cultural context of the community. - Reflection and debate about the school and the community. 	<p>Our school community feels included in the decision making.</p>	
<p>Policy Development</p> <ul style="list-style-type: none"> - Vision, values and aims - Curriculum Rationale - Burnhaven learners..... 		

What Makes Burnhaven Special?



What Should Burnhaven Value?



What is our vision?



A Haven Where Futures Begin

Our Vision

Here at Burnhaven School we are a family. As with our own families, we want our children to be empowered to be themselves and to grow into their full potential.

As such, Burnhaven School's vision is to become a Haven which is a safe environment where children can thrive, encouraging each other to be the best they can be.

We strive to prepare our children for their futures by providing engaging teaching and learning experiences which develop skills for life.

Our Aims

We aim to:

- Ensure that every member of our Burnhaven family is welcomed and heard.
- Provide quality learning experiences which foster curiosity for life-long learning.
- Encourage children to step out of their comfort zones and build their resilience.
- Offer a nurturing environment where children are encouraged to work together and support each other, recognising and celebrating each other's unique qualities.

Our Values

Respect, Effort, Kindness, Trust, Honesty

Our children discussed what these will look like, sound like and feel like in our school.

The Burnhaven Learner

Tries hard, plays and experiments, takes risks, tries new things, listens carefully, avoid distractions, never gives up.

Impact: There is greater cohesion within the school now, everyone now has a greater sense of what we are trying to achieve.