**Macduff Primary 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– 2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our schools’ progress to date and identifies our next steps in school improvement.

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

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

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

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

At Macduff Primary School we continue to be committed to working closely with our community and all other stakeholders supporting the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Helen James

Head Teacher

# The School and its context

**Vision for the school**

Macduff School strives to provide a welcoming community where all children are nurtured, respected, included, inspired and motivated to learn. A place where rights are respected and every pupil is encouraged to achieve their full potential. Through the delivery of a relevant, progressive and balanced curriculum, we aspire to equip our learners with the skills they need to meet all of life’s challenges. We encourage each of our pupils to be active participants in their school community and in their learning. Our hope is that our pupils develop enquiring, active and creative minds and have respect and compassion for others.

**Values that underpin our work**

Our school values underpin our curriculum and we refer to them frequently and have developed characters and stories around them. They form the basis of our reward system and run through our curriculum.

These are; honesty, kindness and respect

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

At Macduff Primary School and Nursery our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, confident and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world.

School Aims

* To ensure everyone feels valued and included
* To have resilience and a positive attitude
* To ensure children reach their potential and have high aspirations
* To develop the skills for learning life and work
* To develop positive relationships throughout the school and with the wider community.

**Responsible Citizens Effective Contributors Successful Learners Confident Individuals**

**Context**

Macduff Primary school is a large coastal primary with 300 children and 60 in Nursery including eligible 2 year olds. Our nursery is moving offers 1140 hours and has been part of the holiday opening pilot scheme. Our major employers are agriculture, food and drink, hospitality, fishing, science and engineering. We try to reflect this in our curriculum and work hard to help our children move on to positive destinations when leaving Banff Academy. Since 2018/19 the Banff Cluster has had a three week extended transition for all primary 7 pupils going to Banff Academy which has had a positive impact on the pastoral wellbeing of our pupils. The feedback from parents has been very positive regarding the improved socialisation between pupils and mitigating the anxieties over the summer holidays as they are all in the routines and understand the expectations. We work effectively with cluster schools and colleagues through Head Teacher Cluster meetings, collegiate curricular working.

* Whilst Analysis of the current **SIMD data** shows the majority of children are living in decile 5 with a minority in decile 6 there are children living in poverty which is effectively masked by the way the data is sought with many children living in poverty and using foodbanks on a regular basis to survive. Although Macduff Primary School does not appear to have any children who are classed as living in an area of deprivation. We aim to provide all children with the best education and to be the best they can be as stated in our school vision. There is significant housing poverty and with the introduction of universal credit many families are suffering financial hardships and the impact of COVID.
* The use of the **PEF** will be targetted towards;

giving our pupils the best start to the day with a free breakfast club. This year we have widened it out to enable all pupils access to the breakfast club.

Additional support provided through enhanced PSA allocation to meet the needs of identified pupils using our ASN Pupil Needs Analysis tool, FSM data, previous non-engagment in online learning. One full time teacher and PSA will support the Nurture Hub activity where identified pupils will experience support for personal, social and emotional wellbeing development through timetabled sessions.

Boxall Profile package to support HWB of our pupils will ensure we can accurately identify targets and support pupil need.

**Strengths of the school include:**

**High quality, active learning experiences**

* The headteacher and staff are working towards creating a positive, calm learning environment that reflects the school’s vision and values.
* Across the school, children are polite, mannerly, and talk about their school with pride.
* Most children are engaged and interested in their learning.
* Most children interact well with staff and each other and they demonstrate a good standard of behaviour in class.
* Children are consulted frequently and their views are sought in a range of ways including focus groups, suggestions box, pupils council and assemblies.
* Most children feel their views and opinions are valued and most can give examples of when their suggestions have been acted upon.
* Most children recognise that their contributions are important, for example, through their membership of the pupil voice groups. We are endeavouring to seek new ways of achieving this.

**The inclusive and nurturing ethos**

* Most staff are demonstrating supportive, nurturing relationships.
* Most children are patient, caring and very good at including one another, reflecting the nurturing approach of most adults in the school.
* The school is developing an inclusive and restorative culture. It is important that everyone within the school community develops and embeds the approach where everyone has the right to feel safe, valued and included.
* Staff, pupils and stakeholders have worked collaboratively to develop a restorative approach to behaviour management.
* Leadership for all is an opportunity for all at Macduff and is fully encouraged.

**The quality of support provided**

* Key staff know children, families and community very well.
* Staff work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning.
* Staff track children’s learning across Literacy, Numeracy and HWB. Teachers are assessing pupil progress and providing appropriate support and challenge as required. Further development being embedded to ensure accurate and robust assessments are underpinning decisions.
* Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met and this will be further developed in 2022-23.
* There are effective partnerships in place to support children with Family Centre, Social Work, Health and Police.
* We use our ASL staff effectively to support individual children and to address gaps in learning.

**The engagement of all staff, pupils and partners in improving the school.**

* Staff, pupils and parents at Macduff school demonstrate a commitment to continual improvement.
* School Values have been reviewed and updated in consultation with the whole school community.
* Partners report that children are well supported by school at MAAP meetings and Child Protection Panels.
* Staff are committed to CLPL to enhance their own practice and maximise impact for learners.

# 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 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-2022)** |
| **To develop robust systems for planning, assessment and evaluation**. | Open access to the regularly updated tracking and attainment data as a working document for teachers to populate, edit and discuss in assessment meetings, with stage partners and in learning conversations. Data also to be available to PSAsStreamline planning so that a carefully designed three year rolling progression allows for bundled Es and Os to be selected from the menu for that year.Reduce bureaucracy by recording progression as the main thrust of the process.Introduce planning meetings to discuss rationale for period of learning.Develop a learning and teaching rational and policy that links into our nurturing ethos.Introduce a structured approach to evaluation at individual, peer and school level beginning at school level with QI1.3. Bring pupil voice into the evaluation process | Data is shared with teaching and PSA teams and they concluded that using the SNSA and GL data they have more confidence in their professional judgement and this can be seen in the data as there is a closer correlation and good professional dialogue underpins the differences.ASL teachers are using their time based on the data so that they are strategically deployed.Planning meeting have been introduced but will be developed in 2022-23 to incorporate team planning approaches.Professional dialogue, HGIOS and feedback have all been used in the evaluation process and sit alongside our approaches to planning and improvement.95% of learners fed back that they have help from staff to understand how they are progressing in their work. 80% felt included in the process of planning learning. The pupil council were very active in the life of the school and helped to evaluate the IDL topics in school and share their views on how these could be further developed. 96% were happy with the quality of teaching in school. |
| **To develop a child centred approach to teaching positive behaviour** | Create a working group of staff, pupils and stakeholders to be led by the educational Psychologist to develop a vision for positive behaviour and then develop a procedure around it.Raise awareness of our approach to positive behaviour with information and leaflets including pupil films.Review the policy with feedback from staff, pupils and parents. | The policy is now in place and in a recent review the majority of parents knew about the policy and stated that their child liked this new approach.Our Nurture room has been a huge success with a lot of learning for the team from the first year. Restraints have been reduced to zero.The school ethos is upbeat and supportive and the pupils have described this during informal feedback sessions. One quote from a pupil is ‘Keep encouraging everyone to be kind, respectful and honest.’ Which links with our school values. |
| **Embed Nurture as an Ethos for All** | Complete Nurture Room, train team with guidance from Mill O’ Forest and begin welcoming pupils to sessions.Training in nurturing approaches from the Mill O’ Forest Nurture TeamModel and scaffold nurturing approaches across the school in line with the positive behaviour policy. | The team from Mill O’Forest led in-service training for all staff around nurturing approaches. Key staff have also taken the online CALM theory training as this underpins the need for respectful, nurturing approaches and helps in reducing incidents. We continue to develop our skills in this area and work in partnership with the Ed Psych team.50 children accessed services from the nurture room during the session. This included support bereavement, issues around sexuality, social isolation and general nurturing needs. Feedback was also positive from parents around our nurturing approaches. We reduced exclusions to zero and calm restraints to zero. |

# 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 communityStrategic planning for continuous improvementImplementing improvement and change |
| **Relevant NIF priority: All****Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement****Level of quality for core QI: Good****(HGIOS?4/HGIOELC? 1-6 scale) 4** |
| **How well are you doing?****What’s working well for your learners?**  |
| The school and the community were really keen to bring about positive change that placed the children at the centre. Despite covid restrictions remaining in place for much of the academic year we have been able to use technology and the outdoors to reach out to out community and work in partnership with them. We relaunched the school values, developed a shared vision for the ethos of respect in our school and developed our practise in assessment and evaluation. The real strength was that the knowledge and determination was already in place and it was leadership that was required, little more. |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * SNSA data for 2021/22 is good with most pupils on or above average. We compared this throughout the year to teacher assessment and used the process as a moderation experience. It was clear through the SNSA and GL data that the teachers are grading cautiously.
* Pupil voice is clear and confident and pupils can eloquently share their experiences. Pupils have expressed views on learning experiences and nurturing approaches and they see positive change in school.
* Staff reviews and feedback reflect a difficult school year through restrictions and staff absences with their sheer dedication to pupil wellbeing having made it a success for learners.
* Detailed moderation during in-service in November, built upon and frequently referred to throughout so that data underpinned reflection and evaluation.
* With two other schools’ opportunities have been provided for colleagues to engage in self -evaluation opportunities to share practice as well as engage in VSE activities within each school.
 |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school using the HGIOS pupil voice document**.**
* Continue to embed and revisit Vision, Values and Aims to fit with our positive behaviour policy.
* Develop *you said we did* approach
* Involve staff, pupils and stakeholders in identifying needs for change and in leading change, specifically for PSAs.
* Implement policy and procedures around assessment, learning and teaching and evaluation in partnership with the team.
 |

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

|  |
| --- |
| **QI 2.3 Learning, teaching and assessment**Learning and engagementQuality of teachingEffective use of assessmentPlanning, tracking and monitoring |
| **Relevant NIF priority: All****Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress****Level of quality for core QI: Satisfactory****(HGIOS?4/HGIOELC? 1-6 scale) 3** |
| **How well are you doing?****What’s working well for your learners?**  |
| * Tracking has now been rolled out to the ownership of the teaching team and moderated in partnership with the whole team. This has resulted in a greater understanding of learner needs and support staff and pupils have been more involved in reviewing and planning as a result.
* GL assessments have been implemented to underpin professional judgement and develop an evidence base for making decisions about attainment levels.
* Individual teachers carefully monitored and tracked attainment and achievements were celebrated.
 |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * The planning has now been redeveloped and is discussed based on data and the curriculum termly.
* Parents have been part of the process of developing our approaches and their feedback has been sought.
* Pupils reported being involved in reviewing their attainment and achievement assemblies were held weekly with a growing number of shared experiences.
 |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Evaluation and redevelopment of pupils groups such as pupil council, feedback groups in order to ensure this work is having an impact.
* Review the assessment processes that have been in place this year and develop a clear procedure from it.
* Continue to grow nurturing approaches in school.
* Review approaches to planning, specifically IDL and stage partnership.
* Build on moderation processes so that they are a practical tool rather than an academic exercise.
* Continue to have data at the centre of our decision making.
* Continue to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities.
* Record achievements and ensure all pupils have opportunities for wider achievement regardless of socio-economic situation.
 |

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

|  |
| --- |
| **QI 3.1 Ensuring wellbeing, equality and inclusion**WellbeingFulfilment of statutory dutiesInclusion and equality |
| **Relevant NIF priority: All****Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information****Level of quality for core QI: Good****(HGIOS?4/HGIOELC? 1-6 scale) 4** |
| **How well are you doing?****What’s working well for your learners?**  |
| * Most staff at Macduff Primary have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
* All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
* All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
* All staff are clear on principles and processes in relation to GIRFEC. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately
* All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
* Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps. Use of data has improved.
* Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.
* GL PASS allows a good picture of the health and wellbeing of our pupils.
 |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * Shared expectations in place across the school. Positive, supportive ethos throughout the school.
* Annual update of GIRFEC/Child protection training carried out.
* Staff complete annual data protection, equalities and diversity training as provided by local authority
* ALEC/SCARF resources used in conjunction with other resources
* Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid and CPR programme.
* Calm restraints have been reduced to zero.
* A restorative approach to managing behaviour, along with a nurturing approach is in place and will be embedded.
* Targeted support is provided
* Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
* Sensory support provides ongoing guidance and support for a staff member.
* Some staff are nurture trained and use this to support pupils
* MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils’ needs and listen to the views of the child.
* SLT meet at review periods with SFL staff in order to plan appropriately to meet individual need.
* The cluster has a comprehensive transition programme run in partnership with cluster primaries/Banff Academy/ Aberdeenshire engineers and CLD. There is a 3 week transition period. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

As a result pupils and parents report on an improved ethos in school. Attainment across the school year has risen and pupils report greater ownership and involvement in their learning experience. There is a better understanding of the impact on individual learners and carefully targeting interventions. |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Review and embed the restorative practice behaviour policy in partnership with staff, pupils and stakeholders.
* Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions like the emergent literacy programme in partnership with Banff Academy Learning Coaches.
* Continue to build capacity as a team to ensure the needs of all pupils are met. Use the data effectively to plan for support.
* Embed whole school nurturing approaches.
* Staff well being will also be a priority as they team pushed hard for support and attainment through covid and on returning to school maintained an ambitious approach to not only learning but also wider achievements in school. As we approach the challenge of the cost for living crisis the impact on our team as well as our community will be carefully monitored by the head teacher.
 |

|  |
| --- |
| **QI 3.2 Raising attainment and achievement**Attainment in literacy and numeracyAttainment over timeOverall quality of learners’ achievementEquity for all learners |
| **Relevant NIF priority: All****Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information****Level of quality for core QI: Satisfactory** **(HGIOS?4/HGIOELC? 1-6 scale)3** |
| **How well are you doing?****What’s working well for your learners?**  |
| * There is a positive picture of attainment for Macduff Primary School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
* Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
* Macduff pupils are successful, confident, and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Many pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
* Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils
 |
| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * Following moderation and developing assessment processes the dialogue around professional judgement is more robust.
* Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
* Aberdeenshire tracking system and tracking meeting info is kept up to date termly with teacher ownership of the process.
* SLT review specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
* Achievement of a Level data shows that in the year 2020-21 reading on or above average in school was 71.3%, following the tasks described about this increased to 84%. Writing went from 69% to 79% (this remains a priority for further development) and numeracy in 2020-21 was 73% and in 2021-22 89%. This data is slightly reduced by the high level of learning needs in the p7 cohort, for example maths for p1 and p4 grew to 95% on or above average.
 |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Continue to develop moderation processes and practice as a practical tool.
* Continue training for staff around assessment incorporating support from local authority QAMSOs
* Continue to familiarise all staff with the interrogation of SNSA, GL and ACEL data.
* Development of pupil voice groups. Pupil council and class council are good but not enough children involved in pupil leadership of learning. – focus groups
* Using a robust and consistent approach to assessment develop a clear picture of attainment and share with staff for analysis and discussion.
* The data shows we need to have a push on literacy, specifically writing and this will be a priority. From classroom observations and feedback there are a number of factors to be considered in writing, partly challenges teaching online during covid however as a school we will develop a strategy going back to the talk for writing basics to rebuild vocabulary and develop skills.
 |

# PEF 2022-2023

**PEF PLAN FOR COMPLETION BY HEAD TEACHER**

|  |  |
| --- | --- |
| **Proposal Period**  | 2022-23 |
| **Name & Code of School**  | Macduff Primary School E050060(049) PEF Code  |
| **2022-23 Budget Allocation**  | £58320 |
| **2021-22 Budget Carry Forward**  | £77581  |
| **Total Budget**  | £136171 |



1. **Data and analysis:**

Through the introduction of the nurture hub and nurturing approaches restraints, which were daily have been reduced to zero. Identified pupils are now in a place to learn and their attainment is being tracked.

1. **Proposed interventions**

The proposal is to keep the nurture room open and roll out the interbventions to key staff in school.

1. **Impact Measurement**

Attainment, attendance and calm data will be used as measures.

1. **Governance: Planned Expenditure**

This year we would not have enough in our PEF to open the nurture hub full time as we saw a significant reduction. With careful management I plan to split the carry forward between 2022-23 and 2023-24 as this will give me two further years of full time nurture. After that we will need a radical rethink but coupled with new approaches to best practise in PSA distribution we can mitigate.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Details, inc Supplier Name**  | **FTE / HRS**  | **Cost 2021-22**  |
| Teaching Staff  | Teacher of Primary scale 3 at 1 FtE to release class teacher for Nurture Hub 0.4 ASL support scale 6 | 1 FtE 0.4fte | £50,000£30,000At time of writing teacher pay calculator has not been released.  |
| Support staff   | PSAs for Early Intervention and Nurture Post 1 Nurture Post 2 Post 3  | Total 57.5hours 27.5 15 15  | £34,631.71      |
| Support Staff  | PSAs for Breakfast Club  |  hours per week   | £4,517.18  |
| Food Costs  | Via Catering Team  |   | £1500  |
| Resources  |   |   | £  |
| HWB  |   |   | £  |
| HWB Nurture resources  | Nurture hub resources, YPO    |   | £          |
| CLPL | Develop skills of PSA team to be more strategically deployed to raise attainment working in partnership with Banff Academy | To be arranged following observations at the academy and PPPs | £10000 |
| **Total**  |   |   | **£** 80,648 |

# Capacity for improvement

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

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

# Action plan

|  |  |  |
| --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children’s progress 3.3 Developing creativity and skills for life | **Aberdeenshire Priorities:** 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. |
| * Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained, positive destinations.

**Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children’s progressSchool improvement Performance Information |
| Notes/Information |

|  |  |  |
| --- | --- | --- |
| **Priority 1 : To develop robust systems for planning, assessment and evaluation**.HGIOS 4: 2.3 1.2 3.2NIF: to improve attainment for all, particularly in literacy and numeracy | **Data/evidence informing priority: Baseline information from SNSA, ACEL, November tracker, Pupil feedback.** | **Progress** |
| **On Track** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Behind Schedule** |
| **Not Achieved** |
| Having streamlined the planning, develop the rationale further to include outdoor learning and DYW and to better reflect the school community. Look at ways to be more fluid in how children access learning so that they can move classes for parts of the learning if that allows for greater support and challenge. Also using teacher strengths in team work around offering particular curricular areas. | AC will lead on this in partnership with Banff Academy as part of her CLPL. A working group of volunteers will be asked to be part of the process from the teaching and PSA team and the parent and pupil forum. | This is on the agenda for 22.8.21Dates will be set for working groups as part of our WTA | More flexible and creative use of the curriculum for ExcellenceEmbedding of skills in the learning process.Reflection of pupil voiceManageable planning in teams to tackle bureaucracy and share good practice. 80% of pupils report an involvement in the learning process. Look to increase this to 100% |  |
| Work in partnership with the academy to broaden our approach to IDL and become more skills directed rather than content. |  | A learning experience that builds on skills, using our shared resources creatively including pupils working in partnership with academy pupils. Best meeting learning styles and skills development. |  |
| Build on the approaches to assessment in 2021-22 where GL was used to underpin professional judgement and develop an assessment policy that underpins rigorous and accurate collection of useful data. |  | Confidence in moderation of levels using evidence. A useful and timely approach to collecting meaningful data. |  |
| Introduce a structured approach to evaluation at individual, peer and school level beginning at school level with QI1.3. Bring pupil voice into the evaluation process. |  | Evaluation as a rigorous ongoing process. |  |

|  |  |  |
| --- | --- | --- |
| **Priority 2 : To develop skills for Literacy****HGIOS 4: 2.2 3.2**NIF: to improve attainment for all, particularly in literacy and numeracy | **Data/evidence informing priority: No consistent policy in place** | **Progress** |
| **On Track** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Behind Schedule** |
| **Not Achieved** |
| Look at differentiation and progress of learning of key skills and research best practice, e.g. Highland Literacy, WandleDevelop a whole school approach. | RR will be key to this process in partnership with volunteers from the teacher and PSA team.  | This is on the agenda for 22.8.21Dates will be set for working groups as part of our WTA | Greater consistency in our approaches to teaching these skills and to supporting learners in middle and upper stages classes. Measured through observations, planning professional dialogue and data snapshots in November, February and June  |  |
| Research Talk for Writing skills and develop a school strategy. | All teaching and PSA staff will be involved in training with this being a key priority for the November in-service. | November in-service | Improved attainment , at the moment our data for writing is at around 77% on or above average. This is lower than our data for maths and reading. |  |
| Research best practise in teaching reading as a skill and comprehension and develop a school strategy. | Led by the ASL team with volunteers from the teacher and PSA teams. | November in-service | Often our actual reading skills are good but the skills in comprehension are not in line with them. Build on skills so that the data for attainment is raised in SNSA and teacher judgement of comprehension skills. |  |

|  |  |  |
| --- | --- | --- |
| **Priority 3 : Embed Nurture as an Ethos for All****HGIOS 4: 2.4 3.1****NIF: to improve children and young people’s health and wellbeing and reduce inequality.** | **Data/evidence informing priority: Feedback from pupils, staff and parents.** | **Progress** |
| **On Track** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Behind Schedule** |
| **Not Achieved** |
| Using pupil voice, redevelop the school grounds with nurturing spaces for Forest Schools, community sharing and places for quiet reflection. | The pupil council and pupils forum in partnership with key Eco and nurture staff members. | This is on the agenda for 22.8.21 | Improved use of outdoor space linking in to our work on planning and IDL and reflecting our pupils and community. Strongly pupil led via the eco group with clear visible outcomes in how we plan for the outdoors and in how pour outdoor space looks. |  |
| Continue to have a nurturing atmosphere in school be reiterating continuing to embed restorative approaches, offering CALM theory training to those who have not had the opportunity. Develop pupil voice in the nurturing processes so that feedback is continuous. | All | Daily and during in-service | This is a process that must be continuous so that practise does not slip. It will be included in the staff GIRFEC training at in-service. This will be constantly reviewed with stakeholders and through daily observations and conversations. |  |
| Give greater autonomy to the PSA team to develop their learning offer for the school and grow their professional skills and leadership opportunities, in partnership with Banff Academy Learning Coaches. | PSA TeamSupported by depute LS | Wk beg 20.6.22 | The team will research in term 4 of 2022 and bring their learning offer to in-service. This will then grow and develop during the school year. Feedback from all staff and constant tweaking will allow for a full end of year evaluation also involving stakeholders. |  |

# Wider Achievements

Our School choir have performed at our outdoor Nativity at Netherwood farm and for the community at the Jubilee Big Picnic.

The whole school took part in the outdoor Nativity offering a covid safe way to perform for our community and really bring the wow factor to Christmas.

Our P5 class was mentioned in the Scottish parliament for their project on homelessness and the work they had done to help, including making crisp packet blankets.

We have raised hundreds of pounds for Ukrainian charities and successfully welcomed our first Ukrainian pupil.

P6/7 were finalists in the Keep Scotland Beautiful Pocket Garden Showcase.

In the Buchan Heritage’s Doric Writing competition we had pupils who won their categories and others who were highly commended. One p6 pupil won the shield.

In P5 one of our pupils was the Buchan pupil of the year for her fund raising work.

Our pupils actively pursue sports and share their achievements in highland dance, swimming, football, running and gymnastics at assembly on Friday.

We have music tuition in school for chanter, piano, flute and clarinet.

Our probationer teacher was recognised as Excellent in the Teacher of the Year Award.

# Memories are made of this:

We found the time capsule from the year 200 and invited back the head teacher and pupils from that time for an afternoon of music and fun that included opening the capsule.

The pupils have fond memories of working in partnership with the community, particularly at Tarlair and they are recognised by the community as hard working and caring.

We were particularly proud when our senior pupils represented the school for a visit to Macduff Church by Princess Anne and her letter, mentioning how lovely it was to see the children, was a source of great pride.

We were once again able to undertake a sponsored walk in aid of the P7 leavers event and this was a huge success with lots of happy memories. P7 went on to have a hugely successful residential trip to Edinburgh.

**Wider Community Links**

We have been supported hugely by members of our community. This has included the Parent Council leading on a scheme for arranging for families to receive upgraded laptops so that everyone could get online during lockdown. The local parish church has also been a great support, including online assemblies and now in person assemblies. We have also got close links with a local farm which hosts a Friday night community youth club was the host for our outdoor nativity.

We are exploring sustainability through our renewed curriculum design and have links with STEM leaders in the community who will give us guidance and in time come and work in school to develop STEM projects.