



**St Combs School
Standards & Quality Report
2022 - 2023
and
School Improvement Planning
2023 – 2024**

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in St Combs 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 St Combs School, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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








Miss F Campbell

Head Teacher

The School and its context

Vision, Values and Aims

7 Learning Dispositions

Cooperative
Creative
Independent
Respectful
Resilient
Curious
Reflective

	Breadth	C U R R I C U L U M	We aim to create an ethos of achievement and success where pupils are nurtured and encouraged to develop cooperation, creativity, independence, respect, resilience and curiosity through a reflective approach, across a wide range of learning opportunities.
	Challenge and Enjoyment		We aim to collectively plan with pupils to support and deliver excellent learning activities, which foster challenge and enjoyment, as well as provide deep and effective feedback.
	Coherence		We aim to actively promote parental involvement and engagement within school life, working together to improve the school.
	Depth		We aim to ensure that parents are supported to share the learning journey of their child.
	Personalisation and Choice		We aim to develop partnership working with the local community and other agencies to meet children's needs, with a view to support broad and rich learning.
	Progression		We aim to aspire create a happy, safe and welcoming environment which celebrates pupil voice. There is a commitment to provide diverse and challenging learning experiences which foster independence, enabling all learners to achieve their goals and targets.
	Relevance		We aim to reflect regularly within the school community to support improvement and keep updated with current teaching and learning approaches.
			We aim to ensure pupils understand the purpose of their learning, see the value of what they are learning and its importance to their lives, whether from history or focusing on their present lives and the future. We aim to prepare pupils for the world of work as well as learn about sustainability and global citizenship.

Getting it Right for Every Child (GIRFEC), promoting physical, social, mental and emotional health and wellbeing.

Confident Individuals
Effective Contributors
Responsible Citizens
Successful Learners

St Combs School: Vision, Values and Aims

(Updated June 2021)

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

Context

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 in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world.
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others.

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings.
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others.

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners.
- Encouraging all to reach their full potential through stimulating and independent learning.

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge.
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing.

St Combs Primary School is a village school. We have 4 classes and our current roll is 69.

Analysis of the **SIMD data** shows that the majority of children live in deciles 5 and 6. We believe that all children are entitled to the best education and to be the best they can be.

PEF will be targeted towards providing additional HWB, Literacy and Numeracy support. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school include:

- The strong sense of belonging that children have and the very positive relationships within the school. Children, parents, staff and members of the local community are a valued part of the school. They are proud of their heritage, Doric dialect and culture.
- The staff team, who work together very well. They help each other to improve their professional skills and abilities and willingly share their knowledge.
- The Parent Council and wider parent body who are highly supportive and play an active role in the school. They work effectively with the headteacher and all staff to improve children's experiences.

HM (Education Scotland) Inspection Feb 2023

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 2022-2023.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2022-2023)
Priority 1: To improve Learning, Teaching and Assessment.	<p>Finalise our Curriculum Rationale and 'What Learning, Teaching and Assessment looks like at St Combs', to ensure greater consistency of learning, teaching and assessment processes across the school.</p> <p>Continue to raise awareness of, and understanding in, our Vision, Values and Aims, 7 Learning Dispositions, the Wellbeing Indicators and the UNCRC. <i>Year 2 Plan (Overall HGIOURS and 7 Learning Dispositions (looking inwards) -> Personal Profiles</i></p> <p>Review our Learning Logo and its purpose.</p>	<p>Our Curriculum Rationale was completed in Term 3 and 'What Learning, Teaching and Assessment looks like at St Combs' was shared in September 2022.</p> <p>V,V and Aims still need to be embedded into daily life. It is still the plan to develop Personal Glow Blogs next session.</p> <p>The Learning Logo has not yet been reviewed.</p>
Priority 2: To improve Leadership Opportunities across the school.	<p>Reintroduce P7 Buddies for P1 Pupils Opportunities for P1 Learning and P7 Leadership</p> <p>Introduce 'Noo Wir Spikkin!': HGIOURS (5 Theme Focus) (Year 1)</p> <p>Reintroduce Pupil Voice Groups (Pupil Council, Eco, RRS and YLL (Young Leaders of Learning)</p>	<p>Our P7 Buddies were excellent supports for our new P1 pupils. P6/7 pupils led learning with P1/2 during Soft Starts and with P4/5 during Paired Reading. Our P6/7 Playleaders supported play at lunchtimes. From Term 3, each class focused on one theme from HGIOURS, with the school focusing on Theme 5: Our Successes and Achievements. Learning is shared at School Assemblies and through a wall display. PEG (Pupil Engagement Groups) were reintroduced in Term 3 and focus on Communities,</p>

	<p>Professional Enquiry / CLPL Opportunities, to support effective learning and teaching.</p>	<p>DYW, Eco, Pupil Council, RRS and YLL. Staff engaged in ASL Learning Opportunities, Nurture Training with Educational Psychology and welcomed HM (Education Scotland) Inspectors to school in Term 3.</p>
<p>Priority 3: To raise Attainment in Literacy, focusing on 1st Level.</p>	<p>Staffing restructure to utilise expertise within Literacy. Supporting pupils to get back on track. Focused ASL in class support, to ensure progress is made. Individualised Spelling Programme, planned collegially and supported by class teacher, ASL teacher and PSA. Access to online Spelling Programme, NESSY. Kinaesthetic learning including practical equipment and online resources e.g. card games to reinforce spelling patterns. Writing Sessions with Step-by-Step, Scaffolded Supports by highly experienced teacher to build a solid foundation. Increased opportunities for Free Writing, encouraging Pupil Choice. PEF Funded PSA support sessions to develop Social Skills, Focus and Cooperation. EPS Sessions for Targeted Pupils 4x a year; How do we learn? My brain Creation of Rhyme Bags for Home (to support better understanding of onset and rime) for our younger learners.</p>	<p>Interim Spelling results were encouraging and more children were on track in Writing. Regular ASL and Class Teacher dialogue supported this progress. The individualised spelling programme has enabled foundations to be strengthened. PSA support has been regularly planned within spelling. NESSY targets have been set and reviewed during the year. Structured writing lessons enabled written pieces to become extended and contain increasing detail, focusing on VCOP. Limited opportunities were available for Free Writing this session as the focus began with the mechanics of writing. Regular PEF funded support sessions have resulted in enhanced learners within social situations. There are less issues arising in the playground and, when they do, restorative approaches are much more successful in resolving these. EPS supported the 'how we learn' aspect, recording the pupils as they interacted with each other, reviewing the footage and creating next steps. Our P1 teacher completed a Practitioner Enquiry, focusing on rhyme and parental engagement. Our Rhyme Bags are almost ready to put together and will be used with our new P1 pupils.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

**Level of quality for core QI: 3
(HGIOS4/HGIOELC 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within St Combs School.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school e.g. Groupcall messages, Newsletters and Parent Council.
- Staff are effectively involved in school improvement planning and self-evaluation activities throughout the year, drawing on a wide range of evidence, identifying strengths and next steps.
- St Combs School has robust quality assurance processes to ensure there is a focused attention on monitoring and evaluating learning and teaching. All classes are usually observed regularly and there is consistency in practice across the school.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified. There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster e.g. Learning Circles.
- Pupil Voice is increasingly used to identify areas of strength and development across the school e.g. Communities, DYW, Eco, Pupil Council, RRS and YLL. These are opportunities for pupils to drive forward improvement and ensure their voice is heard.
- There are many opportunities for staff to take on leadership roles within St Combs School e.g. Visible Learning Impact Coach, Mentor, PEG Groups and Noo Wir Spikkin! class sessions.
- All staff at St Combs School know their children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Update (PU) and Personal Performance Plans (PPP) of all staff is conducted annually, taking into account school improvement priorities with agreed targets to improve outcomes for learners.
- St Combs School works effectively with schools within our cluster to identify common areas for improvement e.g. Outdoor Learning.
- Cluster HTs engage in cluster capacity building activities to support leadership and Improvement e.g. SQUIP and Attainment Reviews.
- Overall, the ongoing changes made within the school community are having a positive impact on young people.

How do you know?

What evidence do you have of positive impact on learners?

- Staff discussions and our Parent Council meetings are regularly held.

- Microsoft Forms is being used to seek parental views and opinions. Newsletters provide regular opportunities for parents to be kept informed.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on Visible Learning including Learning Dispositions and Feedback.
- Teaching staff have a range of leadership opportunities e.g. Visible Learning Impact Coach, Mentor, Noo wir Spikkin! groups and PEG (Pupil Engagement) groups, although opportunities have built up through this year.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PU and/or SQUIP.
- Moderation work is carried out throughout the year e.g. ASL Support Groups / PEF Support.
- Celebrating the 4 capacities, as well as our 7 Learning Dispositions, continues through Wall of Achievement.
- SIP, Improvement Plans and Reporting Calendar continue to be shared with Staff and Parents/Carers through the School Website.
- Increasingly using attainment data from SNSA Assessments, ASL assessments and in-school assessments, will continue to support improvement.
- HM (Education Scotland) Inspection was shared with the School Community and is available to access online.

What are you going to do now?

What are your improvement priorities in this area?

1.3 and 2.2

- Leadership Opportunities
- Digital Learning and Learning Journals
- Outdoor Learning
- Developing the Young Workforce

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

(HGIOS4 / HGIOELC 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of St Combs School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences and are eager to learn, being motivated and involved. There is evidence of appropriate pace and challenge across all classes.
- The majority of pupils can increasingly articulate what they are learning, and why, and know what they need to do in order to become successful e.g. Learning Dispositions (What makes a good learner?)
- Most pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within all classes at St Combs School linking to AiFL and, increasingly, feedback, through Visible Learning. Differentiation is used effectively across all classes. Teachers quickly amend groupings to allow support as well as extension.
- Most pupils are increasingly involved in self/peer assessment opportunities.
- Learning Intentions and Success Criteria are increasingly used to support pupils in their learning.
- All staff make effective use of questioning during learning and teaching experiences, extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups, when possible.
- All staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce any barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Staff are increasingly confident in using a wide range of assessment data, including standardised assessment results.
- Regular tracking supports pupils' progress in learning.
- Digital technology is increasingly used to support learning across all classes.
- Parents/carers and pupils can share learning through the use of a digital platform: Glow ->Microsoft Teams
- Staff and pupils have utilised the local community to enhance learning e.g. Coronation Beach Art, Sponsored Walk, Bike/Scooter trip to next village.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- St Combs School Staff have developed an effective marking scheme to ensure there is consistency across the school. This now needs to be embedded.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches e.g. Writing Checklists.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths / next steps.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- St Combs School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF (Pupil Equity Funding) focused on Targeted Support for Literacy and Numeracy.
- Emerging Literacy assessments are used to assess progress and resources are used to support identified gaps.
- Professional Dialogue continues throughout the session and pupils' progress is regularly reviewed in staff meetings. Parents received a written Progress Report in Term 4.
- Staff have implemented the 7 Learning Dispositions, from Visible Learning. Pupils use these to identify these qualities in others, through our Wall of Achievement.
- SNSA data is used to inform learning by class teachers.
- Consideration of trends in data are used appropriately to inform future Improvement Planning. During Session 2022-2023, there has been a key focus on Literacy, particularly First Level Writing, and Numeracy, following interrogation of data.
- Cluster Working continues with HT on the LMG (Local Management Group).

What are you going to do now?

What are your improvement priorities in this area?

2.3 and 2.7

- Learning, Teaching and Assessment
- Play
- Literacy: Reading

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: 4

(HGIOS4 / HGIOELC 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff at St Combs School 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, pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school has developed a whole school 'Promoting Positive Behaviour' policy. There are high expectations for behaviour with incidents dealt with promptly and effectively.
- 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 and participate in annual refresher training.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- The school tracks Health and Wellbeing through tracking and monitoring discussions.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A good range of universal support resources is available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs and risk assessments are in place for individual pupils, as appropriate, and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- Chronologies are in place, as necessary.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re. targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- 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 is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Relevant information is shared between staff.
- The school is applying its PEF to support equity of outcome for learners requiring support in Literacy and Numeracy.
- The school is adopting a dyslexia and autism friendly approach.
- Standardised data is used effectively to track progress and identify areas requiring targeted support.

- SNSA and ASL testing, as well as professional judgement, is used to discuss strengths and identify next steps in learning. SNSA, as well as ASL testing, is beginning to inform future planning and next steps.
- School tracking allows identification of current levels achieved and projected timescales for achieving the next level.
- Through regular professional dialogue, within school and with other agencies, barriers to learning are identified and pupils are supported appropriately.
- Analysis of attendance, LAC and lateness data shows appropriate levels of commitment and participation regardless of background.
- School is working towards RRS status. 4 Articles from RRS have been chosen as focus areas within the whole school: Articles 12 (Have a say), 19 (Protected), 24 (Health) and 28 (Education). Each pupil is an individual with unique needs, aspirations and rights.

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.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child Protection training is carried out.
- Staff have completed Data Protection, Equalities and Diversity training as provided by local authority.
- ALEC/SCARF resources used to support Health and Wellbeing Curriculum – The school uses a three-year rolling programme for smaller schools.
- Effective partnerships are in place with local church and a community officer in Bikeability. Parents are trained and deliver the Bikeability Course. The school also operates a three-year rolling first aid and CPR programme.
- Targeted support is provided by class teachers, PSAs and others such as SLT. EPS take part in planning and assessment for identified pupils.
- Outside agencies such as school nurse, doctor and CAMHS are also involved with the consideration of targeted support for individual pupils.
- Sensory Support will provide ongoing guidance and support, when required.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for, to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs, when necessary.
- HT meets termly with ASL staff in order to plan appropriately to meet individual need. This is also reviewed for impact on a termly basis.
- P7 Pupils served as P1 Buddies this year.
- A programme of visits were carried out to support the transition to P1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries, Fraserburgh Academy and CLD. Various events took place. There is an enhanced transition programme in place for those who would benefit from this. Academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

3.1

- Health and Wellbeing
- ASN

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

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

**Level of quality for core QI: 4
(HGIOS4 / HGIOELC 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a positive picture of attainment for St Combs School. The majority of pupils are attaining expected levels in Literacy, Numeracy and Health and Wellbeing. Some children exceed expected levels. Numeracy skills need to be strengthened at all stages.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust TMR system in place which is discussed with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in Literacy and Numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to support the development of Literacy and Numeracy.
- St Combs School 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.
- Achievements are recognised and shared across the school. The school is developing their system in tracking this information to ensure identification of any pupil at risk of missing out.
- One of our Probationary Teachers ran an After-School Dance Club in school, which was well attended. Another Probationer Teacher supported a Pupil-Led lunchtime Art Class.
- Attendance levels are high, above the national average, and inclusion is successful.
- Continuing to improve the current levels of performance and attainment, through Professional Judgement, SNSA and ASL Testing.

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures, some pupils are exceeding expectations in both Literacy and Numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up-to-date.
- HT regularly reviews specific cohorts of pupils e.g. pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- The school has engaged in moderation work in a variety of ways e.g. Visible Learning: 7 Learning Dispositions.
- Parental Volunteers have supported Bikeability, Football Team and Fundraisers, this year.

- It is anticipated that Partnership Working will step up, next session, when guidance allows.
- Ongoing CfE (Learning Disposition and 4 Capacities) 'Heart' Cards are shared and celebrated in Achievement Assemblies.
- All pupils are encouraged to share wider achievement through our 'Tree of Success' and 'Our Stars' Board.
- Tracking of attendance and lates - HT monitors this regularly and intervenes, where appropriate.
- Use of HGIOS4 to self-evaluate and identify improvements, through challenge questions.
- Engagement with Professional Update for all teaching staff, enabling reflection.
- Collegiate sessions planned for cross-stage moderation.
- Tracking of children's personal achievements outwith school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in corridor)
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning. Transition periods continue to be a focus: N-P1, P7-S1 and every stage in between. Programmes of enhanced transition have taken place, when required.

What are you going to do now?

What are your improvement priorities in this area?

3.2

- Assessment and Achievement

The following are specific improvements which were highlighted by HM Inspectors.

Listening and Talking

- (Early Level) Focus on hearing and repeating rhyming words.
- (First Level) Further opportunities to develop their note-taking skills when listening to spoken texts.
- (Second Level) Further opportunities to present talks to a wider range of audiences.

Reading

- (Early Level) To learn how to use books to find information.
- Regular opportunities for all to explore different authors and texts and read for enjoyment.
- Increase support to answer stage appropriate inferential and evaluative questions within First and Second Levels.

Writing

- (Early Level) More opportunities to write during a variety of activities, and through play.
- (First Level) More opportunities to apply their writing skills across the curriculum.
- (Second Level) More opportunities to review their writing and set personalised targets to improve their work further.

Maths

Number, Money and Measure

- (Early Level) Further revision in using coins in calculations and to pay for items up to 10 pence.
- (First Level) More opportunities to discuss the strategies they use during written and mental calculations.
- Opportunities to revisit mathematical concepts regularly.

Shape, Position and Movement

- (Early Level) Opportunities to learn to recognise three-dimensional objects.

Information Handling

- More opportunities for all to gather, sort and display data in a variety of graphs and charts using digital technology.

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	<ul style="list-style-type: none">• Literacy and Numeracy Attainment.• Enhancing Reading for Enjoyment• HWB (Social Skills / Nurture)
Expenditure	<ul style="list-style-type: none">• 2023-2024 Allocation and a Carry Forward from 2022-2023.
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	<ul style="list-style-type: none">• Increased attainment in Literacy.• Increased attainment in Numeracy.• Increasingly Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.
Impact Measurements How will you know the change is an improvement?	<ul style="list-style-type: none">• Professional Dialogue• Attainment Data• Observations• Feedback

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide our 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.

Priorities

National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly literacy and numeracy.

Key drivers of improvement

School and ELC leadership

Teacher and practitioner professionalism

Parental/carer involvement and engagement

Curriculum and Assessment

School and ELC 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.

<p>create learning targets. (help recognise next steps)</p> <ul style="list-style-type: none"> • Introduce learning journals to capture children’s learning journey through the school. <p>Prioritise online safety throughout the school through the following actions:</p> <ul style="list-style-type: none"> • Online safety policy (360 SafeScotland template) • Undertake the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). • Attend LoveLearning Safely CLPL sessions <p>Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration.</p> <p>Parental engagement exercise supported by LoveLearning team, if required.</p> <p>OUTDOOR LEARNING Expand on Outdoor Learning opportunities across the school and create a progression of experiences and skills, incorporating sustainability.</p> <p>DELVELOPING THE YOUNG WORKFORCE Create a whole school plan regarding Developing the Young Workforce and provide opportunities to explore jobs and professions.</p>	<p>Whole School Community: Parents, Pupils and Staff</p> <p>Teaching Staff and Support Staff</p> <p>Teaching Staff and Support Staff</p>	<p>Term 3 -></p> <p>Ongoing</p> <p>Ongoing</p> <p>2023-2024</p> <p>Term 3</p>	<p>Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p> <p><u>Teacher Digital Literacy Framework</u></p> <p><u>CLPL Love Learning Training Opportunities</u></p> <p>Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.</p> <p><u>Successful Approaches to Learning Outdoors HM Education Scotland</u></p> <p>Increased understanding of roles in society. Further opportunities to learn from parents / carers in our school community regarding their work journeys.</p>	
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ACTION PLAN 2		HGIOS 4: 2.3 Learning teaching and assessment / 2.7 Partnerships		
NIF:				
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. 				
Priority 1 : • All staff should continue to develop a shared understanding of high-quality learning, teaching and assessment. Teachers should ensure that experiences are well matched to children’s needs and interests.		Data/evidence informing priority: HM (Education Scotland) Actions following School Inspection in February 2023		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
LEARNING, TEACHING AND ASSESSMENT Continue to develop a shared understanding of high-quality learning and teaching e.g. <ul style="list-style-type: none"> LIs and SCs linked clearly to the CfE Es and Os. Learning activities that provide all children with the right level of support and challenge. Use higher order questions regularly. Increased opportunities for pupils to lead their own learning. 	Teaching Staff / Support Staff	2023-2024	Peer Observations and HT Observations Short Term and Long Term Planning	
	By Dec 2023	Term 2	<u>Realising the Ambition</u>	
	By May 2024	Term 1	<u>Early Level Play Pedagogy Toolkit</u>	
PLAY <ul style="list-style-type: none"> Further professional development / training in this area. Reference to national guidance on the principles of play pedagogy. Consideration of the classroom environment and the extent to which the experiences offered promote children’s curiosity and independence. 			Early Years Observations to P1 classes in other schools / Cluster working with South Park School.	

<p>LITERACY: READING</p> <p>Continue to improve children's attainment in literacy.</p> <ul style="list-style-type: none"> Individual writing targets would support children further to set ambitious goals for themselves. <p>Reading:</p> <ul style="list-style-type: none"> Develop regular opportunities to read for pleasure. Evaluation of how the school library is used and could be developed. Opportunities for children to select new books Ensure a wide range of diverse reading materials is available. Develop appropriate inferential and evaluative questions. Provide children with regular opportunities to explore different authors and texts. 	<p>Teaching Staff / Support Staff</p> <p>Pupils</p> <p>Admin / HT / Pupil Council</p>	<p>2023-2024</p> <p>2023-2024</p> <p>Term 1</p> <p>Term 1</p> <p>2023-2024</p> <p>Terms 2 and 3</p>	<p>Streamed Writing Sessions Peer and Staff Assessment Personalised Targets for individual pupils</p> <p>Reading Schools / Serial Mash / Scottish Book Trust / Accelerated Reader: Individually challenged and target setting progressions</p> <p>Regular library visits Updated books from Scholastic Fair; P6 and P7 Academy Library visits as part of the Transition Process.</p> <p>Book Week Scotland World Book Day</p>	
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ACTION PLAN 3 HGIOS 4: 3.1 Improving / ensuring wellbeing, equality and inclusion / 3.2 Raising attainment and achievement NIF: <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people’s health and wellbeing. Improvement in attainment, particularly literacy and numeracy. 				
Priority 1 : • Teachers should develop universal approaches to meeting the needs of all learners. All staff would benefit from further professional learning in supporting children’s individual needs. • Support children to understand and articulate the skills for learning, life and work they are developing.		Data/evidence informing priority: HM (Education Scotland) Actions following School Inspection in February 2023		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
HEALTH AND WELLBING <ul style="list-style-type: none"> Deepen children’s understanding of the Wellbeing Indicators. Use GMWP Profiles to monitor Health and Wellbeing. Plan more opportunities to learn about being Global Citizens as well as Diversity and protected characteristics. 	All Staff Teaching Staff All Staff	Ongoing Terms 1 and 4 Term 3	Increased knowledge of pupils School Displays RRS Group (PEG) Rights Focus Sharing the Learning at School Assemblies GMWP HWB Tool Uptake of FSM following rollout to P1-7 in 2024 Global Week / Fairtrade Week Increased pupils’ understanding.	
ASN <ul style="list-style-type: none"> Ensure that all children and their parents are fully involved in decisions about how their needs will be met, using IEPs, when appropriate. 	Pupils, Parents, Staff and HT	When required	Termly IEP Reviews Yearly Long Term Targets Pupil, Parent and Staff Meetings, when required.	

<ul style="list-style-type: none"> • Develop understanding of planning universal and targeted interventions for children requiring additional support. • Plan to provide more focused support in class for children with additional support needs. • Continue to access training on specific strategies to address children’s barriers to learning. • Ensure appropriate planning is in place for transition periods to ensure pupils’ learning needs are met in a new setting. 	<p>All Staff (Survey / HT training / Staff training)</p> <p>All Staff</p> <p>HT and ASL Staff (Academy)</p>	<p>By June 2024</p> <p>By July 2025 (2 year plan)</p> <p>Terms 3 and 4</p>	<p>Staff should continue with planned further professional learning in this area e.g. CIRCLE Resource CIRCLE: Child Inclusion Research into Curriculum Learning Education</p> <p>Self-Improving Schools Trio: HT Cross Cluster Collaboration</p> <p>Nurture Training with Educational Psychology Service Staff ASL Training Opportunities Online ALDO Training: GIRFEC (Informed and Skilled Levels)</p>	
<p>ASSESSMENT AND ACHIEVEMENT 3.2</p> <ul style="list-style-type: none"> • Further engage in moderation activities to ensure that assessment processes and professional judgements of children’s attainment are accurate. • Extend the range of assessment evidence to assess children’s breadth, depth and application of learning. • Analyse data over time to identify trends for cohorts of children. • Support all children to discuss and track the skills they are developing, within and outwith school. 	<p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff / HT</p> <p>Staff, Admin and HT</p>	<p>Terms 1, 2 and 3</p> <p>By June 2024</p> <p>Termly</p> <p>2023-2024 & Monthly</p>	<p>Increased parental understanding about how their child is assessed. Regular information provided to about their child’s learning. Increased opportunities for parents to learn alongside their child in school. Reintroduction of ‘Reporting to Parents / Carers’ overview across school in Terms 1 and 2, Term 3 and Term 4.</p> <p>Creation of a KiNT it! Skills Progression Increased discussion regarding Skills within Achievements Our Tree of Success / Reach for the Stars Engagement in Family Learning Signature Programme for P6 pupils Improved Outcomes for Children</p>	

Wider Achievements: Successful Learners Confident Individuals Responsible Citizens Effective Contributors

- All staff trained in Child Protection, GIRFEC and UNCRC.
- £106.78 went to Poppy Scotland from the village.
- P4-7 went to His Majesty's Theatre, Aberdeen, to see 'Charlie and the Chocolate Factory' Musical
- P6/7 pupils completed an Enterprise Project to raise money for transport and hoodies, for the trip to Dalguise. They sold their Christmas Gifts at a Community Christmas Fayre in November and the 'Christmas Party'.
- £137.40 was raised for 'Save The Children' by wearing our Christmas Jumpers.
- Assemblies were led by Lisa and Madison (AOG) and Jamesie (Peterhead).
- P4-7 After-School Dance Club (run by Miss Gow).
- Everyone was involved in 'Noo wir spikkin!' HGIOURS 'Pupil Voice' Class Groups.
- P7 took part in Transition events, including an Enterprise Event and an outdoor Transition Event.
- P1-7 Fire Evacuations throughout the year, including an evacuation off site to our Evacuation Centre.
- Our school performed our Doric Christmas Concert, 'Abidy loves a bairnie!'
- We all had 'Snacktime with Santa!'
- Some P6 pupils continued to learn to play the trumpet.
- Our Transition Programme for our new P1s was held. A Summer Activity Sheet was provided and this will be shared in school in Term 1 of the new session.
- P6/7 pupils went on a residential trip to PGL Dalguise in March 2023.
- All our pupils shared their learning with HM (Education Scotland) Inspectors in February 2023.
- Our P7 pupils were Buddies to our new P1s.
- Two 'Share the Learning' events for Parents and Carers were extremely well supported.
- Our 'Open Day' was very well attended with much feedback generated and independent, confident learners leading the tours.
- We had a 'King's Coronation Celebration' at the beach in May, creating our own Beach Art.
- P6/7 pupils successfully completed their Bikeability Course, with help and support from our Parent Volunteers.
- Everyone joined a Pupil Engagement Group (PEG), including Communities, Eco, DYW, Pupil Council, RRS and YLL.
- We had a visitor from Cairnbulg Library sharing about the Summer Reading Challenge.
- Sports Day was held in June with family and friends able to come and cheer us on.

- P7 pupils went to the Wimpy and Ten Pin Bowling to mark the end of their time in Primary School.
- P7 pupils received a personalised record of their time at Dalguise 2023.
- P1-3 and P4-7 had visits from Generation Science, focusing on 'Bricks and Blocks' and 'Robot Coding'.
- We had an Activities Week in Term 4. Activities included: a 'Wheely Day' to Belger, P1-4 Potted Sports, P5-7 Golf at Inverallochy Golf Club, 'Mrs McConochie's Musical Maestro Quiz!', P7 trip to the Academy to see 'Back to the 80s', a trip to Codona's Fun Fair in Aberdeen and a trip to the Arc Cinema in Peterhead.
- We welcomed many visitors this year, with 2 Quality Improvement Visits (QIV) and an HM (Education Scotland) Inspection.

Wider Community Links

- Our Parent Council planned and organised a 'Christmas Party' in the Community Hall in December 2022.
- Mrs Laird, our Administrator, retired after almost 36 years in school. We celebrated her at Christmas and then held a Special Assembly in January where former colleagues, friends and our School Community attended.
- Our Parent Council organised a 'Soup and Sweet' Fundraiser in Term 3.
- Our Parent Council planned and organised a 'Sponsored Walk' for our pupils in Term 4.