



**Luthermuir Primary School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024**

School Forward

At Luthermuir 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.

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

Self-Evaluation for Self-Improvement is at the heart of our practice in Luthermuir 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?

We are proud of our school and work hard to ensure that there are high expectations of all that we all strive to achieve. As a school we continually self -reflect throughout the year on key priorities and our progress. Staff are fully engaged in professional development and invested in ensuring that the young people at our school achieve to their full potential. We know that as new research, methods and strategies come to the forefront it is important that our understanding of pedagogy continues to develop and grow to ensure the best for all members of the school community

How do we know?

We use data, surveys, opinions, learning conversations, assessments and observations to gain an overview and reflect on how we are doing. We also moderate, share good practice, engage in professional dialogue and reading and ensure that we engage with the wider learning world to reflect on the themes and indicators within HGIOS4. We continually reflect on our practice.

What are we going to do now?

We regularly measure against national standards to reflect on where we are. We also look back at what we have implemented and revisit to ensure developments are embedded.

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.

Ian Clarke
Head Teacher

The School and its context

Luthermuir is set in an attractive rural location about 5 miles south of Laurencekirk and 8 miles West of Montrose. Originally a weaving village it has grown fairly slowly over recent decades and has retained much of its charm. There are no shops, but the village has a strong sense of community with the school and local hall hosting a range of events throughout the year.

The school was built in 1879 and is non-denominational. The catchment area includes two distinct settlements: the village of Luthermuir and Edzell Woods, a community established following the closure of the Edzell air base.

The school's current roll is 41 in total and comprises of two classes. Luthermuir Primary School has equivalent of 2 full time class teachers. The Head Teacher is responsible for both Luthermuir School and Luthermuir School in dual headship role and is supported across the two schools with a Principal Teacher. We also have a teacher one day a week who provides additional support for learners. The school works closely with a range of other support agencies and volunteers in order to provide the best possible experience for all our children. In addition, the staff are supported by 1 pupil support assistants, 1 school administrator, 1 cook, 1 cleaner and a part time janitor. On leaving Luthermuir Primary School the pupils transfer to Mearns Academy, Laurencekirk. Luthermuir School is part of the Laurencekirk Community Schools' Network and works closely with the other 6 schools in the Network. There are strong links between the schools in the network, with joint residential trips, extracurricular activities and after school clubs. The school plays an active role in the community and is used for a range of community activities and clubs for all ages. The school has a supportive Parent Council which supports school improvement priorities and raises additional funds to enhance the experiences for all our learners.

Vision, Values and Aims

At Luthermuir Primary School our vision is for our children, staff, parents and communities to work together to provide a safe, nurturing and welcoming environment where everyone is encouraged to be the best they can be.

Our School Values were reviewed last session with all stakeholders involved and throughout the school and community we wish promote our values through three core words:

READY, RESPECTFUL, SAFE

We aim for everyone to be:

INCLUDED in the life of the school

SUCCESSFUL learners in, and beyond school

HAPPY in a safe and nurturing environment

AMBITIOUS in all that we do

RESPONSIBLE in our learning and through our actions

ENTERPRISING and develop skills for lifelong learning.

Strengths of the school include:

High quality, active learning experiences

At Luthermuir School, children generally behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. Learners' achievements both in and out of school are recognised and celebrated. Pupils at Luthermuir School play an active role in the school and regularly take on responsibilities and leadership roles through Enterprise activities, Young Play Leaders and Pupil Participation groups.

High levels of performance

Children are making good progress in their learning with most pupils on track to achieve the expected level. Standardised assessment results support this with most children attaining the appropriate level for their age.

The inclusive and nurturing ethos

All staff have a very good knowledge of the children and their families and use this knowledge to plan appropriately for the varying needs and interests. Staff have undertaken training and professional dialogue to develop their understanding of Nurturing approaches, Restorative Practice and Positive Behaviour Management and will continue to work on embedding the principles behind these to promote positive behaviour for learning.

The quality of support provided

Staff know children very well and 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 carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. 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. PEF funding was used this session to provide additional targeted support for individuals, working closely with SLT, PSW and social work to ensure timely, relevant intervention. The Pupil Support Worker has played a key role this session, working with pupils, parents and staff to ensure all children are accessing the support required.

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

Staff, pupils and parents at Luthermuir School demonstrate a commitment to school improvement. Staff are committed to CLPL to enhance their own practice and maximise impact for learners. We have a very active Parent council, who work hard to drive school improvement and staff use the HGIOS4 challenge questions to focus their evaluations and identify next steps for moving forwards. HGIOURS has been used with pupils to gather their views on how we are doing and what we need to do next.

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 2020-2021	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements</p>	<p>Developing comprehension and writing strategies and embedding emergent literacy into the school where relevant. Attend Big Writing training in November Staff to professionally read Reflective Reading book</p> <p>Staff to be given time to update reading books and programme</p> <p>Staff to give better feedback to children and inform parents of areas for development more frequently and strategies to help parents support their children</p>	<p>Greater Pupil engagement in the classes this is being used in. Aspects of big writing being used in all classes, this supports better engagement and children being more aware of targets for success.</p> <p>Consistent feedback is now given but need to focus on it not being praised based.</p>
<p>Partnership working to raise attainment – to develop and promote partnerships to support parents/carers to actively engage in their children’s learning, attainment and achievement.</p>	<p>More relevant feedback to be delivered in a timely manner, Parents to understand how children are assessed and how they can support their child at home Staff to create an assessment leaflet and deliver a parental workshop on assessment and moderation Staff to ensure regular feedback given to parents through the usual communication channels and introduce Seesaw Continue to focus on the AIFL techniques and develop appropriate strategies for children especially KWL and target setting Staff training at Cluster level to focus on barriers to learning. Each class to develop a parental workshop session Time to plan, deliver and evaluate Review the QA Calendar with all stakeholders. Re-introduce HT surgeries</p>	<p>Consistent feedback is given to all pupils and is evident in jotters and through pupil discussions. Assessment and moderation leaflets sent home but need to create workshops to support parents understanding. AIFL techniques present in all classes. Staff are aware of Dyslexia as a barrier to learning and using the dyslexia toolkit. HT surgeries re-introduced but take up was low.</p>

<p>Developing leadership at all levels</p>	<p>All staff to lead and develop an area of the curriculum</p> <ul style="list-style-type: none"> • Support staff to focus on an area of the curriculum and lead and develop the resources and programme of study <p>Staff to embed last year's leadership activity of taking more responsibility of whole school activities All staff to promote VVA through all their work and day to day practice Embed VVA into Behaviour policy and procedures Review the behaviour policy and look at procedures for bullying incidents, audit all incidents and create procedures for dealing with any incident to support reporting process. The behaviour policy must include emotional wellbeing and how this is supported and recorded in regard to incidents.</p>	<p>All staff had leadership responsibilities, which gave increased confidence in delivering whole school programmes.</p> <p>VVA in place and being used in all classes. Supports positive ethos in school.</p> <p>Positive relationship policy updated, new procedures using SEEMIS in place for recording bullying incidents.</p>
<p>Improvement through self-evaluation – to develop a self-evaluation process across all schools using DYW as the medium, which will eventually cut across all areas of school</p>	<p>New tracking paperwork was put in place in Session 2021-2022, that sits in line with Cluster snapshots. I would like to further embed this and work more closely with staff on assessing their children and directing support. Pupil Council/Parent Council to continue to have a greater role in self-evaluation process and how we use our budgets. Clear self-evaluation process that is well planned and rigorous. Deeper engagement with HGIOS 4 More developed staff meetings that focus on self-evaluation for improvement. I would like to see how the three-year self-evaluation cycle fits into practice and begin to gather data from this to help support moving the school forward. Continuation of self-improving schools with support of the Local Authority Audit, and develop Living and growing programme of study ensuring programme is addressed throughout the year.</p>	<p>Tracking procedures in place and being used. Able to monitor Wellbeing and addressing this through Circle time. Pupil Council much prominent and reporting back to classes. Children have much more say in their school. Quality Assurance process in place, supporting self-evaluation. VSE started again.</p> <p>Not addressed this session due to work started with Glen Esk folk museum.</p> <p>New Relationship and Sexual health programme in place.</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

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

How well are you doing?

What's working well for your learners?

- The school engages in a self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. Children give their views about the school as part of committees and take responsibility for improving aspects.
- SIP progress is discussed at regular collegiate meetings. HGIOS4 challenge questions are regularly discussed at collegiate meetings although there is acknowledgement that this requires more focused planning.
- Staff have a knowledge of tools to support self-evaluation including GTCS standards and HGIOS4
- Staff have taken lead roles in school improvement initiatives such as Literacy to benefit outcomes for our young people. This could be enhanced further by rolling good practise out across the school to encourage a consistency in approach
- We have positive home/ school links through home/school diaries and our open-door policy ensures parents feel comfortable to discuss issues which may affect learning. Chronologies are kept updated.
- Discussions around planning, classroom practice and feedback need to be more focused to ensure they have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of methods.
- Staff engage with professional learning/CLPL opportunities through ALDO.
- Professional Review and Development (PRD) procedures are implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Work sent home regularly through the school blog and newsletters, where pupils and parents can comment on the learning that has taken place and the learning that is to take place.
- Children and young people are developing their confidence in reviewing their own learning and the work of the school through Pupil Voice Groups
- Staff use assessment data to inform planning and next steps to improve learning

How do you know?

What evidence do you have of positive impact on learners?

- 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. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.

- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- There are pupil groups in place for different areas of the school which are continually reviewed and developed
- Teaching staff have a range of leadership opportunities such as 1+2
- Whole School QA calendar clearly documents processes to review and improve school work
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- With 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 opportunities for staff to lead areas of work relating to identified improvement priorities and evaluate impact.
- A consistency in attitude and approach around school vision and outcomes for learner
- Continue to make reference to core values through weekly assemblies, Review Vision, Values and Aims in school and in the wider community and develop shared language and expectations.
- Continued use of HGIOS4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. In particular staff will become familiar with the new SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners.
- Provide further opportunities to engage parents and pupils in school improvement through regular use of curricular open evenings and voluntary working groups. Ensure that all stakeholders have opportunities to voice their views and opinions and that they feel they are being listened to and valued.
- Ensure pastoral notes are used in SEEMIS.
- Promote further links with local businesses.
- Increased parental engagement and dialogue with learners about their progress in learning through the use of School Blog.

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

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

How well are you doing?

What's working well for your learners?

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe and are protected by appropriate Child Protection and Safeguarding policies.
- Staff use a range of approaches to motivate and engage all learners
- Education Scotland Benchmarks are being used in Literacy, Numeracy and Health and wellbeing. Using these, in conjunction with a range of sources of assessment evidence, staff are becoming more confident in making judgements about children's progress within a level.
- Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process. Enhanced transition experiences are also offered in collaboration with CLD, the secondary school and through the Child's Plan process for those children who have additional support needs.
- Children benefit socially, emotionally and academically through regular outdoor learning experiences
- ICT is used across the curriculum to support teaching and learning experiences and as part of homework. Targeted individuals can access technology to support their learning.
- Regularly tracking periods across the school year are used to plan appropriate interventions and next steps
- Staff have high expectations of themselves and of our learners.
- Through assemblies and class teaching children are continually reminded about the purpose of their learning.
- Feedback is always shared with children in different and appropriate ways.
- Examples of work are sent home regularly allowing children to share their learning with parents and carers.
- Achievements, both in and out of school, are celebrated and children are encouraged to perform at open days and other school events.
- Children are encouraged to discuss achievements outside of school and have these recorded.
- All staff differentiate to suit varied needs in multi composite classes

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through the use of visible learning impact coaches.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- We have an agreed assessment calendar which shares key areas of focus. throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Survey results from parents/carers regarding learning, progress and feedback is very positive.
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What are you going to do now?

What are your improvement priorities in this area?

- Monitor that planning for learning, teaching and assessment is aligned to Curriculum for Excellence standards and expectations using the Experiences & Outcomes, Aberdeenshire's Curriculum Frameworks and the National Benchmarks.
- Continue to embed a more consistent approach to the use of learning intentions, success criteria and effective feedback would support learners to understand their next steps and take a greater role in, and more responsibility for, their own learning.
- Ensure that all children's needs are met through a more thorough programme of observations and monitoring of work.
- Develop a life skills award scheme and strong informal links with local businesses.
- Monitor the Expressive arts curriculum through observation and examining teaching timetables.
- All staff examine tracking data and review ASN support termly, introduce ASN target sheet.
- Consider carefully PEF funding and extra directed teaching time.
- Review support for children exceeding expectations
- Engage in Big Writing CPD as a whole school.
- Continue to embed school groups

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

How well are you doing?

What's working well for your learners?

- Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all.
- PEF funding has been used effectively to provide targeted support, working with partner agencies to ensure consistency in approach.
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- PSA support and support from our ASN teacher is targeted at those children who have additional support needs. Regular dialogue with CTs and HT ensures this support is fluid and always targeted at those who require it most and at those for whom it will have the most impact.
- Our curriculum provides children with planned opportunities to explore diversity and multi faith issues through our RME rolling programme.
- Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. Our ASN teacher liaises well with class teachers to assist. Analysis of such data shows that most children's attainment is in line with progression expectations in numeracy and literacy, although writing attainment has dipped

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. The school promote the rights respecting award work.
- 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 carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- ALEC/SCARF resources used – The school use a two-year rolling programme for smaller schools.

- The school has been awarded the following recognition: Silver Sports award which puts pupils, wellbeing, activity and leadership at the heart of our work.
- Effective partnerships are in place with local church and community groups, police liaison and community officers. The school also operates a three-year rolling first aid programme.
- Targeted support is provided by class teachers, IPT staff, Pupil support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Some staff have completed nurture training
- 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.
- Child's Plan process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1. P6 pupils act as buddies for new P1 pupils in term1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Mearns Academy/ Aberdeenshire engineers and CLD. There are series of visits in place. 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.

What are you going to do now?

What are your improvement priorities in this area?

- Whilst providing a range of appropriate learning experiences for individual pupils, there is a need to ensure that all learners are included in activities with their peer group as much as is possible - re-establish all school groups
- Run SMT clinic for parents again.
- Closely examine data and tracking to ensure all children's needs are met.
- Make sure IEPs are up to date and regular parent meetings are held
- Ensure differentiation is clear for those children requiring alterations to their learning to support them to progress
- Review child protection procedures and update training for staff to use pastoral notes on seemis. Build in a review mechanism to add to tracking documents.
- Carefully review and track the PEF and ASN children with a more systematic assessment program to show added value.
- All staff to use Pastoral notes

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

How well are you doing?

What's working well for your learners?

- The school have a tracking and monitoring system in place.
- Available data is based on teacher professional judgement which shows attainment is broadly as expected and aligns with standardised assessments used in previous years.
- The school is working to improve literacy and numeracy attainment and has planned interventions in place, making use of their Pupil Equity Funding allocation.
- SNSA data indicates that use of PEF allocation has been targeted well, showing children have made progress.
- Tracking system which takes into account teachers' professional judgement and results from standardised assessments.
- Staff make use of Benchmark trackers to monitor who is requiring support, who is on track and who requires more challenge.
- Wider achievements are celebrated through assemblies, notice boards, newsletters.
- HT holds tracking and planning meetings which we refer to the benchmarks and discuss individual children and their specific needs.
- Attainment review is carried out and shared and discussed with staff.
- Regular professional dialogue takes place between CTs, HT and ASL teacher

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 a number of 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 termly.
- 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 have engaged in moderation work in a variety of ways.
- All pupils involved in pupil groups
- Partnership working with community groups such as, CLD links and community cafes.
- All pupils are encouraged to share wider achievement.
- Tracking of attendance and latest-HT monitors all lates, as at main entrance daily.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop staff confidence in planning valid assessment and increase opportunities for moderation to reach a shared understanding of standards across the school to ensure that attainment data is robust.

- Continue to increase staff confidence in analysing the data provided by the SNSAs and how they consider this as part of a wide range of evidence when reaching teacher professional judgement.
- Ensure that wider achievements are systematically tracked and monitored so that learners 'at risk' of missing out can be provided with or signposted to appropriate opportunities to develop skills for learning, life and work.
- Continue to develop approaches to profiling as a means for learners to share their successes and achievements.
- To create and develop robust tracking of digital skills and life skills.

PEF 2020-2021

Identified gap	The development of literacy skills in the early years, which in turn impacts on reading and writing.
Expenditure	Professional Learning opportunities Supply cover Resources
Expected outcomes	A more consistent approach to the teaching of reading and early literacy skills Improvement in the pace of learning and teaching Stronger progression in children's phonics development at an earlier stage and spelling skills as they move through school Children will show an increased engagement with a wider range of texts Reading and writing attainment will improve
Impact Measurements	Abilities of children prior to intervention (Teacher Evidence/Samples of work) Initial and regular assessment and gathering of data to continually monitor progress Tracking progress for every child

Capacity for improvement

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.

Action plan 1

National Improvement Framework Priorities <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. Key drivers of improvement <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>Performance Information</p>		HGIOS and ELCC <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</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>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p>		Aberdeenshire Priorities: <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. 	
Priority 1 : To improve <p>Delivering Excellence – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements</p>			Data/evidence informing priority: <p>From our assessments, and staff discussions</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
Literacy Embed Big Writing and reflective reading strategies. Attend Talk for writing CPD and embed into practice. Create a better reading culture in the school using a variety of texts. Upskill all in higher order thinking, re-visit purpose of learning and link to planning, further embed AIFL – in particular LI, SC and feedback and monitor pace and challenge in teaching. Embed Learning and Teaching culture that staff created in Session 2022-2023 Greater focus on QA calendar and moderation activities	All staff All staff All staff All staff	June 2024 February 2024 August 2023 August 2023	Planning folders should evidence. Feedback from SMT. Informal staff discussions Tracking data and SNSA data Detailed progressions in place. Collegiate working and tracking discussions. Planning folders – documents A more balanced curriculum Staff more skilled in using the outdoors for learning A greater variety of learning opportunities for the children to achieve in. Staff to include in planning that can be monitored by HT/PT Higher expectations from all. Raised attainment. Better pupil engagement		

Action plan 2

<p><u>National Improvement Framework</u> <u>Priorities</u></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. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.2 Leadership for learning 1.3 Leadership of change 1.5 Management of resources to promote equity</p> <p>2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 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>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p>	<p>Aberdeenshire Priorities:</p> <p>2. Partnership working to raise attainment. 3. Developing leadership at all levels.</p>		
<p>Priority 2 : To improve</p> <p>Partnership working to raise attainment – to develop and promote partnerships to support parents/carers to actively engage in their children’s learning, attainment and achievement.</p>		<p>Data/evidence informing priority:</p> <p>End of session parental questionnaires highlight the need for support in the following areas – Parental feedback, assessment and how to support learning at home Through sampling of jotters and in discussion with children End of session parental questionnaire indicates the need for more joint parent and child learning activities</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>More relevant feedback to be delivered in a timely manner, Parents to understand how children are assessed and how they can support their child at home HT to deliver a parental workshop on assessment and moderation. Staff to ensure regular feedback given to parents through the usual communication channels and embed websites. Moderation within school, across dual school and with colleagues in Angus</p> <p>Continue to focus on the AIFL techniques and develop appropriate strategies for children especially KWL and target setting Staff training at Cluster level to focus on Circle Framework</p> <p>Each class to develop a parental workshop session and an assembly. Time to plan, deliver and evaluate</p> <p>Review the QA Calendar with all stakeholders.</p> <p>Run HT surgeries again</p>	<p>All staff</p>	<p>June 2024</p> <p>November 2023</p> <p>June 2024</p> <p>Jan 24</p>	<p>Workshop delivered Parental questionnaire</p> <p>Better understanding of levels and professional judgements, leading raising attainments</p> <p>Child discussions Jotter sampling</p> <p>All parents offered joint learning activity.</p>	

Action plan 4

<p><u>National Improvement Framework Priorities</u></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>Parental engagement</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</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>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 4 : To improve</p> <p>Improvement through self-evaluation – to develop a self-evaluation process across all schools using DYW as the medium, which will eventually cut across all areas of school</p>		<p>Data/evidence informing priority:</p> <p>Best Practice</p> <p>Staff confidence in Self-evaluation</p> <p>The need to have a clear understanding of what needs to be developed and using clear evidence to develop this</p> <p>The need to be clear about DYW across the school and the ability to track and develop the skills required.</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
<p>New tracking paperwork is in place and sits in line with Cluster snapshots, further embed this and work more closely with staff on assessing their children and directing ASL support.</p> <p>Pupil Council/Parent Council to continue to have a greater role in self-evaluation process and how we use our budgets.</p> <p>Clear self-evaluation process that is well planned and rigorous. Deeper engagement with HGIOS 4</p> <p>More developed staff meetings that focus on self-evaluation for improvement. I would like to see how the three-year self-evaluation cycle fits into practice and begin to gather data from this to help support moving the school forward.</p> <p>Continuation of self-improving schools with support of the Local Authority</p> <p>Update IDL programme to incorporate meta skills and work taking place with Glen Esk folk museum</p> <p>Evaluate Living and growing programme of study ensuring programme is addressed throughout the year.</p>	<p>All staff</p> <p>PT/HT</p> <p>All staff</p> <p>HT/ER</p>	<p>June 2024</p> <p>June 2023</p>	<p>A clear plan</p> <p>Clearer data tracking and evidence gathering</p> <p>New ASL paperwork in place</p> <p>Greater understanding of Self-evaluation and what each level of HGIOS 4 actually looks like. Staff more engaged with Self evaluation process.</p> <p>Better data to focus improvement</p> <p>Skills for life monitored and create a more balanced curriculum that all</p>	Behind Schedule
				Not Achieved

			can access and achieve in.	
		April 2024	Support children to be emotional literate and thoughtful, supporting the behaviour policy.	
	PT / Staff / Parents			