



Fintry 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 Fintry 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 Fintry 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.

Jane Mack

Head Teacher

The School and its context

Fintry School is a non-denominational, rural 2 teacher school with a role of 20. The school serves the catchment area around Fintry.

Vision for the school

- The Vision and Values of Fintry School were drawn up by gaining the views of Pupils, Parents, and the Wider Community
- Our vision is 'To be the Best that We Can Be'.
- At Fintry School we put our learners at the heart of everything we do, we have developed a positive ethos where through the pupil council, eco group & digital leaders pupil feel valued and listened to.
- Our curriculum takes in to account the principles for curriculum design as well as the needs and interests of our pupils.
- Our values are SCARF: Safety, Caring, Achievement, Resilience and Friendship.
- Our aim is to provide our young people with opportunities and experiences to develop the skills and attitudes needed to become Responsible, Citizens, Effective Contributors, Successful learners, and Confident Individuals.
- Analysis of the SIMD data shows that no child at Fintry Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 6. Although Fintry Primary School does not have any children who are classed as living in an area of deprivation, we do live in a rural area which provides its own challenges and we believe that all children are entitled to the best education and to be the best they can be.

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 2020-2021.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2020-2021)
<ul style="list-style-type: none"> • Staff to attend Cluster training SEAL and maths resilience. • Staff to become familiar with and trial using White Rose Maths. • New staff and PSA to attend Numicon training. • Adopt a consistent phonics progression approach throughout the school. • Review story kitchen approach to writing and adapt as necessary. 	<p>Training was not available and will be carried forward to next session.</p> <p>All staff now using White Rose as one of the resources to teach maths. Matched White Rose to Aberdeenshire Numeracy Progression.</p> <p>All staff attended virtual in-service training on Numicon.</p> <p>Whole school started using Phonics International to teach spelling.</p> <p>Decided to keep short read to give a good example of the genre of extended writing that would be completed that week. Simplified the number of success criteria for each piece of writing.</p>	<p>No impact yet as training not available.</p> <p>White Rose will continue to be used but only as 1 of many resources to teach maths not as a whole programme.</p> <p>Almost all pupils feel confident and happy to use Numicon in their Numeracy work. Being used effectively especially with ASN pupils. Pupils are more confident in basic number facts when using Numicon.</p> <p>New member of staff in P4-7 who had never used Story Kitchen meant progress was limited. Working well in P1-4 with most pupils showing an improvement in writing.</p>
<ul style="list-style-type: none"> • Using UNCRC to embed a rights-based approach. • Increase pupil voice within the school, introduce a pupil voice group. • Using play -based pedagogy in P1-7 to improve collaboration and relationships within the school. CT on Northern Alliance Play 	<p>Weekly assemblies to introduce the pupils to the rights of the child.</p> <p>Eco, Health, and Pupil voice group up and running on a fortnightly basis.</p> <p>Continuous provision embedded in P1-4. P5-7 using loose parts play outside. CT has completed a variety of courses on play.</p>	<p>Pupils are now able to talk confidently about the rights of the child.</p> <p>Pupil voice group have been using wee Higos and have been evaluating aspects of school life. When talking to the older pupils they say they feel more involved in school life.</p> <p>Continuous provision in P1-4 has made for a happier, quieter class. ASN pupils who previously struggled to be in class are now fully integrated in class.</p> <p>Loose parts play has proved extremely popular and has resulted in great opportunities for language development, numeracy, problem solving and teamwork.</p>

<ul style="list-style-type: none">• Staff to engage with assessment and moderation Aberdeenshire Pack (May 2019) from QAMSOs at Nov inset and collegiate meetings in mini cluster.• HT to attend QAMSO training to support moderation.• HT to re commence trio working	<p>Staff engaged with the pack at the mini clusters.</p> <p>HT attended QUAMSO training and feed back to staff.</p> <p>HT trio did not work out.</p>	<p>Staff more confident in what achievement of a level looks like.</p> <p>Moderation is now embedded within the school.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Fintry school. All staff and all pupils can articulate the vision and values which are used daily in learning conversations. The vision and values are in line with GIRFEC and UNCRC and are embedded in the life of the school.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement.
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Fintry school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- 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.
- Pupil voice used to identify areas of strength and development across the school.
- There are some opportunities in place for pupils to drive forward improvement and ensure their voice is heard.
- There are many opportunities for staff to take on leadership roles within Fintry School.
- All staff at Fintry 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 Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Fintry school works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Staff member has obtained a PG certificate in Middle level leadership and Management from Aberdeen University.
- Infant teacher has done 30 masters credits in Exploring Leadership, through the Northern Alliance.
- Staff have also completed the Education Scotland Aspiring to Middle Leadership and Peer to Peer coaching programmes.
- Infant teacher has also completed Northern Alliance: Play Pedagogy collaborative Enquiry Programme.

How do you know?

What evidence do you have of positive impact on learners?

- The vision and values are displayed in the hall and referred to at every assembly. Pupil achievements are linked to the values and shared with parents through Facebook and shared on seesaw.
- You said, we did approach is used.
- Social media is used effectively to seek opinion. Newsletters provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan.
- 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.
- Fintry have a pupil voice group that supports work in this area. They have started to engage with How good is OUR school (wee Higos) to support this practice.
- There are pupil groups in place for areas Eco and HWB.
- Teaching staff have a range of leadership opportunities such as taking forward areas of the Improvement plan.
- Whole School QA calendar clearly documents processes to review and improve schoolwork
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- With two other schools' opportunities have been provided for colleagues to engage in self-evaluation opportunities to share practice.

What are you going to do now?

What are your improvement priorities in this area?

- Appointment of Acting Head 1 day per week as HT cutting down to 4 days. Acting HT will take on responsibility for an area of the Improvement plan.
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Acting HT has a place on The Education Scotland Educator Leadership Programme and is planning to apply for the into Headship programme in 2023.

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: 4

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

How well are you doing?

What's working well for your learners?

- The ethos of Fintry School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Most pupils can articulate what they are learning and why and know what they need to do to become successful.
- Almost all pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within all classes at Fintry linking to AIFL and feedback. Differentiation exists across all classes.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In all classes' pupils are involved in co constructing success criteria with staff.
- 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. All classes have opportunities to work with the other class.
- Almost all learning experiences are planned to match pupils needs/abilities.
- 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 and barriers.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across all classes'.
- Parents/carers and pupils share learning using a digital platform – Facebook and Seesaw.
- All staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.
- Play pedagogy embedded in the P1-4 class.

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 takes place.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Fintry has an agreed assessment calendar which shares key areas of focus. throughout the school year.
- 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.
- Fintry has digital leaders and effective is used made of laptops/iPad and more recently, coding technology. Technology is also used to support targeted interventions planned for ASN pupils e.g., Immersive Reader, Book creator
- Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive.
- Facebook is used to promote everyday learning and achievements.

What are you going to do now?

What are your improvement priorities in this area?

- Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.
- Use of extra management time to have a member of staff to take groups of pupils to promote HWB and targeted support in Numeracy and Literacy.

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

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

How well are you doing?

What's working well for your learners?

- All staff at Fintry 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 equally and with respect. Due to the dedication of all staff all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy. High expectations of 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. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately
- 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
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity, and wellbeing
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, MAAP, SAAP 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.
- 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 ASN staff.
- Class teachers work closely with ASN teacher to plan targeted interventions. ASN teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention, and professional development. ASN teacher has good relationships with families and outside agencies and 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. Transition meetings are held annually for ASN pupils involving previous and new teacher.

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.
- Reintroduction of an open door policy following on from COVID.

- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
- RSHP website being used to facilitate HWB in addition to ALEC and SCARF resources.
- The school has been awarded the following recognition: 4 green flags, bikeability provided every 2 years, first aid training provided for P5-7 yearly with neighbouring schools.
- The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
- Targeted support is provided by class teachers, IPT staff, Pupils 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.
- 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.
- HT meets termly with SFL staff 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/Turriff 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?

- Develop Play Pedagogy throughout the school to promote HWB.
- Fully embed use of RSHP web site.
- Ensure Equity as well as Equality and check all resources used in school promote Equity and Equality.
- Use of extra management time to support HWB groups.

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

How well are you doing?
What's working well for your learners?

- There is a positive picture of attainment for Fintry School. The majority 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.
- The school has a robust TMR system in place which is discussed termly 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.
- The use of Emerging Literacy and systematic synthetic phonics from P1 ensures all pupils have a good grounding in Literacy.
- Fintry 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. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.
- Pupils participation with their wider community is successful through developing partnerships.
- Achievements are recognised and shared across the school through our wider achievement book.
- 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?

- Overall school professional judgements of CFE levels show good progress for all most all learners. Through school tracking procedures several 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. ambassadors. Immersive reader is being used for ASN ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Fintry and with neighbouring schools.
- Fintry school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.

- All pupils involved in pupil groups including rights respecting, DYW and Sports and health wellbeing and digital/eco group.
- Whole school action points and development work is shared through pupil council work. The Improvement plan summary is then displayed in the school hall for pupils and parents to see.
- Partnership working with community groups such as AFCCT, CLD links and community cafes.
- Seesaw online platform is also used to share achievements.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life, and work through our life skills programme.
- Pupils also can take part in various cluster events e.g., Rotary Quiz, interschool sports, STEM challenge events.
- Tracking of attendance and lates is in place.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- Embed Anne Glennie approaches with new members of staff.
- Play pedagogy approach to be extended throughout the school.

PEF 2021-2022

Identified gap	No PEF funding for 22/23
Expenditure	
Expected outcomes	
Impact Measurements	

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

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement 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</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>AAberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : Raising Attainment & Improving HWB</p>	<p>Data/evidence informing priority: QA class obs, Engagement with pupil groups using HGIOS 4, Pupil surveys completed</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ol style="list-style-type: none"> Baseline assessment of pupil engagement and HWB. P1-4 teacher will lead staff training on Play. Set up and resource continuous provision for upper stages. Staff online training on Meta skills from SDS. Begin using SDS Metaskills framework to plan and deliver and evaluate learning Link Metaskills to pupil profiles via seesaw Audit to ensure that all skills are being developed 	<p>All staff Acting HT P1-4 teacher</p> <p>All staff</p> <p>All staff</p> <p>All Staff</p>	<p>Term 1 Throughout the session</p> <p>Term 1</p> <p>Term 2/3</p> <p>Term 4</p>	<p>Data from assessment</p> <p>Minutes of meetings</p> <p>Record of training undertaken</p> <p>Speaking to staff, pupils and parents</p> <p>Result of Audit</p>	

Action plan 2

<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 School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>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</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.</p>		
<p>Priority 2 : To raise attainment in Literacy</p>		<p>Data/evidence informing priority: Effect of Lockdown on school community</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>1. New staff to complete Anne Glennie Training. 2. All staff to use same planning formats and a consistent approach to ensure continuity for pupils. 3. To develop a Grammar progression in our mini cluster. 4. Review writing progression to ensure breadth and challenge for all pupils.</p>	<p>New school staff</p> <p>All staff Teaching staff in</p>	<p>Term 1</p> <p>Term 2/3</p> <p>Term 3</p>	<p>Observing and talking to pupils.</p> <p>Grammar progression in place and being used</p>	

5. Moderate writing within the school and within the cluster.	mini cluster. All staff		Minutes of meetings Pupils work	
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Action plan 3

<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>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>AAberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Priority 3 : To develop staff and pupils STEM skills	Data/evidence informing priority:
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Through our continuous play provision in P4-7 more opportunities for STEM activities for pupils to take part in.</p> <p>Staff will take part in the STEM transition project based on sustainability and rivers.</p>	<p>All staff</p> <p>Julia Rickard Education Support Officer (Digital Pedagogy)</p>	<p>From Term 1 onwards</p>	<p>Classroom observations</p> <p>Results of stem project Effect on transition</p>	

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Wider Achievements

Rotary Quiz

Scots poetry competition

Samba drumming P1-7

Bikeability P4/5

Memories are made of this:

Virtual Christmas concert

Virtual Panto

Leavers assembly

Halloween Disco

Christmas Party

Bouncy castle

Zorbs

60's themed cocktail (Mocktail!) party

Movie and popcorn afternoon

Jubilee picnic and sports day

Wider Community Links

AFCCT coaching _1-7

Princess Royal coach P1-7

Children in Need fund raiser

Red nose day fund raiser

Yellow and Blue day to raise funds and awareness of the Ukraine crisis.