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**Ballater School**

**Standards & Quality Report**

**2019 - 2020**

**&**

**School Improvement Planning**

**2020 – 2021**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. 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 Ballater 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 Ballater 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.

Louise Duckworth

Head Teacher

# The School and its context

**Vision for the school:**

Everyone in the Ballater School Community working and learning together to be the best we can be.

**Our School Values:**

Ambition, Enjoyment, Honesty, Resilience and Respect.

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

In our School Community we aim to work together to:

* Create a welcoming and happy environment where our achievements are celebrated
* Listen and consider all points of view
* Provide a variety of stimulating opportunities and experiences to maximise potential
* Equip learners with skills for life and the future
* Recognise and support different styles of learning and teaching

**Context**

* Ballater School is situated in rural Upper Deeside. It has a current roll of around 70 pupils and 18 children in the nursery. We have three classes, P1-3, P3-6 and P6/7 and one nursery class which is currently offering 900 hours nursery provision. The school serves a diverse community with a large population of senior citizens and currently a declining population of younger families due to affordable housing shortages**.** Analysis of the **SIMD data** shows that no child at Ballater Primary School lives in an area of deprivation (deciles 1 and 2); all our children are between deciles 6-10. Although Ballater Primary School does not have any children who are classed as living in an area of deprivation, we know that many of our families are living in fairly deprived housing due the number of families in tied accommodation.

# Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

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| **Key priority 2019-2020** | **Key actions undertaken** | **Impact (achieved throughout 2019-2020)** |
| Continue to extend confidence and effectiveness and routine use of HGIOS4, QA calendar to be more directly linked to specific QIs.  Increase use of evidence and research to support professional learning  Improve use of attainment data to raise attainment | Revised QA Calendar created more closely linked to QIs.  staff development on improving teaching of writing. Resource based on staff evaluation of needs of learners in terms of gaps identified and background reading on variety of methods and structures which can improve writing across the school.  P7 SNSA data analysis to identify trends within the cohort and individual pupil strengths and next steps. CT identified areas to be developed in the classroom for groups and individuals.  Revised school structure in place to focus on pupil attainment in First Level and identify next steps. Revised Tracking system started November 2019 with CT and HT meetings. Was due to be updated April 2020. | Limited impact due to staff absences and lockdown. To be refocused from Jan 2020 with greater stakeholder involvement.  Staff were beginning to use evidence and professional research to inform their classroom practice eg writing structure.  Tracking system as at early stages of use due to staffing and then school closures. To be formally restarted from Jan 2020. |
| 1. Review, evaluate and revise current curriculum model – IDL learning 2. Review structure of HWB across the school – look at introducing a consistent plan and structure. 3. Increase consistency of integrating assessment in children’s learning   Investigate capacity to support family engagement- use PEF budget to release a CT to develop support materials for families to use with their child   1. Investigate other methods of sharing life of the school with parents in a meaningful and workload acceptable manner   To extend the school’s commitment to promoting diversity and tolerance and positive behaviour.  - focus on revised anti bullying policy.  Work on playground skills – using PEF budget- staff training (PSAs), revised playground code. | Not yet completed due to HT and other staff absence and Covid. Due to be started Nov 2020 In service.  Healthy School Scot structure now in place and being used from P1-P7. Emotion Works resource training undertaken by all teachers and now in place.  Assessment is more evident in planning- HT will revisit methods of assessment and the moderation cycle with staff  New calendar of assessment agreed with staff to flag up concerns around difficulties which might require ASN earlier. HT/CT/ASN joint planning meetings now being held to identify support needs, interventions and to check on impact- October 2020  A CT visited another school for training on how to use Seesaw. Rolled out to whole school March 2019 – used by all throughout lockdown- very successful, created positive links with families and learners. Whole school to continue to use to share learning, homework, instant messages, feedback etc with families. Nov 2020 – Seesaw withdrawn from school use due to advice from local authority. What next to use??  Family learning session had started in Jan 2020 with nursery families as part of transition, linked with health visitor and OT. sessions well attended and received positively. Home fine motor skill pack were order and due to be distributed to families at the time of lockdown. Resources will be organised to be used in school for the time being.  Revised draft antibullying policy shared with Parent Council, to be shared with pupils and redrafting into pupil friendly version with all learners as part of Anti-bullying week focus.  Rights Respecting Group restarted and working towards Bronze accreditation.  Not yet happened due to staffing difficulties with PSAs.  Revisit in Term 4 2020/2021 if staffing setting and Covid permits.  RRS Group working on playground charter. | No impact at present until Nov Inservice day.  Greater focus on HWB across the school with a more consistent and structured approach.  Pupils report enjoying working on Emotion Works.  CTs are routinely including assessment as part of their classroom planning. Need to revisit methods of assessment and observation.  CT/HT/ASN now more aware of identified needs with interventions planned, roles identified and reviews established.  See-saw provided a very positive impact for the whole school- used throughout school closures to provide home learning, vital communication link for all families and a method of feedback to pupil learning.  Need to find replacement asap to continue the improved communication links and to support home learning. Google Classroom will be used for home learning.  Positively received by parents and very well attended, parents suggesting topics. Look to continue this as part of a transition programme from nursery into P1 and then build up throughout the school as restrictions permit.  New policy in place and shared with all stakeholders.  Class charters have been created, newsletters shared. Survey to be carried out by RRS group. Pupils and staff showing more awareness of the Articles and how they can be incorporated into all aspects of the school.  No impact yet. New PSAs in place- November 2020 |
| 3. To expand pupil awareness of relevance of learning to real life skills and experiences. | Visual classroom planning to include more links to real life, revised IDL curriculum to be more community and real life focused with greater emphasis on skill development.  New Literacy, Maths policies created which include links to real life learning. | Limited until IDL is revisited. Staff collegiate sessions focusing on skills development |
| 1. Continue to develop the emerging literacy toolkit to identify and address literacy learning needs in early years learners. Year 3- develop more collaborative working with nursery into P1 2. Use Highland Literacy Programme and Talk for Writing as the main school structures to ensure consistency in literacy across the school. | New P1 teacher has screened all pupils in P1-3 using toolkit and is using the data to plan teaching for whole class and support identified individuals.  Nursery into P1 will be further developed when all new staff have settled into ways of working – revisit in term 4  Teachers chose and undertook training to use Talk for Writing as a consistent resource to improve attainment in writing. Staff were at the early stages of rolling this out when lockdown occurred. Staff refresher Nov 2020 to be rolled out from Dec 2020 in all classes | Limited impact due to staffing changes last session. Will continue to be a priority.  P5/6 evaluation of Talk for Writing indicated improvement engagement and standard of writing last session. Pupil feedback indicated they liked the structure of the programme. This has been restricted by home learning. |

# How good is our leadership and approach to improvement?

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| **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?** |
| * School improvement takes place in the context of the school’s values and vision * The selection of school improvement priorities is made taking in to account the local capacity to accommodate change * All staff are involved in regular evaluation of the school improvement plan through open dialogue. Leadership roles are taken by some colleagues . * Planned collegiate meetings start with a review of SIP progress. This helps with identification of strengths and areas of development. The information generated at these sessions is used to create future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI’s will continue to be encouraged this session. * Staff have a focus on improving outcomes for learners and participate regularly in planned learning conversations with colleagues, pupils and parents. Continuing to develop a more robust understanding of assessment data would further support this work. * Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change. * All staff are committed to CPL and reflect on and develop practice to ensure best possible outcome for all learners. Planning for staff CLPL is linked to the school improvement plan and learner need. * Overall, the changes pursued by the school are having a positive impact on young people |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| - Self-Evaluation at school level using HGIOS 4 QI’s  - Discussions with staff at PRD  - Observations of lessons by HT to ascertain embedding of revised approaches to supporting learning  - School Improvement Plan  - PRD records  - Feedback from parent council discussions and annual survey  - Pupil feedback |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Review school vision and aims with all stakeholders  Greater staff involvement to direct collegiate sessions linked to SIP and their development needs.  Reinstate QA processes to incorporate Covid procedures and beyond.  Improve communication at all levels including with learners  Develop a more focused link with our Parent Council |

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

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| **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?** |
| * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Learners’ achievements in and out of school are recognised regularly at our Achievement Assemblies and shared with pupils, parents and the wider community through our achievements walls and some class blogs. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking higher order thinking questions. * Staff continue to share learning intentions and success criteria with children but could still enhance this further by involving pupils more in the planning and evaluation of these. * Teachers track children’s attainment carefully across curricular areas- particularly Literacy, Numeracy and Health and Wellbeing, assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater understanding of consistency in the use of data is providing more consistent professional judgements to help confirm next steps in learning. * Forward planning has been updated to make planning more relevant to the needs of learners and staff and to incorporate more effective use of assessment data and evidence. * Developing Emerging Literacy training has been attended by two members of staff for two sessions. The programme has been effectively rolled out in P1-3 and nursery are starting to engage with the Developmental Overviews and skills. * Greater structure needs to be put in place to deliver greater attainment and consistency across the school in writing, listening and talking and maths. * A revision of learning and teaching pedagogy is needed across the school to ensure pupils are appropriately supported and challenged in all areas of their learning. This is now in place across the school with staff training to identify areas for development. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.  - Learning visits by HT and peers.  - Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.  - Collegiate professional dialogue focused on learning in literacy and numeracy.  - Parent questionnaire feedback.  - Pupil Feedback  - school moderation.  - Evidence from QI visit/ liaison with QIO. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Embed all new curriculum policies across the school * Revisit assessment and moderation with teaching staff * Further develop play-based learning in the early stages * Create structure to ensure progression within Emerging Literacy from nursery into P1-3 * Restart programme of tracking and monitoring system to inform learning and teaching * Create a staff version of “Learning in our School” to ensure consistency and to further develop teaching approaches across all stages. * Roll out visual planning method P1-7 * Create digital learning structure to start in early years |

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

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| **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?** |
| * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School. * All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. * All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM’s and IEP’s. * Analysis of collated data on attendance, lateness and exclusion shows that most children attend, participate and thrive in the school environment. * At times of challenge and difficulty the school deploys other professionals to access support from other agencies. * Classes and Assemblies focus on the UNCRC Rights, this in turn challenges discrimination, and intolerance. All classes have developed classroom charters in line with the UN Rights. A playground and dinner hall charter has been drawn up involving all stakeholders. A more developed approach to diversity is however required. Whole school focus will centre around the playground and revising the school Anti- Bullying Policy. Pupil work groups will facilitate these developments. * Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM’s, etc * We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks. Relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation. * There is a need to further develop approaches to ensure equity of outcome for all learners. |
| * **How do you know?**   **What evidence do you have of positive impact on learners?** |
| - Positive behaviour evident in and around school  - Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.  - Raised attainment by learners in all SIMD deciles evident in standardised assessments.  - Positive views reflected by pupils and parents on their education and desire to learn at Ballater School.  - School moderation exercises.  - Analysis of attendance, LAC, exclusion and lateness data shows appropriate levels of commitment and participation regardless of background  - Scrutiny/analysis of Child Protection procedures. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to embed RRS across the school via the new steering group * Review Safeguarding policy and procedures * Embed new Anti-Bullying Policy with pupil version created * Roll out of new HWB resources * Calendar of ASN planning meetings with identified interventions to be communicated to all relevant staff, pupils and parents. * Revised communication system initiated between class teachers and support staff to ensure pupil need are communicated and met. * Introduce focus weeks each term eg Antibullying, dyslexia, autism. These will timetabled based on needs within the school and through pupil choice, * Staff training to revisit ASN awareness to enhance classroom support**.** |

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| **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?** |
| * Attainment in the school is improving. This is the case for all abilities and both female and male and across all SIMD deciles. * A new tracking system is to be put in place this session allowing more targeted analysis of specific pupils and cohorts to then inform learning and teaching * Many pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in reading but less consistently in numeracy and writing. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. A tracking system for achievements will be trialled in one class this session. * Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all. This has been of limited impact due to support staff absences. * The outdoor environment and community is utilised to enhance pupils learning experiences. This could be used more routinely and effectively. * The school is working within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities. Lunchtime Leader Opportunities are to be put in place again when current restrictions are lifted session 2020/2021. Other leadership roles to be explored for senior pupils this session. * More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems particularly in the new maths system. * To continue using the revised format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire/ Highland Progressions and Education Scotland Benchmarks to ensure quality, pace and challenge. * There is still a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Analysis of standardised assessments to ascertain progress in literacy and numeracy * Analysis of opportunities for wider achievements for pupils * Feedback from QIO regarding overall school performance * Feedback from parents regarding progress of individual children |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to build consistency and progression into all curricular areas * Use PEF to raise attainment in identified groups of pupils * Revise IDL structure and pedagogy across the school to include greater pupil choice * Staff training to develop skills progression in all areas of learning- core learning skills in literacy and numeracy as well as Skills for Life and Work. * Continue to develop QA procedures to ensure staff are using attainment data to inform planning for learning and teaching. * Ensure staff are following the new curriculum policies created. * Whole school focus on classroom displays to ensure relevance and support for learners. |

# PEF 2020-2021

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| **Identified gap** | * Many pupils requiring support to understand and express and deal with their emotions. * Poor IT skills particularly in those pupils with limited access to devices at home. * Attainment gap in literacy in P3 pupils due to staff absences. |
| **Expenditure** | Staff training and subscription to Emotion Works - £2000  Purchase of additional laps tops to support learning and teaching of digital skills to allow pupils to access learning at home and school – £450 each X 8 = £3600  Support teacher for ½ day a week until Christmas and then 1 day a week from Christmas to Summer - £9500 |
| **Expected outcomes** | Greater staff confidence to deliver a supportive structure to develop pupil emotional literacy resulting in improved pupil awareness on how to deal with their emotions.  Improved basic IT skills across all pupils to allow all learners to access learning at home and school more effectively.  Improved attainment of writing skills in the pupil group- pupils attaining at expected level of above. |
| **Impact Measurements** | Pupil and parent feedback on their emotional health and literacy August 2020, November 2020  Baseline assessment of IT skills of pupils in P3-7 followed by assessments March and June  Attainment data of writing from March 2020, August 2020, March 2021 and June 2021. |

# Capacity for improvement

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

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

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-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. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To improve leadership across the school to ensure all learners are provided with positive learning and opportunities.** | | | **Data/evidence informing priority: Inspection 2019** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Review and refresh school vision and aims** * **Reinstate full QA calendar when Covid restrictions start to ease** * **Develop a more meaningful link with our Parent Council to encourage parental involvement in school improvement** * **Continue to lead school community safely through Covid pandemic** * **Encourage greater staff leadership to drive areas of change across the school** * **Staff training in identified areas.** | | **Whole school**  **HT**  **All staff and PC**  **HT**  **HT**  **HT and other staff** | | **Started Sept – ongoing**  **Return to school**  **August onward**  **Following PRD in Dec** | **Feedback from stakeholders**  **Staff feedback**  **Parent and staff feedback**  **Programme of leadership and training created** | |  |

# Action plan 2

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-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. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : To improve Consistency in learning, teaching and assessment across the school to then improve attainment** | | | **Data/evidence informing priority: Inspection 2019** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Staff to ensure they are using the newly created curricular policies for Literacy, Numeracy and Health and Wellbeing to improve consistency in learning and teaching- staff personal reading to familiarise themselves with the content.** * **Staff training to focus on moderation and assessment cycle** * **P1-3 teacher to further develop play based learning with support from EYSP** * **Continue to build on use of Emerging Literacy between nursery and P1 as part of the transition programme.** * **Restart using tracking system which was started last session in nursery and school to inform learning and teaching** * **Introduce and use a visual planning system in all classrooms** * **Develop a structure for developing IT skills across the school.** * **Further Develop documents on “Learning in our School” to produce a more in depth version for staff. Identify training needs from created document and address through PRD process.** * **Use of PEF budget to support Literacy Attainment in identified group and develop IT skills across the school.** * **Review and revision of IDL across the school to focus more closely on skills development and progression** * **Staff development to make further use of attainment data** | | **CTs**  **HT & CTs**  **P1-3 CT, EYSP, EYLP**  **HT, EYSP,CTs**  **HT, CTs**  **HT, CTs**  **HT, CTs**  **HT, CTs, Supply CT**  **HT, CTs**  **HT, CTs** | | Sept – Dec  Dec 2020  Throughout session  From Jan  2021  Jan 2021  October 2020  Jan 2021  Ready for Feb inset  Thro’ session  Start Nov inset  From Sept 2020 | **Class monitoring, pupil feedback, staff feedback**  **Staff attainment meetings**  **Class visits- peer and HT**  **Planning meetings**  **Planning discussions, forward plans**  **Plans**  **feedback on starting point and then impact when used for a term**  **Collegiate meeting notes, staff training plans**  **Monitoring of data a regular point for IT and Literacy.**  **Staff planning, class visits- pupil feedback**  **Staff feedback, attainment data, plans** | |  |

# Action plan 3

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf)   * 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. | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-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. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1: To improve staff, pupil and parental awareness of pupil support needs and how we can ensure these needs are met.** | | | **Data/evidence informing priority: …………………** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Re start Rights Respecting School Agenda- set up steering group and achieve Bronze and silver levels** * **Review Safeguarding Policies and Procedures across the school and update as required.** * **Roll out and use new Anti Bullying Policy with P6/7 creating a pupil friendly version.** * **Roll out new HWB emotional learning resource to be used with structure put in place last session.** * **Establish a regular calendar of ASN planning meetings to ensure needs are being met and progress is being made.** * **Termly HWB “Focus Weeks” to commence eg Term 2 focus Dyslexia.**   **Focus area will be focus of learning for pupils and form part of staff development.** | | **HT and group**  **All staff**  **HT, CTs**  **HT/ASN/CT**  **HT , CTs** | | **Sept 2020**  **Jan 2021**  **Nov 2020**  **Aug 2020**  **Oct 2020**  **Dec 2020** | **Pupil/staff surveys**  **Review of updated procedures after 6 months**  **Pupil/parent feedback**  **Notes of meetings, tracking of attainment**  **Staff/pupil/carer**  **feedback** | |  |

# Wider Achievements

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. We celebrate these achievements through our achievement assemblies and achievement board. The dates for these assemblies are shared with parents who contribute to the nomination process. Each child nominated receives an achievement tile which is added to the wall and the list of all nominees is shared in a letter to the school community. Our school also shares wider achievements with the local community through the Ballater Eagle and via our social media channel.

Charities supported by the school over the last session included Children in Need, SSPCA, Cancer Research and CLAN, Helimed and Poppy Scotland. All Charities are chosen in discussion with the children.

Last session we had many different opportunities to promote the wider curriculum. Pupils have benefited from a range of extra-curricular clubs and activities including gymnastics, running club, choir, cooking club, craft club which were teacher, parent and Active Schools. In addition, pupil leadership was developed with P6/7 pupils leading lunch time clubs for younger pupils, which included highland dancing, active games, art, science and gadget club. A particularly special event was the Burns supper for the parent council hosted by P6/7 pupils, with contributions from all classes to ensure that the parents were well fed and entertained. A highlight for the older pupils was the annual ski trip to Glenshee where everyone participated with great enthusiasm, discovering hidden talents and developing new skills.

All of our classes took part in Christmas Shows developing their skills for life and work, through auditioning, props and costume design, technical support, and advertising to name but a few. This extravaganza became an enterprise opportunity also with the beautiful cakes prepared by the cooking group being sold.

Our pupil working groups were supported by parents and these included the green team, pupil council group, and the anti-bullying team. Our parents are invited to the fortnightly assemblies which are led by classes on a rotational basis.

Our pupils were involved in improving our school through their working groups with the anti-bullying team contributing to the update of our behaviour policy and the development of a new anti-bullying policy; The Green Team were very successful with their crisp packet initiative to support the Helimed Charity; The Pupil Council led a competition to design new House flags.

Our Primary 7 pupils took part in an online P7 transition experience with Aboyne Academy. Some pupils attended a virtual Bridging Group experience with Academy staff or with Community Learning and Development staff. A small group also benefited from a morning visit to the Academy as well, as a result they all had very enjoyable experiences and had a smooth transition to Academy.

**Wider Community Links**

Our school choir is well known in the local community as every year we sing at Christmas Festivals, the Rotary Duck Festival, local care homes – Craigard, Sluiemhor, Monaltrie Court.

Our Nursery run the Food FareShare in partnership with the local Co-op.

Our outdoor learning curriculum is supported by inputs from the Balmoral Ranger.

The P6/7 benefited from partnership working with Robert Gordon University and Aberdeenshire Council Archaeology Team linked to the renovation of the Tullich Stones.