

Arduthie School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021



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 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 Arduthie 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 Arduthie 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.

Christeen Seward

Head Teacher

The School and its context

Vision for the school

Our school vision is to provide the highest quality education that ensures that all Arduthie pupils can

'Be the best we can be'

Values that underpin our work

Our overarching values that we want all children to be to achieve our vision are:

- Ambitious
- Respectful/resilient
- Determined
- Unique
- Team player
- Happy
- Inquisitive
- Enthusiastic

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

We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents and carers, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by our Curriculum Rationale. Thus, in turn enabling all our children to become Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals with the skills and knowledge for life and work.

Responsible Citizens

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

Effective Contributors

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

Successful Learners

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

Confident Individuals

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

The positive **ethos**, recognised and commented upon by visitors to the school, is the foundation on which we build successful teaching and learning. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our children. Children's voices are heard and respected. Pupil voice can be heard through our Pupil Council, Health and ECO committees and pupil focus groups, children are encouraged to have responsibility and participate fully in the life of Arduthie.

Context

There are 356 children in P1-7 and 48 in nursery. (Please refer to Arduthie School Handbook for further information.)

Analysis of the **SIMD data** 2019/2020 shows that no child at Arduthie Primary School lives in an area of deprivation (Deciles 1 and 2); Deciles 3-6 is less than 7%; Deciles 7-8 is 25%; and the majority of children 67% are in deciles 9 -10. Although Arduthie Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

We aim to appoint a part time Pupil Equity Fund (**PEF**) funded Pupil Support Assistant this session to target and support children who would benefit from planned interventions. We use the Wellbeing Web and Lueven and Schlecty Scales of Engagement and Wellbeing as well as attainment and social data to measure progress.

Strengths of the school include

- Our school and nursery staff work very well together.
- Children are listened to, encouraged to contribute and take a lead in their own learning. They have opportunities to represent their peers as members of school groups.
- Our children have begun to monitor classroom practices across the school.
- We generally have high attaining children who continually challenge themselves in their learning to be the best they can be and traditionally almost all pupils achieve the expected level in all subjects in P1, P4, P7, with almost half of these pupils exceeding expectations. (QI 3.2)
- The caring dedicated nature of the whole staff team.
- The warm, supportive atmosphere within the classrooms and across the wider school.
- Well behaved, friendly pupils who value learning and take risk in learning in order to challenge themselves.
- Articulate, supportive parents who genuinely want the school to be the best it can be.
- We are continuing to develop our new planning and progressions in Writing, creating more consistency across the school in delivering and assessing Writing outcomes.
- Emerging Literacy implementation has led to improved attainment in the Early Years.
- Tracking system fully embedded and used as an effective tool to monitor, track and challenge pupil progress in Literacy, Numeracy and Health & Wellbeing (H&W). This information is used to inform pupil next steps.
- Staff have regular opportunities to have their views heard.

High quality learning experiences

At Arduthie School, children are dedicated and committed to their learning. Almost all children are engaged and enthusiastic. They respond well to opportunities to learn in an interdisciplinary manner, consolidate their learning, make links with our local community and apply learning in different contexts in order to develop the skills for lifelong learning and work.

High levels of performance

Historically almost all children have made very good progress in their learning across all curricular areas, particularly in Literacy and Numeracy. Through monitoring and tracking children who require support are quickly identified and appropriate action taken to ensure they reach their full potential.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included. The wellbeing indicators are used to identify and support pupil needs.

The quality of support provided

Staff know children very well and have developed effective partnerships with parents/carers to ensure that children's needs are identified and supported. Teachers regularly assess children to ensure that they provide appropriate and timely support and challenge as required. Support staff are effectively deployed, with the Additional Support for Learning Teachers and Pupil Support Assistants (PSA) timetables being regularly reviewed. There are robust and highly effective systems in place for children who are in need of Additional Support for Learning. Staff and parents recognise and appreciate this provision within the school. Class teachers are aware of the staged intervention model and their role within it and we regularly revisit this process to best meet the needs of the pupils.

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

Staff, pupils and parents and the local community at Arduthie School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to professional development and self-evaluation in order to develop and improve their practice to have positive impacts and pupil learning.

Impact of our developments

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

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>QI 1.3 Leadership of Change We wanted to continue</p> <ul style="list-style-type: none"> To further develop the use of, effective feedback, challenge and identification of next steps in pupil learning. To further upskill staff on using data to inform planning, targeted support and pace and challenge of learning. <p>We wanted to develop (2019/20)</p> <ul style="list-style-type: none"> A more robust system to moderate literacy with a specific focus on Reading and Spelling. <ul style="list-style-type: none"> To review and revise current behaviour policy involving all our school community. 	<ul style="list-style-type: none"> Nursery and teaching staff attended Visible learning (VL) training, with one area of focus being <i>Feedback</i>. Regular tracking and monitoring meetings between the Senior Leadership Team (SLT) and Class Teachers SLT and nursery keyworkers tracking meetings introduced <p>All group work began after the HMle inspection was complete and the new HT and DHT were appointed. Shortly after this the school went into COVID-19 lockdown.</p> <ul style="list-style-type: none"> DHT leading a Reading development group set up to devise a progression and tracking system similar to our Writing work The Reading group have audited all teachers All reading books reorganised, catalogued and levelled (colour bands) and our school library has been reinstated DHT EY is leading the Spelling development. <ul style="list-style-type: none"> HT leading a Health working group to look at Restorative Justice, whole school ASL support and behaviour policy update Adult and pupil Health groups audited staff, pupils and parents to identify appropriate supports e.g. equipment, ambience etc. Reward tokens and logos purchased 	<ul style="list-style-type: none"> Most pupils are now engaging with relevant learning experiences as a result of staff becoming more reflective in their practice. To support the needs of the pupils, SLT developed a coherent approach to tracking meetings allowing new HT and DHT to become familiar with the tracking Nursery keyworker are becoming more familiar with the Outcomes & Experiences and Benchmarks and are now better able to use these to support the children's learning experiences. <ul style="list-style-type: none"> Writing progressions/tracking are a strong model to emulate, allowing children to take more ownership of their learning. Reading resources are now a much more effective resource across the school Children will have opportunities to engage with reference books in an inviting atmosphere <ul style="list-style-type: none"> Children have begun to take ownership of the 'house' system Pupil groups involved in identifying appropriate supports, which will make these more meaningful

<ul style="list-style-type: none"> • Develop Visible Learning specifically focusing on the language we use when children learn and the characteristics of a good learner. 	<ul style="list-style-type: none"> • DHT with VL experience was appointed and is leading a VL group. • The group identified characteristics and shared with staff. 	<ul style="list-style-type: none"> • VL group has developed and shared the learning characteristics with teachers who will begin to use this language in class to help them understand their learning journey and take ownership of next steps.
<p>QI 2.3: Improving Learning, Teaching and Assessment</p> <p>We wanted to continue</p> <ul style="list-style-type: none"> • The use of Aberdeenshire and Education Scotland Benchmarks to support effective planning and moderation therefore supporting teachers' professional judgements of pupil progress. • Developing a Growth Mindset (can do attitude) for all at Arduthie • To develop effective feedback and learning conversations with children. • <p>We wanted to develop (2019/20)</p> <ul style="list-style-type: none"> • Develop the language used in pupil learning and the characteristics that will support them in doing this. • Develop progressive Reading and Spelling programmes that meets the needs of all learners and continue to develop Emerging Literacy (EL) in nursery and P1. 	<ul style="list-style-type: none"> • Teachers refer to the Benchmarks for triangulation of levels. These are discussed for Literacy, Numeracy and H&W termly with SLT • SLT and nursery keyworkers tracking meetings introduced • In-house moderation of writing has been developed. • Whole school Writing progressions being trialled • Growth Mindset was introduced in some classes. • Nursery and teaching staff attended Visible learning (VL) training, with one area of focus being <i>Feedback</i>. • DHT with VL experience was appointed and is leading a VL group. • The group have worked with the community to identify characteristics. These have been shared with staff. • DHT leading a Reading development group set up to devise a progression and tracking system similar to our Writing work • The Reading group have audited all teachers • All reading books reorganised, catalogued and levelled (colour bands) • New DHT with Emerging Literacy (EL) experience appointed • DHT EY is leading the Spelling development. 	<ul style="list-style-type: none"> • Teachers are becoming more confident in accurately assessing pupil progress and in turn plan in a more targeted way to support children's learning. • Nursery keyworker are becoming more familiar with the Outcomes & Experiences and Benchmarks and are now better able to use these to support the children's learning experiences. • DHT and CTs to undertake Mindset Teams action research work to support a positive return to school after lockdown • <i>Feedback</i> to be a focus linked to mindsets and will allow children to make /co-create next steps. • Most of the children are beginning to learn the language of the VL characteristics and in time will be able to us this to confidently discuss their learning. • Writing progressions/tracking are a strong model to emulate, allowing children to take more ownership of their learning. • Reading resources are now a much more effective resource across the school • DHT for Early Years has been appointed and will lead EL to support pupil progress at the appropriate pace.

<p>QI 3.1 Ensuring Equity, Wellbeing and Inclusion</p> <p>We wanted to continue</p> <ul style="list-style-type: none"> • The effectively tracking of H&W to support timely interventions and meet the needs of all our learners • The use of wellbeing webs throughout the school to monitor pupil wellbeing • Ensure consistent and explicit differentiation in all curricular areas to meet the needs of all learners <ul style="list-style-type: none"> • Effective use of Pupil Equity Fund monies to support targeted interventions. <p>We wanted to develop (2019/20)</p> <ul style="list-style-type: none"> • The school's behaviour policy ensuring all stakeholders involved • Read, Write, Gold as an effective literacy tool across the school to support all learners. 	<ul style="list-style-type: none"> • Wellbeing Web and Lueven and Schlecty Scales of Engagement and Wellbeing as well as attainment and social data to measure progress • Wider achievement tracked <ul style="list-style-type: none"> • SLT & class teacher tracking and monitoring meetings to discuss individual children • Flexible ASL and PSA timetables • Adult and pupil Heath groups audited staff, pupils and parents to identify appropriate supports e.g. equipment, ambience etc. <ul style="list-style-type: none"> • PSA appointment for 0.5 of the week • Purchase of additional IT equipment <ul style="list-style-type: none"> • HT leading a Health working group to look at Restorative Justice, whole school ASL support and behaviour policy update • Adult and pupil Heath groups audited staff, pupils and parents to identify appropriate supports e.g. equipment, ambience etc. • Pupil competition to create house logos (still to be launched) <ul style="list-style-type: none"> • Initial training for class teachers in RWG 	<ul style="list-style-type: none"> • SLT and teachers can identify changes in children's needs and can appropriately address • New reports will contain Lueven and Schlecty Scales of Engagement and Wellbeing, which will allow parents to better understand how children present in school <ul style="list-style-type: none"> • Allocation of resources are used to best effect • Resources allocated to classes will be universal and will result in a more inclusive approach <ul style="list-style-type: none"> • Targeted support for classes and individual pupils • Used to share learning with parents • On loan to pupils during COVID-19 lockdown <ul style="list-style-type: none"> • The new policy will reflect the current school community needs • Children have begun to take ownership of the 'house' system • Pupil groups involved in identifying appropriate supports, which will make these more meaningful <ul style="list-style-type: none"> • Further opportunities for training in RWG and implementation across the school
<p>QI 3.2 Raising Attainment & Achievement for All</p> <p>We wanted to continue</p> <ul style="list-style-type: none"> • Staff and children having high expectation around learning and their achievements. 	<ul style="list-style-type: none"> • HMle inspection in September • Continued tracking and monitoring of all children's progress in Literacy, Numeracy and H&W • SLT and nursery keyworkers tracking meetings introduced • Flexible ASL and PSA timetables 	<ul style="list-style-type: none"> • HMle inspectors graded the school as Very Good for Raising Attainment & Achievement • SLT worked together to develop a coherent approach to tracking meetings allowing new HT and DHT to become familiar with the tracking

<ul style="list-style-type: none"> • Arduthie to continue to have attainment above or in line with comparator schools • Full use of all data and information gathered to support classes, groups or individual pupils to achieve success in Literacy, Numeracy and Health and Wellbeing. <p>We wanted to develop (2019/20)</p> <ul style="list-style-type: none"> • Effective assessment and moderation practices to support teacher judgements using the Aberdeenshire Progressions and Education Scotland benchmarks. 	<ul style="list-style-type: none"> • Teachers refer to the Benchmarks for triangulation of levels. These are discussed for Literacy, Numeracy and H&W termly with SLT • SLT and nursery keyworkers tracking meetings introduced • In-house moderation of Writing • Whole school Writing progressions being trialled 	<ul style="list-style-type: none"> • Nursery keyworker are becoming more familiar with the Outcomes & Experiences and Benchmarks • Allocation of resources are used to best effect • Resources allocated to classes will be universal and will result in a more inclusive approach <ul style="list-style-type: none"> • Teachers are becoming more confident in accurately assessing pupil progress • Nursery keyworker are becoming more familiar with the Outcomes & Experiences and Benchmarks
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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 (VVA) 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 Good

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

How well are you doing?

What's working well for your learners?

- New Head Teacher and Depute Head Teacher, with considerable early years experience, were appointed in Term 2 of session 2019-2020.
- Almost all staff feel included, involved and engaged in collegiate whole-school process for determining school improvement priorities and supporting their implementation.
- All stakeholders have a shared understanding of the vision, values and aims (VVA) and involvement in the implementation across the school following a full review of this last session,
- The school's vision, values and aims are embedded across the school (Nursery -P7). In addition to providing a strong foundation for curriculum design and delivery, the values serve as a daily compass for supporting pupils and their learning.
- Staff are encouraged to reflect on, evaluate and review school improvements. Staff are beginning to take on more leadership roles including ICT, Science week, Health week, Reading group, Visible Learning, H&W group, charity events and outdoor learning.
- Pupils have opportunities to take on different leadership opportunities throughout the school and the school are working to ensure this representation is as meaningful as possible (Pupil Council, Eco Council, Junior Leadership Team, Buddies, "Wellbies", Playleaders & Health Committee)
- Almost all staff work as a strong collective group in order to embrace change and drive forward improvement.
- Continuing increased staff confidence in using a wide range of assessment data, including standardised assessment results, to begin to inform planning, target support and ensure challenge in learning and teaching.
- "Monitoring and Tracking" gives teaching staff an opportunity to discuss improvements/next steps in pupil learning to ensure needs are identified early whilst reflecting on their practice.
- Staff track pupil wider achievement with a view to identifying pupils "at risk of missing out."
- Arduthie School has a strong staff team and does not struggle to retain or recruit staff.
- Staff regularly take on new initiatives (Visible Learning, Reading progressions, H&W policy review, outdoor learning) and work to incorporate them into their pedagogy to improve outcomes for learners.
- Staff attend annual reviews that have a focus on both their personal development and the needs of the school
- Vision, values & aims are visible throughout the school to deliver a consistent message that is becoming embedded in learning and teaching.
- Arduthie staff are committed to ensuring the highest possible standards for all learners through their continuous self-evaluation and Career Long Professional Learning (CLPL).
- SLT provide opportunities for staff to reflect on and identify next steps for all, leading to improvement based around our shared VVA.
- A range of approaches are used to gather views and evidence to further improve the school. (questionnaires, carousel discussions, staff meetings, individual meetings, exit passes, voice on the table, open afternoons etc.)
- Almost all staff understand the value of self-evaluation and improvement planning.
- Staff, parents and pupils are being involved in the review/development of whole school behaviour policy
- Staff are actively involved in improvement planning and school development work. (planning, reporting calendar and format, working groups)
- Seesaw reporting to parents has been introduced this session and has supported COVID-19 lockdown learning.

- Staff are developing a new reporting format i.e. a short Settling-In report sharing Wellbeing and Engagement, based on the Leuven and Schlechty scales (Term 1) and a fuller report (Term 4).
- Staff used HGIOS4/HGIOELC to audit the school to inform next steps for improvement.
- Most collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide opportunities for reflection and discussion on progress made.
- The school's Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly (including the introduction of a pupil "walkround" group to monitor classes), jotters are sampled, and planning discussed during monitoring and tracking meetings.
- Weekly/Nursery planning formats encourage regular self-evaluation. SLT attend and support planning meetings
- Peer observations are completed and timetabled to further improve quality teaching and learning. Most class teachers/nursery practitioners are very reflective practitioners.
- All teaching staff are actively involved in Visible Learning CLPL activities linked to improvement plan.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. (e.g. questionnaires, pupil/parent voice, written feedback forms, focus groups.)

How do you know?

What evidence do you have of positive impact on learners?

- HMIE inspectors graded the school as *Very Good* for Raising Attainment & Achievement during their inspection in September 2019.
- Tracking and monitoring of all pupils at class and school level takes place termly ensuring consideration is being given to individual pupil progress and any interventions/ extended challenge are planned for appropriately.
- Use of Scottish National Standardised Assessment (SNSA) results are used to compliment teacher professional judgement and support a school overview of attainment and possible areas for development.
- Staff know the pupils well, they are aware of their family circumstances and use this to plan appropriately to support needs, both educationally and emotionally.
- Pupil groups (Pupil Council, Eco Health) and focus groups ensure a focus is given ongoing pupil voice throughout the session. This allows children to take ownership of the school direction.
- A range of staff meetings (e.g. stage, development, *Voice on the Table*) and professional dialogue with SLT allow all staff to contribute and have their opinions about learning, teaching and health and wellbeing across the school to be heard and acted upon.
- Pupil, parent and staff questionnaires are issued at appropriate times to gather feedback from the wider community. These responses are taken into consideration for future development.
- Professional learning opportunities are available to all staff to meet the development priorities of the school community.
- Through observations of teaching the SLT can support staff development.
- Learning Conversations with both staff and children allow SLT to monitor the understanding of the children's learning and plan for next steps.
- Seesaw continuously shares the learning and teaching in class, allowing families to consolidate learning, have a better understanding of what their child is learning and initiate conversations at home.
- Multi-Agency meetings are arranged to ensure all professionals working with individual children meet together to plan coordinated support for individuals.
- Focus groups are set up to gather the opinions of pupils, staff and families to support specific areas of development.

What are you going to do now?

What are your improvement priorities in this area?

- Re-engage with pupils and families after COVID-19 return to school including their involvement in improvement planning.
- Continue to develop and embed the use of the language of learning (learning powers/dispositions), effective *Feedback* and identification of next steps in pupil learning, part of the 3-year Visible Learning programme. (Visible Learning SIP 20/21)

- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace and challenge and this be evidenced in learning and teaching as well as monitoring and tracking meetings (QA calendar 20/21)
- Develop more robust systems to moderate literacy. (Literacy SIP 20/21)
- Develop a more consistent approach throughout the school in literacy (including Emerging Literacy) to raise attainment (Literacy SIP 20/21)
- Practitioners have systematic opportunities to review and refresh their pedagogical practice looking inwards, outwards and forwards. (Visible Learning SIP 20/21)

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

How well are you doing?

What's working well for your learners?

- All staff value each child as a unique individual ensuring their strengths, needs and well-being, which lead to high quality learning outcomes. They know their children well.
- All children are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Learning and teaching in all classes is underpinned by the school's vision, values and aims.
- All teaching and nursery staff have participated in the Cluster Visible Learning training and are beginning to use this knowledge to improve their teaching.
- Skilled teachers who use a variety of teaching strategies to meet the needs of all learners.
- We follow the Cluster 3-year rotation of Es & Os for Expressive Arts, Science, Social studies and Technologies.
- Aberdeenshire Progressions are used to support planning and identify next steps in learning, ensuring progression for all our pupils.
- Teachers and nursery staff make use of *Benchmarks*, progressions and their professional judgment to make well informed decision on where pupils are in their learning.
- Staff are beginning to track children's learning carefully across Literacy, Numeracy and H&W using Education Scotland benchmarks and this data is recorded on our new database.
- Through our monitoring and tracking system all teachers engage in analysis of data and developing next steps which lead to improvements in pupil learning in Literacy, Numeracy and H&WB
- Almost all teachers continue to share Learning Intentions and Success Criteria with children and are beginning to involve pupils in the planning and evaluation of these.
- Almost all teachers make good use of effective questioning in learning and teaching.
- Children are continuing to become more responsible in making decisions regarding their learning, with more opportunities to be independent learners e.g. through Learning Walls, Learning Pits and other Visible Learning and AiFL strategies.
- Ongoing formative assessment is evident in most classes.
- Almost all staff are engaged in quality professional dialogue in their stages/levels and across the whole school, contributing towards curriculum development, changes in practice and moderation.
- Transitions within the school are very good including nursery/P1.
- Nursery staggered starts work well.
- Transitions from partner providers into Arduthie nursery/school are effective.
- P7/S1 transition is one of the Cluster strengths and provided the pupils with a full week of transition activities. Arduthie HT coordinated the primary school led days.

- Pastoral and ASL transition arrangements for P7 to S1 are very good.
- Our ASL identification and monitoring processes are strong and our ASL teachers work closely with class teachers and parents to ensure the most appropriate and effective interventions are applied.
- Parents have opportunities to be more involved in their child's learning through the introduction of Seesaw, open sessions and sending pupil work home.
- Our annual Reporting Calendar is shared with families, allowing them to have a better understanding how we share information about their child.
- All pupil achievements are recognised and celebrated through Pupil of the Week, Class of the Week, Achievement Tree, Twitter, Facebook posts, and Seesaw
- Children have leadership roles through: "Wellbies", P1/P7 Buddies, Pupil Council, Health Committee, Junior Leadership Team and Eco Committee, ensuring pupils are given opportunities to skills for life, learning and work
- The use of Success Criteria supports peer assessment/learning in almost all classes.
- All pupils contribute to the wider life of the school and its community. Their views are regularly sought and acted upon.
- Visitors to Arduthie comment on the relationships and ethos of the school in a very positive manner.
- Our VVA are evident across the school and regularly referred to by adults and children.
- Staff are keen to challenge learners and expect the best from the children.
- The Emerging Literacy programme evident in P1 and has begun in nursery.
- Our newly developed Writing progression was commented on positively by HMle inspectors and is being used as a template for further Literacy work.

How do you know?

What evidence do you have of positive impact on learners?

- SLT monitor progress of learners at whole school level, stage and individually and support the allocation of resources as appropriate.
- SLT and class teachers monitor progress of learners and plan next steps in learning in response through tracking and monitoring meetings, stage meetings and informal conversations.
- Learning visits by SLT and peer
- Our JLT (pupil group) were beginning to undertake 'walkrounds' to monitor the teaching and learning in classes. Their feedback gives teachers an insight into the pupils' thoughts about the work in the school and gives children more ownership in the workings of the school.
- Collegiate professional dialogue in staff meetings and stage meetings assists in moderation of the teaching and learning across the school.
- Pupil, parent and staff questionnaires are issued at appropriate times to gather feedback from the wider community. These responses are taken into consideration for future development.
- Whole school moderation of literacy through the current development work in Writing has ensured a more consistent approach across the school and a greater understanding of progression for children and teachers.
- Emerging Literacy data gathered from the initial P1 assessments allow class teachers to plan appropriate development activities for children.
- Evidence of strong collaboration with QIO has ensured the school has been well guided through a time of change and beyond.
- QIO support prior to HMle inspection ensured validation of school judgements and self-evaluation for the pre-inspection submission to the inspectorate.
- Regular review of attainment data at a range of levels i.e. Cluster, QIO & HT, SLT and with teaching staff allow strategic planning and class planning to meet the needs of the school.

What are you going to do now?

What are your improvement priorities in this area?

- Re-engage with pupils and families after COVID-19 return to school using a nurturing approach.
- Increase consistency in integrating assessment at the planning stage, including holistic assessment.
- Continue to develop more robust systems for moderation in literacy, with particular foci on Reading and Spelling. (Literacy SIP 20/21)
- Continue to engage with Cluster Visible Learning training and inhouse collegiate work to develop the language of learning including our identified learning dispositions. (Visible Learning and Literacy SIP 20/21)
- Develop high quality *Feedback* linked to Learning Intentions and Success Criteria to inform and move forward pupil learning and to allow the children to take ownership of their learning and next steps. (Visible Learning SIP 20/21)
- Continue to ensure staff are trained in Read Write Gold to allow all pupils can access these programmes to support universally
- Consider how to track progress across all curriculum areas.
- Extend the curriculum 3-year rolling programme of Es & Os to Health & Wellbeing and RME
- Update the Technologies Es & Os in line with Education Scotland Benchmarks.
- Ensure all pupils are a member of pupil committee to increase Pupil Voice. A member of staff to lead these committees.

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 Good

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

How well are you doing?

What's working well for your learners?

- Relationships across the school are positive and built on mutual respect and trust.
- Staff track pupil wider achievement with a view to identifying pupils "at risk of missing out" and facilitate opportunities to meet these needs
- Due to the dedication of staff, almost all children and families build positive relationships.
- Arduthie School has a very strong sense of community creating a warm, welcoming, safe and secure environment allowing our children to thrive.
- Learning and teaching in all classes is underpinned by the school's vision, values and aims.
- Arduthie School is very well supported by families, Parent Teacher Association and Parent Connect.
- Staff are well able to support children to reach their potential due to their knowledge of children and their families within our community.
- All staff undertake annual GIRFEC, Equalities & Diversity and Child Protection training.
- Children are beginning to be encouraged to share their ideas through pupil groups and learning conversations with teachers, SLT, pupil groups and focus groups.

- Children's needs are forefront of planning, with differentiation being integral to the process
- Individualised Educational Programmes (IEPs) are completed as appropriate and updated with parents' and pupils' involvement.
- Multi-Agency Action Planning meetings (MAAPMs) are planned regularly to review progress and identify next steps for individual children.
- ASL is allocated on a needs basis and is reviewed regularly with ASL Teacher, Class Teachers and SLT.
- PSAs are allocated on a needs basis and is regularly reviewed to ensure that the needs of learners are met
- Consultation and support from outside agencies is sought as necessary to support pupils
- The Cluster Intervention and Prevention Teacher (IPT) has worked with a few children
- Arduthie School ensures children receive the statutory 2 hours of PE per week.
- Nursery/P1 children have opportunities to be outside almost every day
- Staff/parents/children/volunteers run extra-curricular/lunch time activities to ensure all our children have opportunities to access wider achievements. (Volleyball, netball, basketball, art & craft, games workshop, chess, yoga, sewing, drama).
- Information is shared at appropriate points to ensure smooth and seamless transitions.
- Strong transition programme for all pupils moving to Mackie from Arduthie School. In addition to this extended transition is available and planned for some pupils in relation to individual needs.
- Arduthie School have a whole school positive behaviour policy in place and adhered to. The children are aware of the rewards and sanctions. This is currently under review with all stakeholders to ensure it remains fit for purpose going forward.
- Almost all classes take on responsibility for school and community events each year, promoting Global Citizenship e.g. pupils organising charity events
- The school has begun to adopt some of the approaches from *Bounceback*
- The annual ASL audit of need aids allocation of resources and tracking discussions with staff. Where learners requiring support are identified the SLT responds quickly to allocate support where possible.
- The Aberdeenshire Dyslexia Friendly Toolkit is used effectively to support pupils across the school.
- Staff are vigilant and prompt in raising concerns around pupil achievement and wellbeing.
- Most teacher and nursery plans include differentiation to meet individual needs.
- Parents feel well-informed about pupil progress and events in school and are happy with the accessibility of teachers and the SLT.
- Arduthie School has identified children in the lower SIMD decile and 'care experienced' children who may face barriers to their learning and as a result PEF has been used to target the necessary support for these children to help close any attainment gap.
- Many teachers use Cooperative Learning strategies in class.
- Some pupils benefit from support from input from partners e.g. Educational Psychology, IPT, family support worker, Speech & Language Therapy (S<), sensory support teacher, bereavement counsellors, Thera-pet
- During lockdown almost all of our PSA and nursery staff have benefitted from an extensive range of online training opportunities.
- Pupil and staff health groups have surveyed the staff, pupils and families to identify appropriate Universal supports for all classes
- We have started our pupil "What makes me unique" assemblies.

<p>How do you know? What evidence do you have of positive impact on learners?</p>
<ul style="list-style-type: none"> • HMle inspection feedback • Whole school tracking and monitoring for Literacy, Numeracy, H&W and wider achievement • Wellbeing Webs • Feedback from pupils and families e.g. focus groups and questionnaires • Use of SNSA results and other summative and formative assessments • Staff know the pupils and families well
<p>What are you going to do now? What are your improvement priorities in this area?</p>
<ul style="list-style-type: none"> • Re-engage with pupils and families after COVID-19 return to school using a nurturing approach • Core teachers beginning to develop an outdoor learning programme • Upgrade work being carried out on the nursery • Support staff to maximise opportunities to engage in outdoor learning, with a particular EY focus. • PEF to be used for additional PSA hours, numeracy training and resources, IT, Restorative Justice, universal support boxes • Staff are developing a new reporting format i.e. a short Settling-In report sharing Wellbeing and Engagement, based on the Leuven and Schlechty scales (Term 1) and a fuller report (Term 4), which will also include an update on the Wellbeing and Engagement. • Nursery and P1 will also take into account the scale of involvement • Teaching staff to be trained in Latest Pastoral Notes • SLT to schedule pupil attendance monitoring and follow-up action in the Quality Assurance calendar • Continue to track wider achievement and offer opportunities for pupils not experiencing extra-curricular activities • We have held one “What makes me unique” pupil led assembly and will continue to encourage more children to share their uniqueness. • Review and update the existing Arduthie School Behaviour Policy ensuring all stakeholders involved. This will include Restorative Justice approaches, universal support boxes for each class, introduction of Houses and skills based groups (Health and Wellbeing SIP 20/21) • Develop Read, Write, Gold across the school in order to ensure pupils are being supported as effectively as possible within literacy-based learning activities (Literacy SIP 20/21)

<p>QI 3.2 Raising attainment and achievement Attainment in literacy and numeracy Attainment over time Overall quality of learners’ achievement Equity for all learners</p>
<p>Relevant NIF priority: All Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information Level of quality for core QI: 4 Good (HGIOS?4/HGIOELC? 1-6 scale)</p>
<p>How well are you doing? What’s working well for your learners?</p>
<ul style="list-style-type: none"> • Rigorous tracking and monitoring of attainment highlights attainment is very good in Literacy, Numeracy and H&B (most children achieve or exceed the expected levels).

- Attainment is compared with National Averages when using the Broad General Education (BGE) National tracker 2018/2019 data, our attainment is very good and the percentage exceeding expected levels are very good in Writing, Reading, Listening & Talking, Numeracy and H&W.
- In most cases attainment data from SNSAs demonstrate a very good match between this and the teacher's professional judgements.
- Most learners are beginning P1 either at or above the expected level, highlighting good practice in nursery and family support. The use of the Norther Alliance Emerging Literacy data shows that almost all pupils made significant learning gains in P1.
- The use of a robust tracking and monitoring system enables SLT to have an overview of current attainment and predicted end of year attainment across the school. This also supports informed discussions with class teachers regard individual pupils and identifies pupils at risk of not meeting the expected standard resulting in appropriate supports being put in place.
- The whole school tracking and monitoring system is now used in nursery.
- Our ASL staff team have good experience of leading training in the staged intervention processes.
- Nursery Early Years Lead Practitioners (EYLPs) have visited other settings to see best practice.
- EY staff have attended *Floorbook* training and have engaged in the implementation of Aberdeenshire Authority Environmental Posters
- Almost all of our learners are successful, show confidence, are responsible and contribute to the life of the school. Their opinions are sought and acted upon giving them ownership of initiatives and their school community.
- Pupil participation in their wider community is celebrated and shared within individual classes and at a whole school level.
- Staff understand the need for equity within our school and strive to ensure barriers to learning are removed to allow learners to succeed and achieve

How do you know?

What evidence do you have of positive impact on learners?

- HMle inspection feedback
- Whole school monitoring and tracking of Literacy, Numeracy and H&W
- BGE Toolkit comparisons with similar schools and national statistics
- Feedback from pupils and families e.g. focus groups and questionnaires
- Use of SNSA results and other summative and formative assessments
- Staff know the pupils and families well

What are you going to do now?

What are your improvement priorities in this area?

- Re-engage with pupils and families after COVID-19 return to school using a nurturing approach
- Pupils to become more involved in target setting. This will be supported by the Cluster VL training and our in-house training on learning dispositions and *Feedback* and the use of *Floorbooks*. Formative feedback to be given alongside next steps to enable children to improve and raise attainment. (Literacy and Visible Learning SIP 2020/2021)
- Ensure pace and challenge are appropriate for all children N-P7
- Our recently developed pupil friendly Writing criterion scales will also support this.
- Develop whole school Reading progressions and write a new version of the Reading policy.
- Develop a progressive Spelling programmes that meets the needs of all learners
- Continue to develop Emerging Literacy (EL) in nursery and P1
- Nursery and P1 begin to adopt Planning in the Moment.

- Continue to track attainment, including attainment over time to identify trends, evaluate and use to identify improvement priorities.
- Moderation opportunities in Writing across the school and, if possible, with other schools leading to shared expectations and greater consistency in teacher professional judgements. (Literacy SIP 2020/2021)
- Continue to embed the use of Aberdeenshire progressions and update these to align to Education Scotland's Benchmarks to enable nursery and school staff to make increasingly accurate professional judgements

School specific QIs

In addition to the above core QIs we will also focus on improving the following as part of our three year self-evaluation programme

QI 1.5 Management of resources to promote equity

Management of finance for learning
Management of resources and environment for learning

Level of quality for core QI: 3 Satisfactory

QI 2.5 Family learning

Engaging families in learning
Early intervention and prevention
Quality of family learning programmes

Level of quality for core QI: 4 Good

QI 2.7 Partnerships

The development and promotion of partnerships
Collaborative learning and improvement
Impact on learners

Level of quality for core QI: 4 Good

QI 3.3 Increasing creativity and employability

Creativity skills
Digital innovation
Digital literacy
Increasing employability skills

Level of quality for core QI: 3 Satisfactory

Relevant NIF priority: All

Relevant NIF driver(s): All

How well are you doing?

What's working well for your learners?

QI 1.5 Management of resources to promote equity

- ASL, teachers and SLT meet regularly to ensure resources are targeted flexibly
- PEF used to support pupils e.g. employment of PSA and purchase of IT

QI 2.5 Family learning

- Parents are invited to attend EY sessions e.g. S<, Stay & Play, allowing families to have a better insight into their child's learning and how to support at home
- Seesaw continuously shares the learning and teaching in class, allowing families to consolidate learning, have a better understanding of what their child is learning and initiate conversations at home.
- Parents are invited to curricular events and information sessions to support them with aspects of teaching and learning.
- Parents are invited to a range of school activities e.g. ALEC, transition events, classes sharing learning, as a means of reporting their child's progress.
- Work with families and other agencies around the needs of the child.

QI 2.7 Partnerships

- The school PTA and Parent Connect are very supportive, providing social events for the families, fundraising, financing additional resources
- Almost all families engage with the school through Seesaw, open social, social events etc.
- In normal circumstances the Stonehaven community support the school e.g. Health week, Science Week, visiting care homes, Bible Alive, reading dog
- Collaborative learning approaches allow children to be supported and supportive. Traditionally we support volunteering across the school to enhance the pupils' exposure to new skills and opportunities
- Class enterprises encourage the children to take responsibility and work together to achieve a shared goal
- Pupils supporting each other e.g. Buddies, Wellbies

- Multi-Agency Action Planning meetings (MAAPMs) are planned regularly to review progress and identify next steps for individual children based on the knowledge of all of the participants about the child.

QI 3.3 Increasing creativity and employability

- The Stonehaven community support the school in many ways e.g. Police liaison visit the school, Rotary P7quiz, local businesses, health week, parents sharing their career choices with the pupils
- Class activities e.g. enterprise projects, P7 show, fairs, coffee mornings all help children experience a range of life skills in non-threatening environments and tap into talents not always evident in the curriculum
- Staff talents are used across the school to support learning and development and to inspire children
- Use of technology e.g. Seesaw (N-P7), Digital Leaders, digital safety, Google Classroom

What are you going to do now?

What are your improvement priorities in these areas?

- Re-engage with pupils and families after COVID-19 return to school using a nurturing approach

QI 1.5 Management of resources to promote equity

- Ensure families are aware how to access financial support
- Audit ASL resources and add reading materials to the school reading books audit
- Audit literacy resources
- Access Numicon CLPL for all class based staff
- Resource universal support materials across the school
- Improve nursery environment
- Audit and update PE equipment

QI 2.5 Family learning

- Audit parents to identify current needs
- Run sessions for parents and have children present them to encourage parental participation
- Greater involvement with community learning
- “How to” parent sessions – what is the desire amongst parents?
- Continue adapting to virtual climate to share family learning

QI 2.7 Partnerships

- Embed Seesaw in classes N-7 to share regular reporting and profiling information
- Share annual reporting calendar with parents in Term 1
- Finalise and implement new reporting formats
- Further strengthen community links to support Developing the Young Workforce (DYW) and life skills
- Further staff development on Visible Learning.
- Responding to challenges of COVID situation.

QI 3.3 Increasing creativity and employability

- Embed Seesaw in classes N-7 to share regular reporting and profiling information with families
- Identify additional ways of employing the range of skills staff and volunteers have
- Further strengthen community links to support Developing the Young Workforce (DYW)
- Health group to focus on activities with a skills focus to replace Golden Time

PEF 2020-2021

<p>Identified gap</p>	<p>68% of pupils at Arduthie are in SIMD deciles 9 or 10; 24.5% are in SIMD deciles 7 or 8 and the remaining 6.5% are in SIMD deciles 5 and 6.</p> <p>From August we will have 11 pupils on FSM of which:</p> <ul style="list-style-type: none"> • Most are achieving or are exceeding the expected level in Reading • The majority are achieving or are exceeding the expected level in Writing • Most are achieving or are exceeding the expected level in Numeracy <p>A minority of these children have been classed as vulnerable during the COVID-19 lockdown period and, however all of the children will benefit from a nurtured approach on their return to school after lockdown.</p> <p>Having analysed our data with a focus on children who:</p> <ul style="list-style-type: none"> • have not yet achieved the appropriate level • are Young Carers • are Care Experienced • receive free school meals • are identified as having other factors that could contribute to vulnerability. <p>From interrogation of our data we have identified a need for additional support for children in P5 & P6 for Numeracy and P4-6 for Reading.</p> <p>Returning to school after COVID-19 lockdown we see a need for a more nurturing approach and resilience building across the pupil body</p>														
<p>Expenditure</p>	<table> <tr> <td>PSA fixed term 20hrs x 38 weeks @ £15 =</td> <td style="text-align: right;">£12320</td> </tr> <tr> <td>Pivotal – Behaviour Blueprint training</td> <td style="text-align: right;">£2200</td> </tr> <tr> <td>SEAL numeracy resources</td> <td style="text-align: right;">£2000</td> </tr> <tr> <td>askFRED - 10 iPads @ £320 =</td> <td style="text-align: right;">£3200</td> </tr> <tr> <td>Various suppliers -Resource 16 Universal Support kits</td> <td style="text-align: right;">£6000</td> </tr> <tr> <td>Older interest rate /lower reading age & more current books for the P4-6 focus group</td> <td style="text-align: right;">£3000</td> </tr> <tr> <td style="text-align: right;">TOTAL</td> <td style="text-align: right;">£27120</td> </tr> </table>	PSA fixed term 20hrs x 38 weeks @ £15 =	£12320	Pivotal – Behaviour Blueprint training	£2200	SEAL numeracy resources	£2000	askFRED - 10 iPads @ £320 =	£3200	Various suppliers -Resource 16 Universal Support kits	£6000	Older interest rate /lower reading age & more current books for the P4-6 focus group	£3000	TOTAL	£27120
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Older interest rate /lower reading age & more current books for the P4-6 focus group	£3000														
TOTAL	£27120														
<p>Expected outcomes</p>	<p>We will see raised attainment in Numeracy for our target pupils in P5 and P6, having taken baseline assessments and monitor the progress of this group.</p> <p>We will see raised attainment in Reading for our target pupils in P4 - P6, having taken baseline assessments and monitor the progress of this group. We will monitor the ASL impact of the allocation of our PSA</p> <p>All children will benefit from the supply of universal support kits in each class. Allowing them to readily access learning and will be able to take more responsibility for their learning.</p> <p>Having returned to school after lockdown and through ongoing assessment, all children requiring support will access the relevant support. The additional PSA will allow for staff to provide nurturing support at lunchtime when some of the children are most vulnerable. This will be monitored via our Wellbeing Webs and direct interaction with the children.</p>														

	All staff will undertake the Pivotal Education training and through our more positive behavioural approach the children will become more resilient.
Impact Measurements	Tracking meetings with teachers Data analysis Learning conversations with children Wellbeing webs <i>Settling-In</i> and <i>End of Session</i> Reports for parents Quality Assurance A more equitable respect for all adults in the school.

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

<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> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 	<p><u>HGIOS and 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> <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. 		
<p>Priority 1: Support children, families and staff to return to school post COVID-19 lockdown. Update the school behaviour policy, with a focus on ASL and restorative practices.</p>	<p>Data/evidence informing priority: Feedback from pupils, families and staff. Monitoring and tracking of attainment and behaviour</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 Behind Schedule Not Achieved</p>
<ul style="list-style-type: none"> Rebuild relationships, trust and feeling of safety for all on return to school. H&W priority before returning to formal learning. 	<p>All staff</p>	<p>Aug 2020</p>	<ul style="list-style-type: none"> Conversations with children and families Monitor engagement Wellbeing webs Lockdown engagement 	
<ul style="list-style-type: none"> Focus on H&W and principles of Nurture – in-service 	<p>All staff</p>	<p>Aug 2020</p>	<ul style="list-style-type: none"> In-service input for staff 	
<ul style="list-style-type: none"> Support transitions to new class/stage 	<p>All staff</p>	<p>Aug 2020</p>	<ul style="list-style-type: none"> Monitor engagement in new class 	
<ul style="list-style-type: none"> Revisit VVA to rebuild the Arduthie ethos 	<p>SLT</p>	<p>Aug 2020</p>	<ul style="list-style-type: none"> Conversations with children 	
<ul style="list-style-type: none"> Monitor and intervene as necessary to support children and adults to engage with new routines, engagement and learning 	<p>All staff</p>	<p>Continuous</p>	<ul style="list-style-type: none"> Conversations with children and families Monitor engagement Wellbeing webs 	
<ul style="list-style-type: none"> Beginning to develop an outdoor learning programme 	<p>Core Teachers</p>	<p>June 2021</p>	<ul style="list-style-type: none"> Core will share with CTs Trial programme 	
<ul style="list-style-type: none"> Upgrade nursery environment to make fit for 1140 	<p>Authority</p>	<p>Oct 2020</p>	<ul style="list-style-type: none"> Feedback from stakeholders 	
<ul style="list-style-type: none"> Restorative justice training for staff and engage pupils in taking forward this initiative. 	<p>SLT</p>	<p>June 2021</p>	<ul style="list-style-type: none"> Staff audits before and after Pupil engagement 	
<ul style="list-style-type: none"> Create universal support boxes to ensure equity and inclusion. 	<p>Health group</p>	<p>Dec 2020</p>	<ul style="list-style-type: none"> Resources in class Audit staff and pupils 	
<ul style="list-style-type: none"> Finalise new reporting, including the use of Leuven and Schlechty scales of Wellbeing and Engagement. 	<p>SLT</p>	<p>Sept 2020</p>	<ul style="list-style-type: none"> Staff and parent feedback 	

<ul style="list-style-type: none"> Focus on attendance monitoring and follow-up where necessary. 	SLT	Continuous	<ul style="list-style-type: none"> Attendance above 90% for almost all 	
<ul style="list-style-type: none"> Continue to track wider achievement and offer opportunities for pupils not experiencing extra-curricular activities 	SLT & Class Teachers	Continuous	<ul style="list-style-type: none"> All children are offered opportunities to take part Audit pupils 	
<ul style="list-style-type: none"> Review and update the existing Behaviour Policy ensuring all stakeholders involved. Focus on inclusion and equity and pupil ownership of the policy. 	Health Group	June 2021	<ul style="list-style-type: none"> Policy completed with input from stakeholders Policy shared – pupil friendly 	

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</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 	<p><u>HGIOS and 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>5. Improving learning, teaching and assessment. 6. Partnership working to raise attainment. 7. Developing leadership at all levels. 8. Improvement through self-evaluation.</p>			
<p>Priority 2: To raise attainment and achievement across the school and ensure pace and challenge are improved</p>	<p>Data/evidence informing priority: HMIE inspection, tracking and monitoring meetings, SNSA</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 Behind Schedule Not Achieved</p>	
<ul style="list-style-type: none"> Pupils to become more involved in target setting. 	Staff & pupils	Jun 2020	<ul style="list-style-type: none"> Learning conversations Learning walks Jotter sampling Observations Tracking 		
<ul style="list-style-type: none"> Pupils can articulate what and how they are learning and be able to identify next steps and actions are required. 	Pupils	Jun 2020			
<ul style="list-style-type: none"> Cluster VL training and in-house training on learning dispositions, <i>Feedback</i>, next steps and the use of <i>Floorbooks</i>. 	VL working group Cluster	Jun 2020			
<ul style="list-style-type: none"> Ensure pace and challenge are appropriate for all children in N-P7 	All class staff	Jun 2020			
<ul style="list-style-type: none"> EY – Environmental posters used to ensure effective use of resources 	EY staff	Dec 2020		<ul style="list-style-type: none"> Learning Walks Observations 	
<ul style="list-style-type: none"> Upskilling EY staff in enabling environments, observations and interactions 	EYPT	Oct 2020		<ul style="list-style-type: none"> Learning Walks Observations 	

<ul style="list-style-type: none"> Staff training and implementation of Planning in the Moment – N-P1 	DHT EY, EYSP & N-P2	Dec 2020	<ul style="list-style-type: none"> Involvement Scale Observations Conversations Tracking 	
<ul style="list-style-type: none"> Further use and analysis of Writing criterion scales to identify necessary amendments and finalise policy 	Writing group Teachers	Dec 2020	<ul style="list-style-type: none"> Policy Learning conversations Jotter monitoring Tracking 	
<ul style="list-style-type: none"> Develop whole school Reading progressions with pupil friendly criterion scales and policy 	Reading Group	June 2020	<ul style="list-style-type: none"> Progressions Collegiate meetings 	
<ul style="list-style-type: none"> Refine an appropriate Spelling progression for whole school 	DHT EY	June 2020	<ul style="list-style-type: none"> Progression Observations 	
<ul style="list-style-type: none"> Continue to track attainment, including attainment over time to identify trends, evaluate and use to identify improvement priorities. 	SLT Teachers EY staff	Continuous	<ul style="list-style-type: none"> SNSA & other assessment data Tracking SLT/CT discussions 	
<ul style="list-style-type: none"> Moderation opportunities in literacy across the school and, if possible, with other schools leading to shared expectations and greater consistency in teacher professional judgements. 	SLT Teachers Cluster	June 2020	<ul style="list-style-type: none"> Meeting minutes Tracking data SNSA & other assessment data 	
<ul style="list-style-type: none"> Continue to embed the use of Aberdeenshire progressions and update these to align to Education Scotland's Benchmarks 	Teaching staff	June 2020	<ul style="list-style-type: none"> Plans SLT/CT/EY meetings School progressions 	
<ul style="list-style-type: none"> Further develop Read, Write, Gold across the school 	ASL Teaching staff PSAs	Dec 2020	<ul style="list-style-type: none"> Learning conversations Observations 	

Wider Achievements

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and to be recognised. We celebrate achievements gained both through school activities and extra-curricular pursuits.

Our children visit SLT to share their achievement and are proud to add their names to the school achievement tree, which is a prominent visual representation of their achievement. These achievements are shared with parents via Seesaw.

Traditionally we celebrate Pupil of the Week at assemblies and with an additional break in the staffroom with at least one member of SLT. During the current social distancing arrangements our assemblies are virtual and a member of the SLT visits the children with a small token of appreciation after the assembly.

Pupils have benefited from a wide range of extra-curricular clubs and activities including, Lego club, choir, music club, Gardening club, Games workshop, Volleyball, Art club.

Our school netball team had a great season winning trophies.

Memories are made of this:

Charities supported by the school over the last session included:

- Macmillan Cancer Research
- SSPCA
- Cornerstone
- Cyrenians
- Rotary Shoe Boxes
- Stonehaven Foodbank
- PAWS for Reading programme
- Sunrise Partnership

This year also saw some of our usual activities taking place:

- Our Primary 7 pupils took part in a residential week to Ardeonaig. They all had a thoroughly enjoyable experience and bonded as a year group.
- Our Primary 7 pupils also put on a great performance of *Alice in Wonderland* for the children in nursery to P6 before the school went into lockdown, despite little rehearsal time, demonstrating their incredible team work and determination.
- The whole school community took onboard the use of Seesaw as a communication, reporting and learning tool during lockdown. This was with very little prior training and experience and was well received by the staff and families.
- Our upper stages classes rose to the challenge of using Google Classroom in lockdown, again this was with little prior training
- Our younger children shared their nativity with families and friends at our Christmas Church Service.
- The P6 & P7 choir performed various events throughout the year and did an excellent job of entertaining their audiences.
- Our cross-country children dedicated their time to training and attending various events and being incredibly successful and a number of them participated in the marathon challenge during lockdown.
- Almost all of our P6 pupils participated in their Bikability training, with parent volunteers leading this. We were particularly proud of one pupil who was not confident riding a bike before the start of the training but was equally proficient by the end.
- Liam, the reading dog, was a regular visitor in school and the children who read to him enjoyed this and benefited from him being in the school
- In September we were visited by a team of HMIE and Care Inspectorate Inspectors. They were particularly positive about the caring nature of our Early Years staff, our new Writing progressions and the mature and articulate pupils at Arduthie

We have a very active and supportive PTA who organised a range of successful fayres and fundraising events that were well attended by children/staff/pupils and local community. In turn they use the funds they raise to purchase additional resources for the school e.g. digital technology devices, Christmas pantomime, refreshments for the school parties.

The Parent Connect (previously Parent Council) members appointed a new Head Teacher and Depute Head Teacher. In addition, they represent the Parent Forum at meetings where they discuss relevant issues with the SLT. This year they have financed the purchase of 6 iPads for the school.

Our Junior Leadership Team have begun to engage in monitoring classroom practices, which was received positively by the staff who were monitored, giving the children a greater say in the development of the school.

Our Eco children planted bulbs in old crockery from the staff room and sold these at the Christmas fayre both making use of unwanted items and raising money at the same time.

Our Health Group ran a competition to create the new house logos. The standard of entry was high and the winning design was professionally printed. This will be rolled out in the near future.

Wider Community Links

The Sunrise Partnership have continued their ongoing support of bereaved children across our school and we know that families have found this incredibly supportive.

Lockdown brought challenges for everyone in our community and we saw wonderful things

- A number of our staff worked at the local Hub at Mill O' Forest School and during their time local businesses sent donations of food to the hub.
- Staff supported a local church foodbank and continue to do so.
- Some retired staff and partners and families have transformed the school garden into a scene worthy of the Chelsea Flower Show!
- The Horizon group have taken the stones decorated by children across Stonehaven and turned them into a display celebrating the coming together of our community to support keyworkers during lockdown

Retired staff have returned again this year to judge our Scottish poetry competition, and yet again found the task enjoyable but exceedingly difficult as the standard was as high as ever.

Bike Remedy and the Stonehaven Cycling Club have gifted four bicycles and cycle helmets to the school to support the Bikeability training.

We are fortunate to have a good link with Kirkton Garden Centre, who regularly allow classes to visit and engage in a range of learning experiences.

Stonehaven Tennis Club are an annual feature in our calendar, delivering a series of tennis lessons for Primary 3 children.

E. Giulianotti, a local confectioner, also allows children to visit, including having the Nursery children singing to customers. The shop is also very generous in its donations for prizes to the school.

Mackie Academy students support football and basketball coaching: they help with transition events for our P7 pupils; and act as classroom helpers and referees for lunch time football. Had we not gone into lockdown they would have assisted in the organisation of sports day,

Our pupils throughout the year make regular trips to Mowat Court, Havencourt, Eden Holme, Clasfaquhar House and Abbeyfield to play games, do art and sing with the residents. The feedback from these senior citizens is always positive.

Local police officers visited during the school year and offer support to the upper stages classes and our whole community initiative "*Park Smart*".

The school makes good use of our local library with staff visiting as and when required and with all P1 classes visiting in term 3.

Classes regularly visit the Toolbooth museum when this links to a class topic and have enjoyed finding out more about the history of Stonehaven.

A variety of classes access the Co-op to develop health and well-being outcomes as well as learning about fair trade.

Robogals, from the University of Aberdeen were in classes developing engineering skills.

This session saw the P5-7 classes creating iPad music with the support of a Youth Music Initiative instructor. Talent abounds!