

**Craigievar School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2021-22 and our School Improvement plan for the current session 2022 - 2023. This report forms part of our quality improvement framework, 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 Craigievar school. This process involves regularly asking staff, pupils, parents and community partners the following questions:

**How are we doing?**

**How do we know?**

**What are we going to do now?**

At Craigievar we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we work 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. The lessons we have learned through COVID about the importance of human connections, positive wellbeing and a shared understanding of learning between school and home are reflected in our priorities this year and beyond. We have changed many of our approaches to learning and teaching and look forward to sharing these with you throughout the school year. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

David Birch

Head Teacher

**The School and its context**

**Our Vision**

Pupils at Craigievar will experience an exciting, motivating and engaging curriculum delivered in the class, outdoors, in our local community and beyond. Within a caring and nurturing environment, children will feel confident to attempt new challenges and learn from their successes and mistakes. All pupils will be included and supported to achieve their best.

**Values that underpin our work**

Our starting point for learning is a positive school ethos and a climate of respect and trust based upon our shared values.

At Craigievar:

* We set ourselves high expectations and work hard to achieve our best.
* We learn from our mistakes and use them to help us improve.
* We recognise that people can be good at different things and we celebrate our successes both in school and beyond.
* We take care of each other, ourselves and our environment.
* We believe supporting people in school, in our local community and around the world is important.
* We learn skills that will help us be successful in later life.
* We can work as part of an effective team, can share our ideas and opinions and listen to others.
* We can use technology confidently and safely to help us learn.

**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.

At Craigievar Primary our aim is to support children to be:

o Healthy – in body and mind

o Motivated – to achieve their best in school and beyond

o Caring – towards others, their environment and the wider world

o Ready – to use their knowledge and skills for future challenges and opportunities

**Context**

Craigievar Primary School is a small school 25 miles to the west of Aberdeen. At the start of the 2022/23 session the school has 33 pupils, taught in two multi-composite classrooms, a P1-3 and P4-7. We have a very rural catchment area, and most pupils are transported to school by mini-buses. Our pupils join Craigievar Primary from various pre-school providers including Alford, Tarland, Towie and Tullynessle school nurseries as well as several private providers. The catchment secondary school is Alford Academy.

We value opportunities to apply skills we have learned in school. Strong partnerships with local charities and organisations, local businesses and opportunities for participation in pupil groups help to facilitate this.

Our Citizenship pupil group have worked hard to engage with the Rights Respecting Schools Award; achieving Bronze accreditation this year. This reflects our commitment to children’s rights under the United Nations Convention on the Rightsof the Child. Plans are underway to work towards Silver accreditation.

Our Environment group are working toward earning the School’s sixth green flag by developing biodiversity, minimising litter and waste and by raising awareness of food and the environment. We have been well supported by parents in refreshing our wildlife garden and have developed a partnership with the River Dee Trust to support our work on the school’s pond.

Our Curriculum group has responsibility this year for fostering a culture of high engagement, interest and attainment in reading by renovating our school library, creating reading challenges and planning reading events.

Cromar Future Group is a charity that supports the delivery of science and technology in rural Deeside and Donside. The Group have worked with parent volunteers to deliver science and coding clubs, have funded workshops delivered by the Edinburgh University Science Roadshow team as part of a science festival and maintain a comprehensive bank of resources that can be borrowed by teachers to deliver lessons in school. More recently Cromar Future Group have supported coding clubs and robotics sessions open to pupils across the Howe of Cromar and beyond.

We are a Rota-Kids school and as such work closely with Alford and District Rotary Club who support us in various global citizenship learning experiences. Our families donate gifts for the annual shoe-box appeal.

We have a well-established partnership with the National Trust for Scotland, who not only encourage use of their forests and grounds for outdoor learning, but also support through input from their team of Rangers.

Local businesses generously support the school through donating time, resources or expertise. This has helped us begin the planning and renovation of our wildlife garden as space for outdoor learning and to make the school building look more welcoming through and reflect our school community with our new wall murals.

The school is part of the Alford cluster and as such has links with a number of clubs and activities run through Alford Community Campus. We also benefit from support from our Active School Co-ordinator who has provided training and resources for activities such as orienteering and tennis. Parents run training sessions and organise festivals for our football and netball teams after school.

Craigievar Primary works closely with other schools within the Alford cluster to provide opportunities for staff, pupils and families. Combined residential trips, workshops with peers from other schools and ‘getting to know you’ sessions for primary 7 pupils support the transition from a small rural school to a large Academy and provide opportunities to share learning and skills.

Partnerships with parents are important to the current successes at Craigievar school. We have and active Parent Council and Parent Teacher Association (P.T.A) sub-committee who play a key role in supporting the work of the school, advising on improvement priorities, providing feedback on initiatives and raising funds. Parents are heavily involved in organising events and clubs that promote and strengthen the role of the school as a hub within our community.

# Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

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| **Key priority 2021 - 2022** | **Key actions undertaken** | **Impact (achieved throughout 2021 - 2022)** |
| **Improving learning, teaching and assessment - Raising attainment in writing across the school –** Learners display strong literacy skills, which they apply in a range of contexts across the curriculum. | * Talk for Writing approach for fiction re-instated post-lockdown. * Talk for Writing non-fiction training attended by class teachers and approach used in both classes. * Greater emphasis placed on creating a polished and up-levelled piece of work, dedicating more time to individual pieces, and celebrating excellence more emphatically. * Existing spelling activities reviewed, alternative approaches explored and new online resource chosen for use in the P4-7 class. * More effective collaborative planning between class teachers and Additional Support for Learning (ASL) staff in place to support specific pupils with writing. * Additional funding used to provide a further half-day per week of ASL for identified pupils and groups. * All pupils have regular opportunities to write for a range of genres and purposes, which are planned into Interdisciplinary Learning activities. | * Engagement with creative writing activities is high and approaching pre-covid levels. * Most pupils are producing longer and more complex creative writing than at the start of this academic year. * Pupils with specific literacy difficulties are benefitting from both in-class and focussed input on a weekly basis, leading to pupils reporting greater confidence with literacy activities. * All pupils regularly accessing word-processing software to support extended written work. Specific pupils making use of speech to text software. * Almost all pupils assessed using the Scottish National Standardised Assessment were at or above national expectations for writing or literacy. |
| **Ensuring Wellbeing, equality and inclusion -** Our Health and wellbeing curriculum provides coherent and progressive experiences, relevant to the specific needs of our learners and our community. | * A new framework that supports delivery of Health and Wellbeing lessons in a multi-composite class has been adopted * A tracking format for Health and Wellbeing has been created to ensure pupils access the full breadth of curricular experiences and outcomes. * All staff participated in Attachment, Attunment and Nurture training delivered by Aberdeenshire Educational Psychology Service * All staff have completed the first two modules of in-depth training on child development and mental health * A practitioner-led research project is underway exploring the impact of wearable technology on pupils’ self-regulation. * Some staff have begun to make use of a new tool to support lessons on cyber safety and online bullying considering emerging trends and challenges * The school citizenship group has achieved the Bronze Level Rights Respecting Schools Award and has begun working towards Silver | * Pupils are benefitting from a more coherent HWB curriculum supported by resources that are appropriate to their age and stage. * Staff have greater confidence and expertise in supporting pupils with attachment difficulties or those impacted by Adverse Childhood Experiences * Pupils in the P4-7 class received additional input on identifying and managing challenging situations online including cyber-bullying. * Almost all pupils feel the school supports them to feel healthy in body and mind (96%) * Most pupils shared that they feel staff support their emotional wellbeing (80%) * Most pupils feel their parents know how to support their wellbeing at home (80%) * Most pupils believe the school deals well with bullying (80%) * Pupils have been involved in reviewing and amending the schools’ Promoting Positive Relationships policy in line with the values of the RRSA |

# 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: 4 - Good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Staff are actively involved in improvement planning & school development work. Staff regularly audit the school to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities. * All collegiate activities are based upon working towards the outcomes on the school’s improvement plan and provide a focus for regular reflection and discussion on progress made. * A range of approaches are used to gather views and ideas in order to further improve the school. (online and app-based questionnaires, individual meetings etc.) * Staff understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established. * “Pastoral & Attainment Meetings” give teaching staff an opportunity to discuss improvements/next steps, with additional meetings for identified pupils (LAC, PEF, ASL etc.) * Staff are gaining confidence in analysing the results of a broader range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge. * The school’s robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Monitoring activities are purposeful and linked clearly to improvement priorities. * All class teachers are very reflective practitioners who engage in professional dialogue to identify areas for improvement and possible solutions. * Staff have identified the need for a refreshed approach to learning and teaching as we emerge from COVID-19. They have recognised that more frequent play-based learning and pupil-led learning opportunities are necessary, have actively sought out CLPL opportunities to develop their practice and implemented these approaches in their classrooms. * Staff are currently evaluating the impact on their learners of new approaches being trialled. * Regular CLPL opportunities are offered to staff. Staff are actively involved in CLPL activities linked to improvement planning and their own development needs identified through PR&D processes. * Staff have planned and facilitated weekly whole-school opportunities to foster pupil leadership and team work. * Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, mentimeters, individual conversations with pupils/parents, written feedback forms.) * Themes from HGIOurS are used as a framework for self-evaluation activities with pupils * All stakeholders are encouraged to share their views and influence school improvement. * Staff engage in moderation exercises with cluster schools in order to share practice and developed a shared understanding of progression in literacy and numeracy. * Staff and pupils lead school improvements and influence school decision making through participation in our Pupil Groups (Curriculum, Citizenship and Environment). Each group has an allocated budget they choose how to spend. * Pupils are increasingly demonstrating leadership of their own learning through play contexts in the P1-3 class and Pupil-led learning projects within the P4-7 class. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Almost all pupils can confidently discuss the school’s values and what they look like in practice, both within and outside the school * Staff use new approaches and resources within their classes to increase the efficacy of, and engagement with learning, as observed during lesson observations and QA activities * Discussions with staff during PR&D meetings or Professional Update activities * Pupils within the Citizenship, Curriculum and Environment groups are able to discuss the work they have been doing and its place in improving the school. * Most pupils feel the school listens to their views and uses them when making changes (84%) * The Citizenship group has achieved the Bronze Rights Respecting Schools Award this year * Almost all pupils regularly contribute their views and ideas in whole school assemblies. * Older pupils engaged with stages of the Participatory Budgeting process recently. * All parents and carers who responded to our recent questionnaire (81% response rate) felt the school was well led and managed and would recommend it to other parents. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Link the recently developed system of tracking wider achievement to the skills being developed through participation in these activities. * Create ‘You said, we did..’ frameworks for both parent and pupil feedback to ensure all know how their views are acted upon. * Ensure meaningful opportunities exist for practitioners to take an active role in leading elements of the school’s improvement priorities. * Provide greater opportunity for pupils to make decisions on the use of school funds to support projects and learning opportunities. * Include parent representatives within the pupil groups * Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge. * Self-evaluation and learning visits to be developed further, both in school and with neighbouring schools focusing on moderation * Practitioners have systematic opportunities to review and refresh their pedagogical practice looking inwards, outwards and forwards*.* |

# 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: 4 - Good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * There are positive, respectful relationships in evidence across all areas of the school * The school is continuing to work on sharing the purpose of learning with pupils and most pupils know what to do in order to be successful. This is particularly evident in writing tasks. * Increasingly pupils are involved in co-creating their success criteria * Most learners are motivated and eager to engage in their learning. * All staff plan appropriately to meet pupil needs and regularly liaise with ASL colleagues to ensure consistency. * Progression frameworks are used to plan effectively. * All pupils contribute to the wider life of the school and its community. Their views are continually sought and acted upon. * Digital technology is being used effectively to support and enhance learning. Pupils with specific needs use speech-to-text functionality to record written responses and access individualised programs to support reading and spelling. * The school is mindful of the risk of digital exclusion due to the rurality of the school community and has made use of additional devices through the Connecting Scotland scheme for identified pupils. * Staff have participated in training on Nurture, attachment and attunement principles to support the health and wellbeing of pupils and establishing a climate that supports engagement with learning. * Staff are aware of Blooms Taxonomy, and are beginning to promote higher order skills through more effective questioning and choice of activities/tasks * Ongoing formative assessment is evident in all classes. * Holistic assessments opportunities are identified within our planning and are beginning to provide more reliable feedback on pupils’ ability to apply learning in new contexts within Numeracy and Literacy. * Education Scotland benchmarks are being used to support assessment opportunities, attainment meetings and achievement of a level discussions. * Opportunities for the development of skills for life, learning and work are identified and planned for within our IDL contexts. * Participation in Science challenges, Rota-kids activities, and a range of global citizenship focussed activities ensure that pupils are developing skills for life, learning and work. * Staff are increasingly making use of digital technologies to enhance and share learning |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Classroom observations, learning conversations and quality assurance activities * Consideration of E’s and O’s evident within planning. * Staff use benchmarks for numeracy and literacy to justify and support professional judgements during tracking meetings. * Staff are able to share the pedagogy underpinning their teaching approaches when reviewing lesson observations. * GTCS Professional Update and PRD show evidence and impact of professional learning. * Almost all pupils feel they are making good progress (96%) and the majority feel their learning is challenging enough (76%) |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Develop our moderation practices both in our school and with other schools within the cluster to further refine our shared understanding of standards and reflect in Working Time Agreement * Develop a clear evidence base around learner engagement across all curricular areas and refresh approaches in areas found to require this. * Increase opportunities for pupils to lead their own learning. * Support staff to confidently use technology to help deliver effective learning and teaching through access to the LoveLearning universal offer * Increase pupil confidence in discussing their learning/identification of next steps. * Develop a more consistent approach to feedback across the school. * Support pupils and parents to better understand how progress is assessed (reflection on results from parent and pupil feedback questionnaires) * Develop staff confidence in the analysis of SNSA and other assessments to support professional judgements, particularly around those who may be exceeding expectations. |

# 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: 4 - Good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Everyone in our learning community is treated fairly and with respect. We place importance on fostering positive, open & supportive working relationships based on trust. * The School’s ASN audit of need is used in regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly accessing available resources. * All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place to meet individual needs. * The school actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils. * Staff use recommendations from the Aberdeenshire Dyslexia-friendly toolkit to ensure universal supports are in place within their classrooms for pupils with specific literacy or numeracy difficulties. * Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing. * Effective transition arrangements are in place for pupils. Enhanced transitions are planned for pupils in relation to individual needs, when moving into, within and out of Craigievar. * Importance of early identification of needs given priority, with PSA time being weighted towards early intervention accordingly. * Planning is differentiated to meet individual needs. ASL and PSA time is targeted appropriately and links to the School’s ASN Audit. * Effective collaborative planning between ASL and school staff to support identified pupils is in place * Almost all parents feel comfortable approaching the school with questions, suggestions and/or problems. * Almost all parents (>95%) feel their child receives the help they need to do well. * Most staff have participated in nurture, attachment and attunement training to support specific pupils. * The school makes use of third sector providers through Learning Pathway Plus scheme, where required, for specific pupils. * The PTA and PC contribute to an Inclusion, Equity and Wellbeing fund administered by the school to support pupils who may be at risk of missing out. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Pupils in both classes are inclusive and understanding of the needs of others. * Impact of interventions for identified learners are reviewed specifically in tracking meetings * Staff audit indicates confidence in the identification of, and procedures for child protection concerns. * Pupils with specific literacy difficulties make use of IT resources in class to support writing. These pupils are now more engaged with writing activities and producing longer, more complex pieces. * Individualised spelling programmes track pupil progress and attainment. * Impact of ASL input quantified using a range of assessment resources specific to the type of support provided. * Feedback from parent surveys and correspondence. * Observations by the Educational Psychologist and HT indicates pupils with attachment and attunement difficulties are well supported in each class. * Staff are more confident identifying situations that pupils may find challenging and planning alongside the pupils to avoid or manage them. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Embed our refreshed Health and Wellbeing Curriculum to ensure it provides appropriate coverage of all elements and meets the needs of the school population. * Develop a shared language around learning which will support discussions about growth mindset. * Continue to work alongside specialist ASL staff to build staff to allow us to meet the needs of more learners at a universal level. * Develop a whole school understanding of GIRFEC including a shared understanding of the wellbeing indicators. * Track pupil wellbeing more effectively and frequently * Continue to ensure the impacts of rurality and rural poverty are taken into account when planning whole-school activities or improvement priorities. |

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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: 4  (HGIOS?4/HGIOELC? 1-6 scale) |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities. * Rigorous tracking and monitoring of attainment highlights that most children at Craigievar School achieve or exceed expected levels for literacy and numeracy * Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar. * Attainment is compared against local and national averages, supported through cluster attainment reviews, and emerging work across the Self-Improving Schools group. * Attainment data from standardised assessments demonstrates that there is a good match between this and teacher’s professional judgements, although teacher judgement is often more conservative about achievement of a level. * Professional judgements are supported through moderation activities at a school and cluster level. * Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions * Overall, our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives within their school community. * Pupils have opportunities to lead learning and develop skills by delivering masterclass activities to others within the school, through the House Captain roles or through pupil committees. * Wider achievements for all pupils are regularly gathered and celebrated within individual classes and at whole school level. * Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Analysis of SNSA data highlights this year there are fewer concepts which many or most pupils struggle with – this indicates systemic issues have been addressed. * Discussion with teachers during tracking and attainment meetings. * Aberdeenshire, Cluster and School data and through annual school attainment reviews * Quality Assurance activities such as jotter sampling, feedback on teacher’s planning, learning focus groups and ongoing professional dialogue. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to populate a new tracking and monitoring system with robust attainment data, including attainment over time to establish trends, evaluate and use for identifying improvement priorities. * Dedicate staff development time to the interrogation of SNSA information and it’s use as appropriate. * Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement * Continue to embed the use of Aberdeenshire Progression Frameworks and Education Scotland’s Benchmarks to inform professional judgements and ensure learning and teaching demonstrate appropriate pace, challenge and progression. * Continue to populate pupil profile folders with relevant assessments. * Ensure multiple sources of data are available and used effectively to support and inform professional judgements. |

# PEF 2020-2021

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| **Identified gap** | No PEF funding allocated by Scottish Government |
| **Expenditure** | No PEF funding allocated by Scottish Government |
| **Expected outcomes** | No PEF funding allocated by Scottish Government |
| **Impact Measurements** | No PEF funding allocated by Scottish Government |

# Capacity for improvement

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

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

# Action plan 1

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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 create a culture of high engagement, interest and attainment in reading** | | **Data/evidence informing priority:**  **SNSA data indicates pupils across P1, P4 and P7 do not perform as strongly in reading as other assessed areas.**  **Analysis of the SNSA reading themes indicates inference, interpretation and finding detail within a text are areas of weakness.**  **Pupils and staff have shared that the current library is poorly organised and difficult to find suitable books in.**  **Rurality – few pupils regularly access the library in Alford due to distance or opening time issues.** | | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Baseline assessment of reading comprehension completed for all pupils.  Pupil reading for enjoyment survey shared and results analysed.  Parent reading survey shared and results analysed  Library refreshed and relaunched.  Whole school event planned for World Book Day  Parent workshops on how to support reading for enjoyment.  Reading for Enjoyment policy created.  Follow-up reading comprehension assessments completed.  22/23 SNSA reading elements analysed.  Pupil and parent reading surveys repeated and results analysed. | | | ASL and teaching staff  CP  CP  Citizenship Group and CP  All staff  All staff  All staff, citizenship group and parent reps  HT and CP  HT and CP | Early - mid T1  Early – mid T1  Early – mid T1  By end of T1  3rd March 2023  Term 2  End of Term 3  Mid Term 4  End of Term 4 | Pupil engagement and enjoyment of reading will increase (Likert scales to capture pupil feedback)  Pupils’ attainment within reading components of SNSA will improve  Pupils will begin to apply the writers’ craft within their own work.  Assessed reading comprehension scores will improve.  Changes to pupil and parent attitudes to reading for enjoyment | |  |

# 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 develop engaged, resilient and independent learners.** | **Data/evidence informing priority:**  Recent pupil survey indicated pupils believed they were making good progress, but that they were not confident how that progress was assessed.  Initial feedback from the action research project carried out with the EP service indicated many pupils did not view themselves as resilient or independent learners and lacked strategies to overcome learning challenges.  Staff observation indicates that more than 75% of pupils have demonstrated a significant adverse reaction when faced with a learning challenge. This is impacting on the quality and quantity of teaching time available as in most cases this results in them asking the teacher for help as a first step.  Many pupils make use of digital technologies to enhance their learning, but there are opportunities to develop a more consistent and progressive approach across the whole school.  Play-based learning has been a feature within the P1-3 class throughout the COVID recovery phase. We are now exploring how to more rigorously record and build on play opportunities. | | | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Audit and develop the use of ICT across the school to enhance the curriculum, share learning and provide feedback.  Equip pupils with the tools for a growth mindset to support resilience and independence.  Continue to develop the pedagogy underpinning play-based learning and it’s recording/assessment.  To provide planned opportunities for pupils to meaningfully lead their own learning.  To revisit the learning, teaching, assessment and feedback cycle and engage with relevant CLPL opportunities available through the universal Learning, Teaching and Assessment offer. | | CP, CR, JM  CP, CR, JM  CP, CM, CR  CP, CR, JM, CM  CP, CR, JM | | Linked to Lovelearning CLPL offer  Linked to EP service support calendar  Throughout year  Linked to LTA universal offer training calendar | The school will have a digital literacy and learning strategy based on the findings of the audit.  Pupils will experience a clear progression in their digital skills from P1 – P7  Pupils will reflect on their learning and add this to their digital portfolio in SeeSaw, demonstrating the skills used and learning undertaken  The language of learning and growth mindset will be in regular use with staff, pupil and parents.  Pupils’ views of themselves as an effective learner will improve.  Measured levels of engagement will increase across the school.  Class teachers will have a rich bank of observation and assessment evidence of children’s play schema to share with parents.  Pupils will have a strong understanding of where they are in their learning, what they need to do next and how to do this.  High quality learning, teaching and assessment practice will be a strong feature across the school. |  |

# Wider Achievements

We recognise there is far more to our pupils’ lives than we see over the course of a school day. We encourage young people to take part in a range of activities and celebrate this on our Wider Achievement wall which is updated each term. Many of our pupils make good use of opportunities to take part in sports at Alford Community Campus provided through the Active Schools team. Others regularly train or compete in tennis, football, judo and horse-riding events. A number of pupils are involved in farming activities from raising chickens or lambs to sell at the mart to working with and learning about farm machinery. This work provides powerful opportunities for pupils to demonstrate a high degree of responsibility and financial awareness and is rightly celebrated in school.

In school, our older pupils often share their skills with younger pupils through leading activities such as baking, science, computing, sports, drawing, chess etc. We have found this to be a very motivating and rewarding experience for all pupils.

# Memories are made of this:

We believe our pupils’ time at Craigievar should be positive and memorable. Due to our rural location, it is sometimes challenging for families to access the types of opportunities available to those living in towns and cities, such as museums, theatres and sports facilities. We work hard to identify ways we can enable our pupils to have these experiences, either through visiting Youth Music Initiative instructors delivering ‘Kodaly’ or ‘Jazzamatazz’, Sooyang Do, rugby or golf coaches offering taster sessions in school or taking all pupils to the Alford Community Campus for theatre productions.

Each year our P6 and P7 pupils take part in an activity week that is often a residential experience. This gives children the opportunity to try a range of outdoor activities with high-quality instruction. As we often plan and run these trips with other local schools, it also give the pupils a chance to build friendships and confidence ahead of the transition to Alford Academy.

We are really fortunate to have access to a wildlife garden and the National Trust for Scotland forest nearby. We embrace opportunities to deliver learning outdoors and develop pupils’ teamwork, confidence and understanding of the natural world. We work alongside foraging experts, biologists, forest rangers and forest school trained staff to provide unique experiences to our learners, such as camping out overnight under improvised shelters and cooking over open fires.

**Wider Community Links**

We have strong links with individuals, businesses and charities in our local area.

The National Trust for Scotland generously allow us access to the woodland they own near the school and support the delivery of some of our forest sessions.

Cromar Futures Group aims to support the delivery of science, technology and engineering across rural schools in the Marr area. They have run after school science clubs, delivered science sessions in school, provided resources to support the teaching of science and part-funded an electric kit car. They currently run after school coding clubs that pupils can join.

Our local minister, Simon Crouch is always willing to support the school and mobilise others in the community to help out. He regularly provides input at times of Christian festivals and has organised the local bell-ringing group to deliver taster sessions for pupils.