



Auchenblae School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for session 2022-2023. This report forms part of our quality improvement framework and provides important information regarding our schools' progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Auchenblae school. We continue to develop our practice by making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

We have high expectations for our learning community. Systematically reviewing our progress is key to deepening our understanding of how we are doing and what we need to improve. We focus on key priorities and staff engage in professional development to support this, with our main aim being, every child is supported to reach their full potential. It is important to us that our pedagogy is enriched with new methods and strategies and that we all continue to grow and learn together.

How do we know?

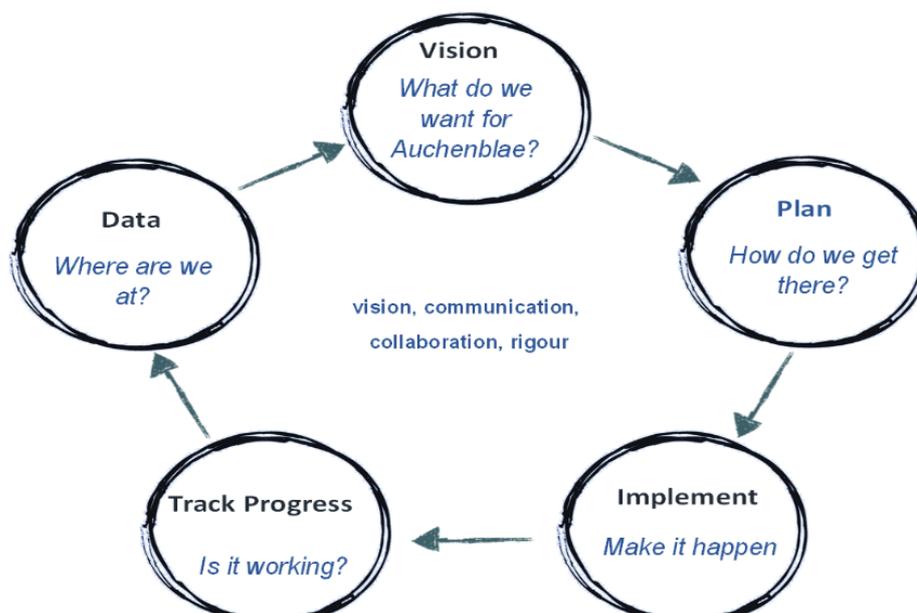
By triangulating data from stakeholder feedback, direct observation and interaction with a wide range of assessment and tracking & monitoring data we gain a robust measure of impact. We compare the impact with key themes, indicators a best practise within HGIOS 4.

This is a continuous cycle throughout the session.

Looking inwards to interrogate the data, what is working well, what is not having impact... then...

Looking outwards to current reliable research and good practices both locally, nationally, and globally.

Looking forwards to create a vision and plan of action around what maximum impact and continuous improvement might look like in the long term.



At Auchenblae 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 maximise their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Jane Tulloch

Head Teacher

The School and its context

Vision for the school

We aspire to have an inclusive, nurturing and ambitious learning environment where every member of our diverse school community can be empowered to thrive through building the resilience and skills required for successful lifelong learning.

Our school motto is:

Auchenblae **ASPIRES** to: *Learn Together, Play Together, Grow Together*

Values that underpin our work

- Achieving
- Supportive
- Persistent
- Inquisitive
- Respectful
- Eco-friendly
- Safe

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. 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, and respectful relationships 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, ECO committees and pupil focus groups, children are encouraged to have responsibility and participate fully in the life of Auchenblae School.

Context

Auchenblae School is a non-denominational, co-educational school which currently has five classes and a full-time nursery. The school serves the village of Auchenblae, West Cairnbeg and the surrounding rural area. Auchenblae has 5 full time equivalent teaching staff, a 0.4fte Core teacher covering teacher non class contact time and a 0.6fte teacher covering Additional Support for Learning. The teaching staff are further supported by 3 part time Pupil Support Assistants for 63 hours per week.

The school also has one administrator, one member of kitchen staff and two cleaners. We have janitorial services for two hours per week. The Active School Coordinator will continue to provide a range of additional sporting experiences.

Strengths of the school include:

- The strong sense of collective responsibility in our dedicated whole staff team.
- 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.
- 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.
- 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 flourish.
- We are continuing to develop our new planning and progressions across the curriculum, creating more consistency across the school in delivering and assessing outcomes.
- Our extensive outdoor grounds, wooded area, wildlife garden and potential for outdoor learning.
- Tracking system beginning to be 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 and parents have regular opportunities to have their views heard.

High quality learning experiences

At Auchenblae School, children are increasingly dedicated and committed to their learning. Most children are becoming engaged and enthusiastic after the impact of the pandemic. 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 Auchenblae School demonstrate a commitment to continual improvement. Staff know the areas that we need to be prioritised and 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 2021-2022.

Key priority 2021- 2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>Priority 1 – To support recovery, renewal, and improvement at Auchenblae School ensuring improved outcomes for all children and young people.</p>	<ul style="list-style-type: none"> • All stakeholders were involved in creating revised VVA • VVA embedded through ‘value of the week’, assemblies, HWB lessons and classroom routines. • Recovery curriculum prioritised HWB, Literacy & numeracy as well as skills for learning. • Investment in more technology to support learning. • QA processes involving pupils, staff and families supported identification of immediate priorities for moving forward. • Re-engagement of parents through SeeSaw ‘Window on the week’ and consistent pupil profiling • Engagement of parents via Parent Council Facebook page • Pupil Voice groups reintroduced • Whole school community project on developing school grounds post Storm Arwin; included local businesses, parents, staff and pupils all pulling together to design, plan, act and begin to recreate the grounds. • Whole school community participated in ‘Miles in May’ in order to fundraise for on developing school grounds. 	<ul style="list-style-type: none"> • Stakeholders have embraced our revised VVA. staff and pupils refer to values during lessons, to recognise positive behaviour, good learning habits and character strengths. • All staff demonstrated a shared approach to the recovery curriculum and refined practise to ensure pupil engagement was improved. T & M discussions demonstrated that for the most part Mental well-being was supported and impact on learning was positive. • An increase in technology has facilitated a wider range of teaching and learning approaches aswell as supporting profiling and the sharing of learning via SeeSaw. • QA processes involving pupils, staff and families supported identification of immediate priorities for moving forward. • Re-engagement of parents through SeeSaw ‘Window on the week’ and consistent pupil profiling was well received by parents. • Eco-schools and Pupil council were/are at the forefront of the development of the school grounds, decision making about events such as jubilee party, Science week, wrapper free Wednesday, Eco-pledge tree, bake sale etc – this provided a tangible sense of ownership and greater engagement from the rest of the pupils. • Whole school community project after the storms devastated the outdoor learning area again promoting exercise, sustainability and community. £5660 was raised and we continue to develop the grounds.

<p>Priority 2 – Develop a shared understanding of high-quality learning and teaching and the Introduction of Visible Learning.</p> <ul style="list-style-type: none"> • To introduce the 5 pillars of visible learning with an initial focus on the use of high-quality feedback, challenge and identification of next steps in pupil learning. • To review and ensure consistent approaches to planning across the school to meet principles of curriculum design. • To upskill staff on using data to inform planning, targeted support and pace and challenge of learning. 	<ul style="list-style-type: none"> • Whole school audit of QI 2.3 – L, T & A • Engaged with L, T & A materials and resources developed by Aberdeenshire Council. • Investment in Visible Learning resources and introduction of 5 pillars of approach. • Visible learning baseline audit completed. • In-house training and series of Visible Learning development sessions focusing on John Hattie ‘Feedback’ book. • Creation of feedback policy with whole school feedback code and feedback prompt/display materials created for all classes. <ul style="list-style-type: none"> • New planning progressions for literacy and numeracy introduced. <ul style="list-style-type: none"> • Introduction of new T & M system and more focused meetings with individual staff, including robust proforma for next steps integrated into planning. • Interrogation of informal and formal assessment data and discussions on how this informs planning. 	<ul style="list-style-type: none"> • Staff feedback is very positive on the revised aspects of LT&A policy so far - this is work in progress. • Staff are embracing the Visible Learning approach and engaged fully developing the approach and effective visuals for the classroom as a collegiate. • Almost all pupils can articulate what they are learning, why they are learning it, how they are doing and their next steps for learning. • Almost all pupils have a good understanding of the importance of feedback and can use LI, SC and the strategies learned to provide effective feedback to their peers and for themselves. • Visuals created about the learning process are encouraging pupils to reflect on and assess if it is challenging them etc. <ul style="list-style-type: none"> • There is greater consistency of planning across the school allowing for more effective transition and clearer picture of coverage of learning. <ul style="list-style-type: none"> • Greater challenge to pupils that require it and early intervention for those that require targeted support. Professional dialogue has increased and clearer understanding from all staff about the benefits of a more robust T&M system.
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Priority 3 – To improve pupil attainment in reading and writing

- Whole school writing audit completed
- Consistent approach to writing lessons developed
 - Increased opportunities for writing across the timetable
 - 'A writing lesson at Auchenblae' developed.
 - Progression pathways for all genres trialled
 - Language toolbox developed
 - Use of WAGOLLS
 - Increase time for peer, self & teacher feedback
- Use of new writing criterion scale with pupils for formal assessment.
- Moderation time created across stages – formally in writing, informally for other areas
- Share reading criterion scale, created progressions and aligned with current resources and with Big Cat Collins (new resource).
- PSA supported identified groups
(Further reading work to be developed in 22/23)

- All staff have agreed and implemented a consistent approach to writing.
- All staff have expressed greater confidence when delivering writing lessons.
- Writing learning progressions across all genres and the toolbox are providing more focused learning.
- Pupils have expressed that they like the child friendly criterion scale and WAGOLLS as a clear set of expectations.
- Tracking meetings with staff show early indications of writing improving across the school.
- Reading progressions are now in use across the school, initial feedback is positive. Reading carried forward to session 22/23

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

- All stakeholders have a shared understanding of the vision, values and aims (VVA) and involvement in its 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 Visible Learning development, 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, Buddies, Junior Leadership Team, Digital leaders)
- 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 beginning to take on new initiatives (Visible Learning, reading progressions, H&W policy review, STEM – Science Week) 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.
- Auchenblae staff are committed to high pe standards for all learners through their continuous self-evaluation and Career Long Professional Learning (CLPL).
- HT provides opportunities for staff to reflect on and identify next steps for all, leading to improvement based around our L, T & A policy
- A range of approaches are used to gather views and evidence to further improve the school. (Questionnaires, attainment data, carousel discussions, staff meetings, individual meetings, exit passes 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 policy
- Staff are actively involved in improvement planning and school development work. (planning, reporting calendar and format, working groups)
- Staff are clear on key areas for improvement and the pace of change is strategically managed to ensure sustainability, regularly reflecting on impact and workload management. We are focusing on the different strengths and knowledge that each staff member brings to the team.
- Auchinblae continues to be committed to being involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.

What are you going to do now?

What are your improvement priorities in this area?

- Empower staff to use CPD and professional development opportunities to lead on school improvement.
- Staff meeting to be reorganised to allow greater opportunities to share practise, update curriculum and evaluate the school improvements, where we also incorporate stage meetings tool.
- Pupil Council to use HIGOURS and develop a child friendly improvement plan
- Create a more data rich school where we focus on the data we are collecting
- Ensure that the UNCRC Rights Respecting School Award is further developed through the review of our rationale and embedded throughout our curriculum.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

- The ethos of Auchenblae School is warm, positive, nurturing and promotes mutually respectful relationships. Most pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Numeracy and literacy developments have improved consistency, understanding and organisation of planning.
- Almost all staff implement appropriate learning feedback to discuss what pupils are learning, how they have been successful and identify their next steps.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning in most classes. In most classes pupils are involved in co-constructing success criteria with staff.
- Almost all staff make effective use of questioning during learning and teaching experiences, extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches, including high quality assessment, to allow pupils to demonstrate their learning.
 - All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps
- Most staff have increasing confidence in using a wide range of assessment data including standardised assessment results, comparing this with professional judgement and using it to inform planning.

- Termly tracking supports pupils progress in learning and professional dialogue is increased significantly.
- Digital technology is used to support learning across all classes, targeted pupils having allocated devices or have access as and when it is required.
- SeeSaw is used to promote everyday learning and achievements.
- Feedback from parents/carers around the use of SeeSaw to share learning, progress and feedback is very positive.
- All staff and pupils use a wide range of learning environments including the outdoors, the school woodland area and grounds as well as community spaces such as the Den. Staff ensure there are opportunities to develop skills for learning, life and work.

What are you going to do now?

What are your improvement priorities in this area?

- Embed agreed processes and practice in relation to the work developed last year for writing to improve pedagogical practice and improve outcomes for all learners.
- Review the learning, teaching and assessment of reading across the school.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.
- Continue to review and amend L, T & A policy
- Increase the children's responsibility in their learning through the Visible Learning approach of 'Learning dispositions'
- Have a clear assessment at the planning stage, look to use IDL to provide real life contexts and to apply previous learning.
- Continue to improve the access and use of digital technologies across all aspects of school.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

- Relationships across the school are positive and built on mutual respect and trust.
- Due to the dedication of staff, almost all children and families build positive relationships.
- Auchenblae 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.
- Auchenblae School is very well supported by families, Parent Teacher Association and businesses in the local community.
- 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.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- The school tracks Health and Wellbeing through tracking and monitoring discussions.
- Children are beginning to be encouraged to share their ideas through pupil groups and learning conversations with teachers, HT, 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 the HT.
- 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
- Auchenblae School ensures children receive the statutory 2 hours of PE per week.
- Nursery/P1 children have opportunities to be outside almost every day
- Information is shared at appropriate points to ensure smooth and seamless transitions.

- Strong transition programme for all pupils moving to Mearns from Auchenblae School. In addition to this extended transition is available and planned for some pupils in relation to individual needs.
- Auchenblae School have a whole school positive behaviour policy in place and adhered to.
- Almost all classes take on responsibility for school and community events each year, promoting Global Citizenship e.g. pupils organising charity events
- The annual ASL audit of need aids allocation of resources and tracking discussions with staff. Where learners requiring support are identified 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 HT.
- Auchenblae 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.
- Some pupils benefit from support from input from partners e.g. Educational Psychology, IPT, family support worker, Speech & Language Therapy.

What are you going to do now?

What are your improvement priorities in this area?

- Embed the Health and wellbeing Curriculum alongside a parent working group.
- Ensure consistent use of 'Pastoral notes' in SEEMIS to inform child chronologies.
- Introduce Leuven scales to measure engagement.
- Encourage and facilitate the use and development of outdoor learning spaces to improve wellbeing.
- Create a Developing the Young Workforce pathway fully linked to the Careers Standard
- Introduce the track of pupil wider achievement with a view to identifying pupils "at risk of missing out" and facilitate opportunities to meet these needs

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 3/4

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

How well are you doing?

What's working well for your learners?

How do you know?

What evidence do you have of positive impact on learners?

- There is a steady picture of attainment for Auchenblae School. Most pupils are attaining expected national levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- Staff worked with ASL staff to identify pupils that could potentially close any learning gaps and plan a programme of support and intervention.
- The school is developing a robust T & M system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Auchenblae pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of school initiatives and improvements.
- Achievements are recognised and shared across the school and recorded in SeeSaw.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a varied curriculum in a variety of learning and teaching contexts and environments.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils.

What are you going to do now?

What are your improvement priorities in this area?

- Improve Pupil Voice in making decisions about their learning pathways and learning experiences.
- Continue to engage in the Visible Learning project in order to promote high quality learning and teaching and thus increase attainment in all areas of the curriculum.
- Increased moderation activities across the curriculum to have a secure understanding of standards and children achieving a level and, if possible with other schools leading to shared expectations and greater consistency in teacher professional judgements.

- Ensure pace and challenge are appropriate for all children N-P7 • Our recently developed pupil friendly Writing criterion scales will also support this.
- Embed whole school Reading progressions and write a new version of the Reading policy.
- Align nursery tracking with the rest of the school.
- Continue to track attainment, including attainment over time to identify trends, evaluate and use to identify improvement priorities.
- 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

PEF 2022-2023

Identified gap	<ul style="list-style-type: none">• Lack of wider achievement opportunities and nurture.• Consistent engagement in with families• Health and Wellbeing• Gaps in Literacy and Numeracy• Digital technology
Projected Expenditure	<ul style="list-style-type: none">• PSW support - £1700• SeeSaw - £600• Mathletics - £400• Clever Touch Screen and accessories - £1300• Outdoor learning resources• Continued development of nature/breakout space £300• Literacy Resources• Decider skills - £500 <p style="text-align: right;">Total expected spend - £6860</p>
Expected outcomes	<ul style="list-style-type: none">• Increased and consistent family engagement• Engagement with targeted literacy resources.• Skills for optimal mental health• Increased self-confidence and self-worth from outdoor learning experiences.• Raising attainment in literacy and numeracy
Impact Measurements	<ul style="list-style-type: none">• Wellbeing Webs,• Tracking & Monitoring meetings.• SeeSaw family engagement data• Assessment through literacy resource• Surveys, audits etc.

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.

Key Priorities for Session 2022 - 2023

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> <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1: To continue to develop shared understanding of excellent teaching and learning practises across the school</p>	<p>Data/evidence informing priority: Attainment data, professional dialogue, engagement with HGIOS4, pupil and parent surveys, engagement with the GTCS standards.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Engage with L, T & A materials and resources developed by Aberdeenshire Council. Four quadrants to be used as reference point. 	All staff & pupils	ongoing	<ul style="list-style-type: none"> Meeting minutes Professional dialogue 	
<ul style="list-style-type: none"> Continue to engage in Visible Learning in house training, in addition to authority events – Robertson, Burns, Clarke 			<ul style="list-style-type: none"> Learning conversations Learning walks Jotter sampling Observations 	
<ul style="list-style-type: none"> Embed high quality feedback linked to learning intentions, success criteria and identification of next steps in pupil learning as part of VL/feedback policy. 			<ul style="list-style-type: none"> Tracking Policy 	
<ul style="list-style-type: none"> Refresh L, T & A policy for Auchenblae integrating feedback section and observation schedules. 	SC lead	Mar 23		
<ul style="list-style-type: none"> Continue to develop robust systems for moderation in literacy (Reading & Writing criterion/progressions to be fully utilised). 	HT & CTs	Termly	<ul style="list-style-type: none"> Meeting minutes 	

<ul style="list-style-type: none"> Ensure consistency of planning across the school, that it clearly identifies learning/assessment and is proportionate and manageable. 	CTs	Termly	<ul style="list-style-type: none"> Moderation proforma Planning folders Observations Tracking Collegiate review 	
<ul style="list-style-type: none"> Combine planning, monitoring and tracking meetings, prioritise time for quality review & dialogue to improve outcomes for learners. 	HT	Nov 22 Mar 23 June 23		
<ul style="list-style-type: none"> Align tracking system in nursery with rest of school 	HT & MW	Oct 22	<ul style="list-style-type: none"> Tracking document 	

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> <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 2: To maximise engagement in learning through a focus on well-being, inclusion and L, T & A approaches.

Data/evidence informing priority: SNSA, Tracking & Monitoring, engagement with HGIOS4, pupil and parent surveys, engagement with the GTCS standards.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Review curriculum rationale to ensure it is reflective of the current context of the school. 	All stakeholders	March 23	<ul style="list-style-type: none"> Meeting minutes Formal/informal feedback collated Observations 	
<ul style="list-style-type: none"> Understanding of UNCRC incorporation into law and ensure all actions in school are underpinned by this (link to action plan 3). 		Ongoing		
<ul style="list-style-type: none"> Refresh Auchenblae Child Protection policy and share - Review and consistent use of pastoral notes and chronologies 	HT	Sep 22	<ul style="list-style-type: none"> CP policy Chronologies Pastoral notes 	
<ul style="list-style-type: none"> Introduce Leuven scales to assess & target engagement - in T & M 	HT & CTs	October 22	<ul style="list-style-type: none"> Tracking & Monitoring Data improvement 	

<ul style="list-style-type: none"> Continue to engage in Visible learning in-house training and work of Guy Claxton 'Learning Powers' 	SC to lead	Ongoing	<ul style="list-style-type: none"> Learning walks Formal/informal feedback collated Observations Learning conversations Professional dialogue Engagement data 	
<ul style="list-style-type: none"> Develop clear shared vision of a 'Leader of learning at Auchenblae'. Linking learning dispositions to school values. 	SC to lead	By Dec 22		
<ul style="list-style-type: none"> Learning Powers to be introduced at assemblies, through HWB lessons, purchase books linked to powers to illustrate 	HT & CTs	Ongoing		
<ul style="list-style-type: none"> Communicate learning dispositions to parents through leaflet and/or video 	Pupil Council	By Feb 23		
<ul style="list-style-type: none"> Continue to update and review HWB progressions and resources 	CTs	Ongoing	<ul style="list-style-type: none"> Progressions Feedback 	
<ul style="list-style-type: none"> Consider what is working well to engage learners and plan in response to this: <ul style="list-style-type: none"> Digital technology Play based approach Creativity and use of outdoor spaces as part of learning. 	CTs & PSAs		<ul style="list-style-type: none"> Planning Tracking & Monitoring Engagement data Learning conversations Observations 	
<ul style="list-style-type: none"> Further develop outdoor learning/nurture group as intervention for pupils at risk of disengaging 	MC	By Sept 22 & ongoing	<ul style="list-style-type: none"> Learning conversations Evaluations Planning 	
<ul style="list-style-type: none"> Engage parents through SeeSaw profiling and consultation workshop. Parent guide to be created and shared. 	HT & CTs	Oct 22	<ul style="list-style-type: none"> SeeSaw engagement data Parent guide Survey feedback 	
<ul style="list-style-type: none"> Engage parents through curriculum open afternoons. 	All staff	Oct 22 & Feb 23	<ul style="list-style-type: none"> Formal/informal feedback 	
<ul style="list-style-type: none"> Use Circle resource to audit classroom to ensure inclusion and continue to work with SLT, ASN and EP to make necessary adjustments. 	HT and CTs	Jan 23	<ul style="list-style-type: none"> Circle audit Meeting minutes Learning conversations Monitoring & Tracking 	
<ul style="list-style-type: none"> Evaluate nursery environment to ensure it is maximising engagement for all learners. Consult pupils, parents and staff as part of audit and action shared vision. 	FC, MW & HT	Nov 22	<ul style="list-style-type: none"> Refreshed learning space in nursery Engagement data Stakeholder feedback 	
<ul style="list-style-type: none"> SLT input on Colourful Semantics 	CS/SP	Nov 22	<ul style="list-style-type: none"> Formal/informal feedback Observations 	
<ul style="list-style-type: none"> Staff to attend Dyslexia Scotland twilight 	CTs	Nov 22		
<ul style="list-style-type: none"> Development of HT office into nurture/breakout space. 	HT	Aug 22	<ul style="list-style-type: none"> Formal/informal feedback Observations 	
<ul style="list-style-type: none"> Phase 2 in the development of school grounds for outdoor learning, well-being and sustainability 	Eco-Committee	Ongoing		
<ul style="list-style-type: none"> Introduce implementation of Decider Skills programme to further promote well-being skills in pupils 	HT, GR & Parent volunteer	Feb 23	<ul style="list-style-type: none"> Formal/informal feedback Monitoring & tracking Wellbeing webs Professional dialogue Learning conversations 	
<ul style="list-style-type: none"> Parent workshop on well-being and Decider skills 		March 23		
<ul style="list-style-type: none"> Identify pupils for Enhanced transition and engage in refresh of Mearns Cluster transition process 	Mearns ASN	Sep 22 -Jun 23		

Action Plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>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.
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Priority 3: Develop leadership at all levels and empower partnerships between all Stakeholders

Data/evidence informing priority: Monitoring and tracking of attainment, engagement with HGIOS4, pupil and parent surveys.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Review curriculum rationale in light of new VVA and ensure it reflects current context of our school. 	Stakeholders	March 22	<ul style="list-style-type: none"> Learning walks Formal/informal feedback collated Observations Learning conversations Professional dialogue Planning Meeting minutes 	
<ul style="list-style-type: none"> Provide learning experiences that reflect the UNCRC, Rights of the Child. 	CTs	Ongoing		
<ul style="list-style-type: none"> Ensure that the UNCRC underpins and is reflected in the Curriculum Rationale and VVA . Introduce an article weekly in whole school assemblies. 	HT	Weekly, ongoing.		
<ul style="list-style-type: none"> Provide opportunity for parents to learn more about UNCRC 	CM	Nov 22		
<ul style="list-style-type: none"> As a school community, define 'A leader of learning of Auchenclochy' and what this looks like (link to action plan 2) at all levels <ul style="list-style-type: none"> lead/ownership of learning (engaging in planning pathways and discussions about next steps) decision making about learning and wider issues active leadership roles and responsibilities 	Pupils/all staff	Nov/Dec 22	<ul style="list-style-type: none"> L, T & A policy Formal/informal feedback collated Observations Learning conversations Professional dialogue Learning walks 	
<ul style="list-style-type: none"> Foster leadership skills and opportunities through Eco-School, Digital leaders, Pupil Council, Buddies, P7 take over, leaders of clubs 	Pupils/Staff	ongoing	<ul style="list-style-type: none"> Meeting minutes Observations Learning conversations Audit 	

			<ul style="list-style-type: none"> Action planning evaluations Meeting minutes 	
<ul style="list-style-type: none"> Pupil council to engage with HIGOURS and create a meaningful plan for the use of it. 	Pupils	Sep 22		
<ul style="list-style-type: none"> Each class will respond regularly to a meaningful question from HIGOURS, pupils will ALL have the opportunity to pose evaluative questions, answer questions and feedback to the Pupil Council, who will feedback to HT 	Pupils	ongoing	<ul style="list-style-type: none"> Meeting minutes Learning conversations Audit Action planning evaluations Business link directory Planning SeeSaw profiles 	
<ul style="list-style-type: none"> Empower all stakeholders to contribute to school improvement activities through direct dialogue between pupils, staff and parent council. 	All stakeholders	ongoing		
<ul style="list-style-type: none"> Encourage pupil ownership of SeeSaw portfolio to recognise and share strengths. 	CTs/PSAs	ongoing		
<ul style="list-style-type: none"> Continue to work with local community in Enterprise and Eco projects to build leadership skills with all pupils (ie. Cosy clothes swap, bird feeders and development of School grounds). 	Eco-committee	ongoing		
<ul style="list-style-type: none"> Creation of professional learning library (main school & nursery) 	HT & MW	Sep 22	<ul style="list-style-type: none"> PRD Professional dialogue Tracking & Monitoring Formal/informal feedback SQUIP & SIP 	
<ul style="list-style-type: none"> Facilitate further opportunities for professional dialogue and learning through dedicated time slots across the term. 	HT	Oct 22		
<ul style="list-style-type: none"> HT to build on the skills and talents of individuals to build leadership capacity and empower staff to be leaders of learning through identified improvement priorities. 	HT	ongoing		

Wider Achievements

- P7 Bake sale for the Red Cross
- Raising awareness of Junior diabetes on World Diabetes Day
- Continue to support Mearns Pipe Band when it re-establishes and allow the pupils the opportunity to re-engage
- Creating room for Violin to start again
- P5 bake sale for Ukraine (raised £500)
- Development of the School Outdoor Learning Area
- Miles in May (raised £5600)
- Bikeability
- Nursery lending library

Memories are made of this:

- Outdoor Carol service
- COP 26 – Auchenblae Eco Pledge tree
- Curling Competition
- Queens Jubilee week culminating in Jubilee Party and performance for parents
- Hockey Tournament.
- Local context for our IDL topics.
- Remembrance Day
- Sharing the children's Seesaw journals with families
- P1 & P7 buddies
- Sports Day
- Prize Giving

Wider Community Links

- Biking in the Blae Week – links made with prominent local cyclists
- Establishing a link with Brian Smith, our local Minister.
- Continued to support families with the Auchenblae Community Larder.
- Support of the mobile Pantry
- Talks from Farm to Table
- P1 visit to local shop
- P6/7 Cycle to Castleton fruit farm
- The 'Habitat People' and their work with us to develop the wildlife area
- Macphies donation to reroof the Pagoda
- Science Week – Parents invited in to talk to class linking their careers to science
- ALEC visits.
- My World or Work in the nursery – Parents came into nursery to describe their jobs.
- P7's running face painting stall at the Auchenblae Gala
- School grounds development day