

Auchenblae School



Standards & Quality Report 2022 - 2023

&

School Improvement Planning 2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for session 2023-2024. 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 voice in their learning, 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 4 part time Pupil Support Assistants for 63 hours per week.

The school also has one administrator, two members 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 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, Health & Wellbeing (H&W) and engagement. 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, engaged and committed to their learning. 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 motivated and committed to professional development and self-evaluation 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 2022 - 2023

Key priority 2022 - 2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 1: To continue to develop shared understanding of excellent teaching and learning practises across the school.</p>	<ul style="list-style-type: none"> • Engaged with L, T & A materials developed by Aberdeenshire Council using 4 quadrants as reference point to create our Learning & Teaching Statement. • Engaged in Visible Learning in house training, in addition to authority events – Robertson, Burns, Clarke. • Created observation schedule for lesson evaluations. • Created Presentation policy. • Continued to embed effective feedback linked to learning intentions, success criteria and identification of next steps in pupil learning as part of VL/feedback policy. • Continued to develop robust systems for moderation in literacy e.g., encouraged reading & Writing criterion/progressions to be fully utilised. • Produced planning proformas to ensure consistency of planning across the school, that it clearly identifies learning/assessment and is proportionate and manageable. 	<ul style="list-style-type: none"> • A shared understanding of, and clear expectations for high quality teaching and learning across the school has been established in consultation with all stakeholders. Drilling down into each quadrant coupled with authority training has allowed teaching staff to recognise existing good practise and identify areas for development using pedagogies recommended. • Lesson evaluation proforma and professional development around this has improved confidence and begun to develop a positive ethos around lesson observations whilst continuing to raise expectations and improve consistency in teaching and learning. • Presentation has improved across the school with the implementation of clear expectations and examples - though this will remain an area for improvement. • Staff are increasingly applying the feedback policy, this has been demonstrated by pupils' language for learning. Most pupils can articulate their learning, where they are, how they are doing and where they are going next. Peer and self-feedback will continue to be developed. • Consistency in planning is improving, moderation of planning across and within stages next session will be an important focus. • Moderation of writing has been effective in promoting a shared understanding of expectations. Reading requires a more robust approach.

<p>Priority 2: To maximise engagement in learning through a focus on well-being, inclusion and L, T & A approaches.</p>	<ul style="list-style-type: none"> ● Refreshed Auchenblae Child Protection policy. ● Introduce Leuven scales to assess & target engagement - in T & M ● Engaged in Visible learning in-house training and work on Guy Claxton learning dispositions. Linked learning dispositions to school values as learning powers. ● Learning powers were introduced at assemblies and HWB lessons. ● Learning dispositions were communicated to parents through SeeSaw and the website. ● HWB progressions and resources were updated to reflect, Decider skills, learning powers and UNCRC. ● Engaged parents through SeeSaw profiling and consultation workshop. ● Engaged parents through curriculum open afternoons. ● Staff to attend Dyslexia Scotland twilight. ● Development of HT office into nurture/breakout space. ● Phase 2 in the development of school grounds for outdoor learning, well-being, and sustainability. ● Introduce implementation of Decider Skills programme in partnership with NHS to further promote well-being skills in pupil. ● Parent workshops on well-being and Decider skills. 	<ul style="list-style-type: none"> ● Child protection policy reflects updated guidance and staff have clear understanding on safeguarding pupils including use of pastoral notes on SEEMIS. ● Introduction of Leuven scales has added an important dimension to M & T meetings. Teachers consider learning contexts and impact on engagement and possible interventions to raise attainment. ● Families, pupils, and staff can readily discuss learning dispositions; how they impact and can be used to facilitate learning. HWB progression reflects the character dispositions, UNCRC and Decider skills. ● Positive feedback was received in response to both curriculum open afternoons and seeing learning strategies in context. ● SeeSaw workshops for parents promoted greater engagement and beginnings of family feedback using the platform. We seek to do this if the replacement is suitable. ● Greater awareness and employment of more strategies and a toolkit to identify and support pupils with dyslexic tendencies evident. ● Development of canopy, wildflower meadow and raised beds continues to add rich contexts for learning. ● Decider skills is very much in development but already families and pupils are using a common language and demonstrating tools for better mental wellbeing. We hope to develop this further into a positive relationship/behaviour policy.
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Priority 3: Develop leadership at all levels and empower partnerships between all Stakeholders.

- All stakeholders to contribute to school improvement activities and evaluations of different areas throughout the session between pupils, staff and parent council.
- Encouraged pupil ownership of SeeSaw portfolio to recognise and share strengths.
- Worked with local community in Enterprise and Eco projects to build leadership skills with all pupils (Cosy clothes swap, bird feeders and development of School grounds).
- 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.

- Data demonstrates that stakeholders feel valued and that their voice is listened to; from designing and choosing the new school logo, to parent workshops, consultation processes for reporting and creating the Teaching and Learning Statement. Partnership with parents has increased significantly and barriers to effective relationships reduced. As engagement has increased, trust is being restored.
- Pupils (particularly in upper stages) and families independently assumed ownership of SeeSaw to share learning and achievements. We hope that we can transfer this leadership to a new platform when appropriate.
- Leadership in most pupils was demonstrated through enterprise, Eco group, Pupil Council and school show. We also had a Junior Leadership team that consisted of P7s taken ownership for various clubs and developments. This will be extended more formally in other areas of the curriculum. Parent leadership was also evident when rolling out Decider skills bringing more parents onboard. Junior Leadership roles for all P7's has created clubs and developments across the school whilst simultaneously developing leadership skills and confidence.
- Most staff assume leadership for specific areas of the curriculum or life at school in general. The impact of this includes a successful nurture group, Decider skill follow up lessons both taught and further lessons created and aligned to the HWB progression, Visible Learning development continues.

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 are involved in its continued implementation across the school. The values have been further developed into Learning Dispositions/Powers, this is work in progress but is promoting a deeper understanding and thus application across the school.
- 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, Decider skills Visible Learning, 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 to embrace change and drive forward improvement.
- Staff confidence is developing 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 attend annual reviews that have a focus on both their personal development and the needs of the school.
- 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 and 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.
- Auchenblae continues to be committed to being involved in a self-improving school trio 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?

- Develop robust systems for effective data gathering to measure and evidence impact across the school.
- Build learning mirrors into the quality assurance calendar and embed new lesson observation schedule.
- Ensure pace of improvements is sustainable so that changes can be embedded.
- Create Pupil friendly school improvement plan and summary plan to share with families.
- Ensure pupil voice is consistently heard and applied in school improvement and learning.
- Create opportunities to share practise and professional development across the cluster.

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 are improving consistency, understanding and organisation of planning and assessment.
- 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 to become successful in their learning.
- 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 has increased.
- Digital technology is used to support learning across all classes, targeted pupils having allocated devices or have access as and when it is required.
- 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 towards our learning and teaching statement.
- 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.
- Have a clear indication of assessment at the planning stage, look to use IDL to provide real life contexts and to apply previous learning.
- Increase pupil voice in learning, particularly in IDL.
- Continue to improve the access and use of digital technologies across all aspects of school, in the first instance maximise use of Clevertouch screens.

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.
- We continue to embed Decider skills as a toolkit for emotional well-being for the learning community as a whole.
- 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.
- 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.
- 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 tracking 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 through our 'Wall of Champions board'.
- 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?

- 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.
- 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 2023-2024

<p>Identified gap</p>	<ul style="list-style-type: none"> • Lack of wider achievement opportunities and nurture. • Consistent engagement with families • Health and Wellbeing • Outdoor learning • Provision for ASN pupil
<p>Projected Expenditure</p>	<ul style="list-style-type: none"> • PSW support - £1700 • Outdoor learning staff professional development <ul style="list-style-type: none"> - 1 instructor x 3 session (£295) = £885 - Fuel: £29.70 - Consumables: £60 Total: £974.70 • Outdoor learning for target pupils: <ul style="list-style-type: none"> - 7 Weeks: Fridays - 25th Aug - 6th Oct = £1715 - Fuel: = £189 - Consumables Charge: £60 Total: £1,964 • Nature Nurture teacher 30 sessions (30 x £50) Total: £1,500 <p style="text-align: right;">Total expected spend: £6,138.70</p>
	<ul style="list-style-type: none"> • Increased and consistent family and community engagement • Increased self-confidence and self-worth from outdoor learning experiences. • Skills for life and work • Raising attainment in literacy and numeracy • Inclusion for ASN pupil
<p>Impact Measurements</p>	<ul style="list-style-type: none"> • Wellbeing Webs, • Tracking & Monitoring meetings. • Observations • 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 2023 - 2024

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. 		
<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>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<ul style="list-style-type: none"> Launch Auchenblae teaching and learning Statement; embed existing good practise and target development areas to ensure consistent, high quality learning experiences for all young people. 	<p>All staff & pupils</p>	<p>ongoing</p>	<ul style="list-style-type: none"> Meeting minutes Professional dialogue Tracking Policy 	
<ul style="list-style-type: none"> Continue to engage in Visible Learning in house training, embedding feedback and learning dispositions with a new focus on 'Know thy Impact' and purposeful use of data. 			<ul style="list-style-type: none"> Learning conversations Learning walks Jotter sampling Observations 	
<ul style="list-style-type: none"> Audit and refresh reading practise and resources throughout the school in line with reading progressions. 			<ul style="list-style-type: none"> Tracking Policy 	
<ul style="list-style-type: none"> Professional development in reading pedagogy; investment in OUP's Essential Letters and Sounds programme and investment in high quality reading materials throughout the school. 	<p>HT and authority</p>	<p>Term 1 & 2</p>	<ul style="list-style-type: none"> Tracking Policy 	
<ul style="list-style-type: none"> Continue to develop robust systems for moderation in literacy (Reading criterion/progressions to be fully utilised). 	<p>HT & CTs</p>	<p>Termly</p>	<ul style="list-style-type: none"> Meeting minutes Moderation proforma 	

<ul style="list-style-type: none"> Review consistency of planning across the school to ensure clarity of learning and identification of assessment opportunities. 	CTs	Termly	<ul style="list-style-type: none"> Planning folders Observations Tracking Collegiate review 	
<ul style="list-style-type: none"> Engage in development work to promote confidence and skills in using Clevertouch digital technology to enhance teaching and learning. 	HT	Ongoing		
<ul style="list-style-type: none"> Provide more opportunities for the development of talking and listening skills and transfer skills into presentations to a wider audience throughout the session. 	CTs	ongoing	<ul style="list-style-type: none"> Planning folders Observations 	
<ul style="list-style-type: none"> Review IDL framework to include pupil voice, community engagement and DYW. 	HT	By Mar 24	<ul style="list-style-type: none"> Planning folders Policy Formal and informal feedback collated 	

Action Plan 2

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership 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 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.
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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"> Collaborate with all stakeholders to create an Auchenblae Positive Relationships Policy incorporating the Decider skills and restorative practise. 	All stakeholders	September 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"> Continue to ensure consistent use of pastoral notes and chronologies as per Child Policy 	HT	August 23	<ul style="list-style-type: none"> CP policy Chronologies Pastoral notes 	
<ul style="list-style-type: none"> Continue to develop and embed 'Learning Powers' through linked lessons. Explore and exemplify individuals embodying the learning powers in the community and beyond. 	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"> Communicate learning dispositions and Decider skills to parents through leaflet and/or video. 	SC to lead	By Oct 23		
<ul style="list-style-type: none"> Create and inform family learning contexts linked to values, UNCRC and assemblies through the school website. 	Pupil Council	Ongoing		

<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	Ongoing	<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 23	<ul style="list-style-type: none"> Learning conversations Evaluations Planning 	
<ul style="list-style-type: none"> Continue to develop learning communities' awareness, knowledge and understanding of neurodivergent minds through focused workshops and learning days. 	All staff	Oct 23 & Feb 24	<ul style="list-style-type: none"> Formal/informal feedback 	
<ul style="list-style-type: none"> Engage with Circle resource to audit classrooms to ensure inclusive environments and practise across the school that promotes engagement and fosters independence. Continue to work with SLT, ASN and EP to make necessary adjustments. 	HT and CTs	Mar 24	<ul style="list-style-type: none"> Circle audit Meeting minutes Learning conversations Monitoring & Tracking 	
<ul style="list-style-type: none"> Continue to embed Decider Skills programme to further promote well-being skills in pupils. 	HT, JM & CTs	Ongoing	<ul style="list-style-type: none"> Formal/informal feedback Monitoring & tracking Wellbeing webs Professional dialogue Learning conversations 	
<ul style="list-style-type: none"> Phase 3 in the development of school grounds for outdoor learning, well-being and sustainability incorporating John Muir award for P7 pupils 	Alba Explorers MC & JT	Sep 23 - Jun 24		

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. 		
<p>Priority 3: Develop leadership at all levels and empower partnerships between all Stakeholders</p>		<p>Data/evidence informing priority: Monitoring and tracking of attainment, engagement with HGIOS4, pupil and parent surveys.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<ul style="list-style-type: none"> Provide learning experiences that reflect and specifically teach the UNCRC, Rights of the Child. 	<p>Stakeholders LC</p>	<p>October 23 Ongoing</p>	<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"> Ensure that the UNCRC underpins and is reflected in the teaching and learning statement and VVA. Introduce an article weekly in whole school assemblies. 	<p>HT</p>	<p>Weekly, ongoing.</p>	<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 opportunity for parents to learn more about UNCRC 	<p>HT</p>	<p>June 24</p>	<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"> As a school community, define 'A leader of learning of Auchenblae' and what this looks like (link to learning dispositions) 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 	<p>Pupils/all staff</p>	<p>Nov/Dec 23</p>	<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"> Continue to foster leadership skills and opportunities for community partnership through Eco-School, Digital leaders, Pupil Council, Buddies, P7 take over, leaders of clubs. 	<p>Pupils/Staff</p>	<p>ongoing</p>	<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 23		
<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 	
<ul style="list-style-type: none"> Continue to empower all stakeholders to contribute to school improvement activities through direct dialogue between pupils, staff and parent council. 	All stakeholders CTs/PSAs	ongoing		
<ul style="list-style-type: none"> Explore new digital profiling to promote pupil ownership in learning and recognise and share strengths 	HT	ongoing	<ul style="list-style-type: none"> PRD Professional dialogue Tracking & Monitoring Formal/informal feedback SQUIP & SIP 	
<ul style="list-style-type: none"> HT to continue 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

- Mearns Pipe Band weekly lessons
- Violin lessons
- Legacy for Mary Sidley (£1000)
- SeeSaw workshop for parents
- Krispy Creme bake sale for Smartboard (raised £300)
- Development of the School Outdoor Learning Area
- Bikeability
- Nursery lending library
- Nursery Inspection
- RagBag funding
- Burns Poetry Recital Competition
- Literacy Open afternoon (September)
- Numeracy Open afternoon (March)
- Decider Skills workshop for parents
- Neurodiversity day
- Rotary Shoe Box appeal
- Rotary crocus assembly and bulb planting
- Dance Club
- Science Club
- Digital club
- Football goals fundraiser
- Wall of Champions
- Children in Need £330

Memories are made of this:

- Christmas Show (P5-7)
- Cosy Clothes Swap (P2-4)
- Litter Muncher Show (P1/2)
- North East Falconry Visit (Nursery – P3)
- Curling Competition
- Kings Coronation Celebration
- Community Café weekly nursery visits
- Hockey Tournament.
- Local context for our IDL topics.
- Remembrance Day HMT Pantomime trip
- Science Centre visits Aberdeen (all classes)
- Kickboxing taster session
- P7 club
- Sharing the children's Seesaw journals with families
- P1 & P7 buddies
- Sports Day
- Prize Giving

Wider Community Links

- Gala Week
- Support of the mobile Pantry
- Mackie Rugby Sessions
- Poppy appeal

- Netball – cluster school meet
- Multi-sports
- P1 visit to local shop
- P6/7 Cycle to Castleton fruit farm
- Crathes Castle orienteering event (P5-7)
- Laurencekirk Vintage Vehicle Donation
- Kickboxing taster session
- 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