**Forgue Primary School**



**Standards & Quality Report**

**2017-2018**

**&**

**School Improvement Planning**

**2018-2019**

# Forgue Primary School

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

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

**How are we doing?**

**How do we know?**

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

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Forgue Primary we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Muriel Matthew

Head Teacher

**The School and its context**

A major strength of the school is the ethos and the partnerships with parents. We worked hard as a whole school community in session 2014-2015 to create our shared vision. Pupils, staff and parents work extremely hard to ensure Forgue School is a happy, safe and welcoming environment in which to work and learn.

**Forgue School - Where everyone is inspired to be the best they can be.**

Our core values are**: F**RIENDSHIP, SUPP**O**RT, **R**ESPECT, KNOWLED**G**E, TR**U**ST, ACHIEVEM**E**NT

We aim to ‘Get it Right for Every Child’ by working in partnership with staff, pupils, parents and other carers, other agencies and the wider community to deliver leaning in an active, relevant and engaging way. Our work is underpinned by our Curriculum Rationale.

Forgue School is situated approximately 8 miles east of Huntly in the North East of Scotland. The nearest city is Aberdeen and Huntly is approximately 40 miles north of the city. It is a rural primary school which caters for children from P1 – P7. Most children come from either the village itself or the surrounding area. We have 6 children who are out of zone. The school is an old building, having been built in 1865. It was renovated in 1958 when inside toilets were provided. In the late 1970’s, two classrooms were made into one thus providing a spacious infant area. In October 1992, a portacabin for the senior pupils was erected in the field across the road from the main building. The former senior classroom is now used as a General Purpose/Dining Area. The school also benefited greatly from receiving a totally renovated kitchen which is now fitted with modern equipment. Since October 2005, meals have been supplied to Largue School. In 2011, an area of the infant classroom was used to create an office for the head teacher. The school handbook provides additional information about the school and is available online or from the school office.

Forgue Primary School is in the Huntly CSN and Children transfer to The Gordon Schools for their secondary education. Most children attend Drumblade nursery for their pre-school education.

There are 35 pupils on the school roll. The head teacher was appointed in November 2002 and the P4-7 class teacher joined the teaching staff in September 2014. This session we have a P1-4 and a P4-7 class due to most pupils being in P4-7. There are 12 pupils in the P1-4 class and 23 pupils in the P4-7 class. The head teacher worked closely with parents and pupils to decide which class the P4 pupils would be in. The head teacher teaches in the P1-4 class. Last session a probationer teacher was appointed to teach in the P1-3 class. Unfortunately, through changes, staffing had to be reconfigured and the HT was fully class committed from December to July. As with many schools in the North East the school continues to face challenges to recruiting teachers to vacant posts.This session we have continued to have difficulty filling the vacancy, but we have a new teacher teaching 0.4. This leaves a 0.1 vacancy which we have been unable to fill. The head teacher works extremely hard to try to ensure that any negative impact on pupils is reduced as far as possible.

The core teaching staff are also supported by visiting specialists in PE, Music and Art, two part-time Pupil Support Assistants, a school administrator, a clerical assistant, kitchen staff, a cleaner and a part time janitor. School staff are supported highly effectively by the Forgue School Parent Council.

SIMD Data

The Scottish Index of Multiple Deprivation provides data on how many children we have living in different deciles. Those living in areas of most deprivation live within decile 1. Although Forgue School does not have any children who are classed as living in an area of deprivation this may not accurately reflect the circumstances of all our pupils in their everyday lives and their access to opportunities or the needs that they have as individuals. We believe that all children are entitled to the best education to enable them to be the best they can be and we work hard to achieve this for our pupils.

The following is a summary of the SIMD data for Forgue Primary. There are no children living in deciles 1-5. We have 9.375% of pupils in SIMD decile 7 (quintile 4) and 90.625% of pupils in SIMD decile 6 (quintile 3). Our PEF allocation was £8400 in session 2017-2018 and is £7560 for 2018-2019. We work hard to meet the needs of every child within our setting, providing targeted support and interventions to try to close the attainment gap.

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* 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; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally, to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

**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 2017-2018.

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| Priorities 2017-2018   * Extend confidence and effectiveness in using HGIOS4 and GTCS standards | |
| Progress | Teaching staff have engaged with the GTCS standards and profiled their learning through the My GTCS Portal. Staff use the standards to identify priorities for their own development and for school improvement.  Staff, parents and pupils are engaged in aspects of school improvement through discussions, by completing questionnaires and providing feedback at school events. The headteacher also discusses school improvement with parents at Parent Council meetings. Staff take account of comments made by parents and use these to inform the school improvement plan. The Pupil Council have their own improvement plan to plan and evaluate their work. However, due to staff changes/shortages, this development was not fully implemented, and further work is planned for session 2018-2019. |
| Impact | Teachers are more able to make professional judgements in relation to their own continued professional development. CPD is planned to meet teacher need and therefore has a positive impact on the experiences offered to children and, as a result, raises attainment. Staff work with parents to evaluate the work of the school and there is a very good relationship between staff and parents. The Pupil Council works closely with staff to identify and improve the school. For example, they worked to design new bins to improve the outside school environment. They also work hard to look after their outdoor play resources. They are keen to help others and organise a variety of charity events throughout the year. |
| Next steps | To use HGIOS4 with all stakeholders to evaluate the work of the school.  To use HGIOS for pupils to enable them to fully engage with school improvements. |

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| Priorities 2017-2018   * Increase use of evidence and research to support professional learning and improvements in learning and teaching. Implement Formative Assessment, Number Sense/Numicon and Emergent Literacy, improve attainment in spelling (PEF funding) * Higher Order Thinking Skills * Implement Year 2 of Modern Languages * RM Books | |
| Progress | Emergent Literacy, Phonological Awareness development fully implemented. Assessments completed with all Primary One pupils and other identified pupils across the school. Numicon has been implemented in P1-4 and staff worked to develop clear planning formats to ensure learning and teaching is carefully planned. Approaches to spelling have been revised in P4-7 and a new scheme has been introduced. Pupils are involved in self-assessment but this needs to be further developed next session.  Staff attended the Higher Order Thinking Skills training but this development was not fully implemented due to staff illness/shortages. Staff have worked hard to implement the Modern Languages developments. They engaged in 6 weeks of CPD to improve their own language skills and use a range of teaching resources to support learning and teaching in this area. The RM Books development was not completed. This has now stopped and has been transferred to Brown’s Books. The head teacher will work with the school administrator to ensure this development is fully implemented by the end of next session. |
| Impact | The carefully planned phonological awareness programme has had a very positive impact on pupil attainment. Gaps in emergent literacy were identified, learning needs were met and pupil attainment improved.  Progress in spelling was tracked and pupils not attaining at the appropriate level showed improvement. Progress of all pupils needs to be tracked carefully to ensure learning and teaching of spelling meets the needs of all learners.  The Numicon teaching approaches appear to be having a positive impact, especially for children who require additional support. Staff have implemented the modern languages development to the best of their ability. |
| Next steps | Introduce Numicon Stage 4. Continue to monitor and track pupil progress to ensure all pupils are challenged appropriately.  Continue to track progress in spelling, particularly in P4,5,6 and 7 to ensure all children are challenged appropriately.  Continue to implement the 1+2 Modern Languages developments |

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| Priorities 2017-2018  Improve outcomes for learners through improved transitions.   * Head teacher to participate in SSERC transition project to improve transition in science. * Liaise with QIO, cluster heads and PTs at The Gordon Schools to improve curricular transitions. * Head teacher to foster greater links with lead practitioner at Drumblade nursery. * Head teacher to work with the local authority to form a pre-school partnership with parents to improve outcomes for children missing out on pre-school education. (in consultation with the authority) (PEF funding) | |
| Progress | The head teacher participated in the SSERC transition project and an improvement plan was created. Unfortunately, the developments were not completed. The head teacher did however work with another cluster head to develop programmes of work/family learning events which were shared with all schools within the CSN. Some of the schools implemented these programmes in their schools and other schools plan to implement some of the developments next session. The head teacher met with a representative from Aberdeenshire Council to start the process of forming a pre-school group. However, there is a question over the suitability of the accommodation proposed for the pre-school group and further discussions are required. A visit by the Care Commission was cancelled and has yet to be rearranged. The head teacher worked closely with the parents of a pupil enrolled for P1 to minimise the effects of her having no nursery education. Appropriate transition arrangements were put in place and parents were provided with resources to help prepare their child for primary 1. |
| Impact | The head teacher being fully class committed from December to June has impacted negatively on some of the developments detailed above.  The science/technology programmes should have a positive impact as there will be common approach to the teaching of science and technology across the CSN. There are clear curriculum progressions in the identified areas. |
| Next steps | Liaise with secondary colleagues to try to implement the agreed developments  HT to foster greater links with Drumblade Nursery.  HT to liaise with Aberdeenshire Council to ascertain whether the formation of a pre-school group is still possible. |

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| Priorities 2017-2018  Tracking and moderation. Continue to involve all staff to track and moderate attainment. Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure appropriate pace and challenge.   * Use benchmarks to ensure staff have a shared understanding of the expected levels. * Staff to become familiar with the ‘Developing the Young Workforce Career Education Standard (3-18) and to use to inform planning. HT to attend training * Implement Standardised assessments – as per Aberdeenshire/national timescales. Review tracking documentation following implementation/changes. * Work with cluster colleagues to moderate learning. | |
| Progress | Benchmarks are used in almost all curricular areas to inform planning, learning and teaching. Staff have been using the DYW Career Standards and two highly successful family learning events were held in relation to the teaching of science and engineering linked to the wider world of work.  Standardised assessments were implemented effectively and data was analysed. Staff are involved in tracking pupil progress and regular attainment conversations are held to discuss pupil progress. We continue to try to ensure that all children are challenged appropriately. Further work is required to review our tracking and monitoring systems to ensure they are in line with Aberdeenshire requirements. Again, the class commitment of the head teacher has impacted on this development.  Staff met with cluster colleagues to begin to moderate learning. They engaged with materials from the Moderation Hub and a second CPD event was planned but this was cancelled due to the weather. We plan to continue this development during session 2018-2019 and further dates will be secured in consultation with staff within the cluster. |
| Impact | Attainment data is forming a coherent part of planning for improved learning. Staff commitment to regular attainment discussions has a positive impact on meeting pupil needs and raising attainment.  Parents have a clear understanding of their children’s progress. |
| Next steps | Revise tracking and monitoring systems and improve where required.  Continue to engage with the new standardised assessments and use available data to meet the needs of all learners.  Ensure all pupils receive appropriate challenge/interventions when and if required. |

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| Priorities 2017-2018  Provide further opportunities for partnership with parents/family learning   * P1 Emergent Literacy Programme – share information with parents on how to support their child using the home-school phonics resource packs. * Numicon/Number Sense – share information with parents as to how to support their children using the home-school resource packs. * Digital Technologies – Share information with parents as to how they can support their child * Food and Fitness week (Term 2) * Culture and Faith Week (Term 3) * HT/Office staff to set up Twitter account   Provide further opportunities for partnership with parents***/***family learning- STEM cluster project/RAISE project (PEF Funding)   * Participation in the CSN PEF STEM project raising aspirations in STEM careers for all. * HT to attend SSERC conference and DYW training – * Cluster attitudes surveys on STEM by staff, pupils and parents. | |
| Progress | The Phonological Awareness programme was fully implemented. Parents received detailed information about how to support their children. They were provided with resources to support learning at home to improve attainment. Due to difficulty receiving the Numicon home-learning packs this development was not fully implemented. However, parents were provided with information as to how they could support their child with numeracy through the MyMaths programme. Parents were provided with information through workshops and discussions during open afternoons/learning conversation events as to how to support their child with digital technologies, in particular in relation to the use of the iPad and associated apps at home. The Food and Fitness week/Culture and Faith weeks were replaced with the Family Learning Science and Engineering events. Training became available to the head teacher through her involvement with SSERC and all teaching staff received training through the Primary Engineers programme and it was felt that this expertise should be utilised fully. A Twitter account has been established and was used to share learning with parents during the P5-7 residential trip. |
| Impact | There is a very good home-school partnership across the school. The phonological awareness programme has had a very positive impact on pupil attainment. Support needs are identified early and intervention programmes are implemented. Parents are provided with very good support to enable them to support their children at home to help close the attainment gap. Two very successful family learning events were held and parents have a clear understanding of the link between the science and engineering curriculum to the wider world of work. The school entered the Primary Engineering competition and won 4 out of the 6 prizes at the Aberdeenshire event. Three teams then travelled to Dunfermline to compete in the North Scotland Regional Final and the P3 team won first prize in their category. |
| Next steps | Continue to use the phonological awareness programme to identify next steps for pupils and to track progress.  Begin to use other elements of the Emergent Literacy programme.  Use the Numicon Home Learning packs to support pupil learning at home and to share information with parents.  Continue to develop the use of digital technologies.  Continue to engage children in the world of engineering – one particular development - participation in the Goblin Car project. |

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| Priorities 2017-2018  To review behaviour policy to ensure there is a shared understanding of expectations across the whole school community.   * Review behaviour policy. Discuss and share with all stakeholders. * All staff to have ‘behaviour cards’ and use to ensure consistency of approach across the whole school community. | |
| Progress | Behaviour policy reviewed and new policy shared with all stakeholders |
| Impact | Clear understanding of policy by all stakeholders. Consistency in approach across the school by all staff. Decrease in low-level disruptive behaviours across the school. |
| Next steps | Ensure all stakeholders, including new staff, pupils and parents, continue to understand the behaviour policy.  Ensure continued consistency in approach across the school.  Continue to monitor low-level disruption and provide appropriate support when/if required. |

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| Priorities 2017-2018  . Use SHANARRI indicators to further improve outcomes for all.   * HT to include SHANARRI indicators when planning assemblies. * Class teachers to use SHANARRI indicators to support the planning and delivery of lessons. * Staff to access and use Aberdeenshire GIRFEC website to ensure they have a clear understanding of policies | |
| Progress | Information area for staff created in the staffroom. Information is easily accessed. Staff use the SHANARRI indicators to support planning and the delivery of lessons. |
| Impact | Clear understanding of GIRFEC by all staff and pupils are supported effectively. |
| Next steps | Continue to Use SHANNARRI indicators and GIRFEC materials to ensure all pupils are supported effectively.  Continue to upskill pupils to understand SHANARRI. |

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| Priorities 2017-2018  Wider achievement is tracked and celebrated   * To complete the ‘school accreditation scheme’ to track achievement within and out with school. * To encourage parents to support their children with the use digital technologies to record their achievements.   . | |
| Progress | School accreditation scheme in place and fully implemented – Going for Bronze, Silver and Gold. Most parents supported their children to use digital technologies to record their achievements out with school. Pupils used their Book Creator to record their achievements and to share them with their teachers. Other children shared their achievements by creating posters, taking photographs and bringing trophies and awards to school. |
| Impact | Achievement is recorded and celebrated more successfully. All pupils achieve a level of success through participation in the programme. |
| Next steps | Continue to develop the programme on a yearly basis to take account of the needs of the pupils and the curriculum of the school at any one time. |

2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  Level of quality for core QI 1.3: 4 |
| Overview:  The school engages in self-evaluation involving all stakeholders and encourages all pupils to take responsibility for decision making and school improvement through their involvement in the pupil council. Staff share lead roles in school initiatives such as science and technology to improve outcomes for all pupils. All staff engage in professional dialogue and are keen to continue to improve the school. New staff are fully included to ensure we have a shared understanding of what we need to do to improve the school through evaluating the quality of our work and the impact of change. Pupils engage in reviewing their own learning and the work of the school. They give their views about the school and take responsibility for improving aspects, for example, improving the outdoor environment by designing new bins and having them installed. We engage with all stakeholders through a range of evaluation methods e.g. open afternoons, comments, questionnaires, Parent Council meetings. Staff have started to engage in moderation exercises with cluster schools to share practice and develop a shared understanding of progression, particularly in numeracy. There is a great commitment to improvement but during session 2017-2018 the self-evaluation process was not as rigorous as would have been liked due to the head teacher being fully class committed from December to July.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:   * A clear vision underpinning continuous improvement is shared by the whole community. * Our vision, values and aims drive school improvement. All staff encourage commitment to the shared vision and children are developing a clear understanding of our school vision and values and how these impact on the daily life of the school. * The effectiveness of professional learning programmes that support all staff and improve outcomes for learners. e.g. Engineering and Science * Collaborative working practices between all staff to improve learning and teaching. * Staff, pupils and parents are consulted and involved in evaluating the school. Their views are considered and influence school improvement. * The Pupil Council engage in school improvement and have their own improvement plan. * Staff understand the value of self-evaluation and improvement planning. They are highly committed to work collegiately to improve outcomes for pupils and attend CPD sessions linked to improvement planning. Staff engage with a wide range of professional learning including ALDO. The head teacher also engaged in an extensive learning programme provided by SSERC and shared this with staff during in-service and twilight training sessions. Leadership roles are encouraged and taken on by staff e.g. 1+2 Modern Languages, Kodaly, hobbies, Emergent Literacy, Science & Engineering. There is a clear link to DYW. * Staff are committed to improving outcomes for learners and regular ‘attainment conversations’ give staff the opportunity to discuss improvements and next steps. * Staff use a wide range of assessment data, including standardised assessment data results, to inform planning, target support and ensure challenge. * Professional Review and Development procedures are implemented as per GTCS and Aberdeenshire guidelines. * Staff worked with pupils and parents to develop a ‘system’ to track wider achievement. Our ‘Going for Bronze, Silver and Gold Awards’ were introduced. Achievement is tracked effectively and provides opportunities for pupils to develop their skills for learning, life and work both at home and at school. Care was taken to ensure that all children would be able to achieve their awards.   Identified priorities for improvement:   * Improve rigour of self-evaluation by using HGIOS4 challenge questions to provide more systematic, focused reflection to further improve outcomes for learners. Ensure there is a 3 year cycle to review all Qis. * Introduce ‘How good is OUR school’ to further improve pupil understanding of school improvement. * Self-evaluation and learning visits to be developed further focussing on moderation. * Work closely with colleagues to moderate learning particularly in literacy and numeracy. |

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

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| 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 2.3: 4 |
| Overview:  The ethos of Forgue School is positive and respectful and is a happy place for working and learning. Visitors to school regularly remark on the positive learning environment provided. All staff show commitment to the development and wellbeing of learners as individuals. Children are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.  Aberdeenshire Frameworks and Scottish benchmarks have been introduced to inform planning and identify next steps in learning to ensure progression for all learners. Children benefit from a wide and varied curriculum and learning experiences. Our curriculum rationale was developed in consultation with all stakeholders. There is however an identified need to continue to revise and redesign aspects of the curriculum to ensure our rationale continues to meet the requirements of our unique setting.  Children receive quality feedback and are becoming more responsible at making decisions regarding their learning. There is a need to engage in professional dialogue with new staff regarding assessment to ensure there is a shared understanding across the school.  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * The very positive ethos in the school based on our shared vision and values and a respect for learning. Most children are motivated and eager to engage in their learning. * Positive engagement with parents encourages them to take an interest in their child’s learning. * Large investment in digital technologies by Aberdeenshire Council and Forgue Primary Parent Council has improved learning. Learning is enriched and supported by effective use of digital technologies. ICT is used effectively to support teaching and learning experiences. Book Creator is used for profiling. We will consult pupils, parents and staff to continue to improve profiling. Our 1-1 iPad initiative enables pupils to use ICT to enhance homework activities and to share learning with parents. * Reporting calendar enables staff to support parents/carers to be actively involved in their learning, attainment and achievement. * Staff use Aberdeenshire frameworks and Education Scotland Benchmarks to plan effectively and meet pupil need. They provide a balance of group work and personalised tasks to give children appropriate support and challenge. Tracking formats are in place and staff are becoming more confident when using benchmarks to make judgements about children’s progress within a level. * Assessment is integral and planned for. The school reviews the progress of children effectively and identifies appropriate intervention and next steps. * The enthusiasm and commitment of the pupil council to be engaged in the life of the school and the wider community. Their views are continually sought and acted upon. * Staff are keen to apply relevant findings from research to improve learning and teaching. Improvement plan priorities demonstrate this. * Tracking and monitoring provides meaningful data to enable discussion to support individual pupils effectively. * Data analysis is effectively supporting learning and teaching and assessment.   Identified priorities for improvement:   * Develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards. * Improve approaches to profiling. * Increase pupil confidence to discuss their learning and identify next steps. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information  Level of quality for core QI 3.1: 4 |
| Overview:  Staff at Forgue School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils.  [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * The ethos and culture of the school where the views of everyone are valued and acted upon. * Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open and supportive working relationships based on trust. * Children feel happy, safe and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. The school’s commitment to our shared values and the health programme promotes our inclusive ethos. * Throughout session 2017-2018 a shared understanding has been developed around GIRFEC including a shared understanding of SHANNARI indicators. * Staff use GIRFEC and wellbeing indicators to improve outcome for children * The Parent Council provides outstanding support to improve inclusion and equity for all pupils. * IEPs are in place if required and are written in consultation with all relevant stakeholders. * Learners’ achievements in and out of school are recognised and celebrated. Staff, parents and pupils have been fully involved in creating our Going for Bronze, Silver and Gold awards to track wider achievement which promotes inclusion and celebrates the achievement of all learners. * All staff are up to date and confident in Child Protection procedures and show great commitment to the welfare of the children. * The school has an ASN audit of need which is used in regular tracking discussions with staff. * Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the ASN audit * The school applies PEF to support learners who are in danger of achieving below expectations in literacy and numeracy. * Data is used effectively to track progress and identify areas requiring targeted support. Interventions are in place to support individual pupils. IEPs are in place if required with pupils, parents, class teacher, head teacher and other support services being involved in the process. We also have pupil support plans/group support plans for identified children. * Parents are well-informed about pupil progress and events in school and feel that school staff are approachable. * Pupils transferring to The Gordon Schools engage in a week-long transition event. Enhanced provision is available and planned for pupils in relation to individual needs. Staff work with parents to provide bespoke nursery-P1 transition arrangement. Through PEF funding, nursery pupils are provided with numeracy packs to help prepare them for coming to school. * The parent council supports the school extremely effectively to ensure inclusion and equality in learning opportunities within and beyond the school.   **Identified priorities for improvement:**   * Further develop approaches to measure fully the impact of targeted interventions over time for our learners * Continue to build capacity as a team to best meet the needs of pupils with increased level of need. * Continue to target the use of PEF to the best of our ability to ensure pupil need is met. * Improvements in learning and teaching as detailed above to raise attainment in literacy and numeracy. |

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| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Level of quality for core QI 3.2: 4  Sources of evidence/evaluation activities undertaken:  As per QA calendar  TMR system  Key strengths:   * Staff engage in regular professional dialogue to discuss attainment and pupil progress. * Attainment is tracked over time and information is used to identify improvement priorities. Attainment results have been maintained or improved over time. Most pupils achieve the expected levels or above in reading, listening & talking and mathematics & numeracy. The majority of pupils achieve the expected levels in writing. Overall data for the school is shared with staff in order to plan effectively for improvement. * Attainment data from standardised assessments demonstrates that there is a very good match between this and teachers’ professional judgements. * Data is used effectively to track progress and identify areas requiring targeted support. Interventions are in place to support individual pupils. IEPs are in place if required. * Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. * P5-7 pupils learned valuable skills during a residential outdoor activity trip. * All pupils learned valuable skills during a joint outdoor learning event at Cairney Primary. * The school works hard to ensure children with special needs are fully included. * Pupil views are valued through participation in Pupil Council activities – school improvement, charities etc. * Pupil Council activities support positive relationships encouraging active participation in the community. * An environment where pupils are valued and cared for and can feel listened to with their opinions and concerns being regarded as important and worthwhile. * The parent council supports the school extremely effectively to ensure inclusion and equality in learning opportunities within and beyond the school. * PEF funding is used effectively to reduce barriers to learning. * The school places strong emphasis on DYW. The school works with partner organisations to deliver highly effective learning opportunities in relation to STEM, in particular science and engineering. * Staff worked with pupils and parents to develop a ‘system’ to track wider achievement. Our ‘Going for Bronze, Silver and Gold Awards’ were introduced. Achievement is tracked effectively and provides opportunities for pupils to develop their skills for learning, life and work both at home and at school. Care was taken to ensure that all children would be able to achieve their awards. * Staff have started to engage with colleagues both in school and across the cluster to develop a shared understanding of standards to make confident professional judgements about how well children are learning and progressing.   Identified priorities for improvement:     * Review current tracking and monitoring system to ensure it is in line with Aberdeenshire Guidelines. * Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement * Continue to embed the use of Aberdeenshire Frameworks and Education Scotland’s benchmarks to continue to make increasingly confident professional judgements. * To begin to use the resource ‘How good is OUR school?’ to support children to participate fully in school self-evaluation. |

PEF 2018-2019

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| Identified gap | Some children do not participate in or have the opportunity to attend after school activities. Some children are non-swimmers. Some children do not have the opportunity to experience ‘out of school activities’. There is a need to improve the mental wellbeing of some children. |
| Expenditure | £5500 |
| Expected outcomes | Improved opportunities for children  Raised self-esteem of pupils.  Children will have improved their skills |
| Impact Measurements | Pupil participation levels  Pupil/parent feedback  Assessment reports received from activity providers |

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| Identified gap | To improve literacy and numeracy skills of children across the school. We aim to improve learning and teaching resources and increase parental involvement. PSA support will be offered to pupils who do not receive parental support. We aim to use digital technology to enhance learning.  Lack of formal pre-school education for some pupils results in poor baseline assessment scores. Some pupils continue to require additional support with literacy and numeracy. We will continue to use the following resources:  Accelerated Reading, Sumdog, ReadingWise, My Maths. We will embed the use of Numicon Home Learning pre-school and school homework packs. We will also work with the authority to try to provide some pre-school provision. |
| Expenditure | £2060 |
| Expected outcomes | Improved attainment |
| Impact Measurements | Pupil/parent feedback  Teachers’ planning documents  Assessment documentation  Tracking documentation |

**Capacity for improvement**

Staff shortages over the past years and the fact that the head teacher has been fully class committed for extended periods of time have impacted on the time available to drive the school improvement agenda. However, all staff are fully committed to the principle of continuous improvement and work extremely hard to reduce the effects of a lack of resources to ensure that we provide the best possible education for our children. 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 18-19**

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| 1. Improvement in attainment/Closing the attainment gap | 1. Improvement in employability skills and sustained, positive destinations/parental involvement | 1. Assessment of children’s progress |
| Numeracy – further embed approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all. | **To continue to promote learning in STEM subjects and Computer Science.**  Work with Cairney Primary to deliver Family Learning events in relation to STEM and Computer Science.  Work with Cairney Primary to develop a progressive programme of study in Computer Science. | Develop robust, well used approaches to self-evaluation and improvement planning involving new staff and all stakeholders. |
| Literacy – improve attainment particularly in writing - review learning and teaching methods.  **Ensure support is targeted effectively.** | Provide Family Learning events to improve children’s health and wellbeing | **To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.** |
| Further embed 1+2 languages across the school | Continue to develop engineering skills. Senior pupils to participate in the Goblin Car Challenge. Work with STEM Ambassadors and other partners. | **Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place.** |
| Plans for pupil equity funding to support learning and achievement. |  | **Ensure appropriate arrangements are in place for transitions.** |

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| **Priority 1 – Improvement in attainment/Closing the attainment gap** | | | | |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | | | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   School leadership   Teacher professionalism   Parental engagement     Assessment of children’s progress     School improvement   Performance | | | **QI 1.3**   * Ensure all stakeholders have a clear understanding of our collective strengths and areas for development. * Support pupils to understand the school’s vision and their responsibility to help to improve learning across the school.   **QI 2.2/2.3**   * Ensure all staff and partners are ambitious and expect high levels of attainment and achievement for all learners. * Ensure we have a shared understanding of what progression looks like. * Further develop our approaches to profiling. Ensure assessment processes are manageable. * Ensure questioning strategies promote higher order thinking skills.   **QI 2.4**   * Ensure there is a strong ethos across the school to minimise the impact of potential barriers to learning * Ensure our school is an inclusive learning environment * Ensure tasks, activities and resources are effectively differentiated to provide appropriate pace and challenge for all learners.   **QI 3.1**   * Ensure we can demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty. | |
| **Improvement Priority 1a** | **Improvement Priority 1b** | **Improvement Priority 1c** | | **Improvement Priority 1d** |
| Numeracy – further embed approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all. | Literacy – improve attainment particularly in writing - review learning and teaching methods.  **Ensure support is targeted effectively.** | **Further embed 1+2 languages across the school** | | Plans for pupil equity funding to support learning and achievement. |

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| Improvement Priority 1a - Numeracy – further embed approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all. | | | |
| Key Actions | Roles/Timescales | Expected outcomes/Impact on learners | How will impact be measured? |
| Use revised Aberdeenshire Frameworks and Education Scotland Benchmarks to influence planning and assessment. CPD time/collegiate meetings to be used to enable staff to become fully familiar with these resources. | * Head Teacher to circulate resources – **August/September 2018.** * Class teachers to become increasingly familiar with the resources from **August** onwards. | * Improved planning at all levels ensures children experience a developmentally appropriate curriculum in Numeracy and Mathematics. * Pupil attainment is tracked effectively and class teachers are confident that their professional judgements are confirmed through appropriate use of benchmarks. * Effective planning and differentiation ensures raised attainment in Mathematics and Numeracy. | Evidence of impact:   * Planning documentation * SNSA data * Sumdog/MyMaths pupil assessments * Pupil observation and assessment records * Tracking and monitoring documentation * Cluster moderation documents (see Improvement Priority 3) * Learning visits   PEF Funding has been used to support this improvement priority. |
| Continue to embed the use of Numicon in P1-4 and begin to use in P5.  Continue to use a wide range of teaching resources to meet pupil need. – Numicon, TeeJay, Heinemann Active Maths, Problem Solving and Mental Maths resources. | * Head Teacher to develop school ‘Numicon Plans’ for levels 3 and 4 to support planning.   **August/September 2018**   * Teaching staff to use planning resources to ensure pupil progress is tracked effectively. * All classroom staff to attend cluster in-service training in **November** |
| Continue to embed the use of digital resources to provide enjoyment and appropriate challenge for all pupils – Sumdog, MyMaths  Engage in professional dialogue to ensure class teachers are aware of the data these programmes can provide and how this data can be used to support individual pupils. | * Class Teachers – **August** onwards |

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| Improvement Priority 1a - Numeracy – further embed approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all. Evaluation | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| Use revised Aberdeenshire Frameworks and Education Scotland Benchmarks to influence planning and assessment. CPD time/collegiate meetings to be used to enable staff to become fully familiar with these resources. |  |  |  |  |
| Continue to embed the use of Numicon in P1-4 and begin to use in P5.  Continue to use a wide range of teaching resources to meet pupil need. – Numicon, TeeJay, Heinemann Active Maths, Problem Solving and Mental Maths resources. |  |  |  |  |
| Continue to embed the use of digital resources to provide enjoyment and appropriate challenge for all pupils – Sumdog, MyMaths  Engage in professional dialogue to ensure class teachers are aware of the data these programmes can provide and how this data can be used to support individual pupils. |  |  |  |  |

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| Priority 1b: Literacy – improve attainment particularly in writing - review learning and teaching methods.  **Ensure support is targeted effectively.** | | | |
| Key Actions | Roles/Timescales | Expected outcomes/Impact on learners | How will impact be measured? |
| * Continue to use data received from the Emergent Literacy Programme to ensure pupil needs are met at the Early Stages. * Continue to use resources to enable parents to support their children’s learning. * Upskill class teachers, the Support for Learning teacher and the Pupil Support assistants to use the Emergent Literacy resources to support individual pupils at the early stages and across the school if appropriate. * Attainment data to be used to target appropriate pupil support. | * Head Teacher to circulate resources – **August 2018.** * Pupil assessments to be carried out when appropriate. * P1 assessments were carried out during transition visits in **June**. * Use assessments to track progress and adapt teaching and learning to meet pupil needs. * HT to meet with staff to ensure they are familiar with the resources and can use them effectively. * Class teachers/Support for Learning teacher to use CPD time to familiarise themselves with the resources. **August onwards** | * Improved assessment procedures ensure children experience a developmentally appropriate curriculum in literacy development. * Pupil attainment is tracked effectively and class teachers are confident that their professional judgements are confirmed through appropriate use of benchmarks. * Effective planning and differentiation ensures raised attainment in language and literacy particularly in relation to early literacy/phonological awareness and writing. | Evidence of impact:   * SNSA data * Sumdog pupil assessments * Pupil observation and assessment records * Pupil tracking documents * Learning visits |
| * To improve attainment in writing. * Continue to monitor progress in spelling. Are all children being appropriately supported/challenged? Is learning and teaching differentiated appropriately? | * P4-7 class teacher to involve pupils in planning. Discuss current learning and teaching materials to assess whether they are continuing to provide appropriate challenge and enjoyment. **September 2018** * Review assessment procedures to ensure professional judgement is in line with Education Scotland Benchmarks and that procedures are being followed consistently across the school * Ensure learning intentions and success criteria are co-constructed with pupils and that pupils have a clear understanding of different genres. |

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| Priority 1b: Literacy – improve attainment particularly in writing - review learning and teaching methods.  **Ensure support is targeted effectively. Evaluation** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| * Continue to use data received from the Emergent Literacy Programme to ensure pupil needs are met at the Early Stages. * Continue to use resources to enable parents to support their children’s learning. * Upskill class teachers, the Support for Learning teacher and the Pupil Support assistants to use the Emergent Literacy resources to support individual pupils at the early stages and across the school if appropriate. * Attainment data to be used to target appropriate pupil support. |  |  |  |  |
| * To improve attainment in writing. * Continue to monitor progress in spelling. Are all children being appropriately supported/challenged? Is learning and teaching differentiated appropriately? |  |  |  |  |

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| **Improvement Priority 1c: Further embed 1+2 languages across the school** | | | |
| Key Actions | Roles/Timescales | Expected outcomes/Impact on learners | How will impact be measured? |
| * Staff to become familiar with progression statements and National benchmarks in revised Aberdeenshire Frameworks. * Use Aberdeenshire frameworks to inform planning and assessment * Access CLPL if available – seek support from Language development offices. | * HT to issue new frameworks to staff. **October 2018** * Collegiate time/CPD time to be used for class teachers to become familiar with the new frameworks. Staff to access Language hub on GlOW. **November 2018 onwards** * Staff to discuss development needs and apply to attend courses through ALDL or contact the language development officer. | * Pupils participate in **daily routines** in L2 consistently from P1-P7 * Pupils experience meaningful, well-planned activities designed to extend knowledge of language * Staff have a clear understanding of the progression of the four skills in language learning which supports effective learning and teaching * Digital technologies are used by staff and learners to create real and meaningful learning experiences. * Learners are experiencing an additional language (L3) from P5 onwards (P4 if P4-7 class) * Parents are aware of L2 through celebration of success events/parent information leaflets | * Learning observations – classroom teachers and support staff conducting daily routines in French * Planning formats and records of tracking meetings * Assessment records |
| * Further develop the use of L2 (French) in daily classroom routines. | * All classroom staff – **August onwards** * Classroom staff to learn key phrases and classroom routines – CPD/collegiate time to be used. **Nov 2018** |
| * Use ICT resources to enhance learning and teaching – PLPlatform, Language Nut. * Provide parents with guidance of how to become involved in language learning through the use of the Language Nut app. | * Class teachers **– August onwards** * Head Teacher/office staff to ensure all pupils have access to the Language Nut app on their iPads. **September 2018** * Guidance for parents to be included on ‘Using Digital resources to improve your child’s learning’ leaflet. **October 2018** |
| * Pilot the learning of German as L3 in P4-7. | * P4-7 class teacher – **August onwards** |
| * Share and celebrate language learning with parents. | * End of term celebration of success – **Terms 3 and 4** |

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| **Improvement Priority 1c: Further embed 1+2 languages across the school - Evaluation** | | | | | | | |
| Key Actions | Date | | Evidence of Progress/comments | Desired impact achieved | | Identified next steps | |
| * Staff to become familiar with progression statements and National benchmarks in revised Aberdeenshire Frameworks. * Use Aberdeenshire frameworks to inform planning and assessment * Access CLPL if available – seek support from Language development offices. |  | |  |  | |  | |
| * Further develop the use of L2 (French) in daily classroom routines. |  | |  |  | |  | |
| * Use ICT resources to enhance learning and teaching – PLPlatform, Language Nut. * Provide parents with guidance of how to become involved in language learning through the use of the Language Nut app. |  | |  |  | |  | |
| * Pilot the learning of German as L3 in P4-7. |  | |  |  | |  | |
| * Share and celebrate language learning with parents. |  | |  |  | |  | |
| Improvement Priority 1d: Plans for pupil equity funding to support learning and achievement. | | | | | | | |
| Key Actions | | Roles/Timescales | | | Expected outcomes/Impact on learners | | How will impact be measured? |
| Plans for pupil equity funding to support learning and achievement. | | | | |  | | PEF Funding is used to support these improvement priorities. |
| * Work with parents to improve the pre-school experience for pupils who do not experience formal pre-school education.   £750 | | * Numicon at Home Learning packs to be issued to parents prior to children attending school. Ensure this is fully embedded from this **year onwards** * Parents to receive support to promote early phonological awareness. Continue to support identified children and parents throughout Primary 1**.** Provide parents with additional resources. **August onwards** | | |
| * To improve the literacy and numeracy skills of children across the school. * Use of digital technologies to support learning and teaching to meet pupil need and to provide guidance for parents as to how they can support their children’s learning at home. (Sumdog, Nessy, MyMaths, Clicker, Accelerated Reading, ReadingWise) £1310 | | * Continue to embed the use of Numicon in P1-4. Develop use of Numicon in P5. Head Teacher to develop planning/tracking formats for Numicon 3 and 4 **September 2018** and Numicon 5 and 6 by **the end of term 4.** * Class teachers to ensure digital learning resources are fully utilised to improve learning and teaching to meet pupil need. **August 2018** * Head Teacher to produce leaflet for parents – ‘Using Digital Technologies to improve your child’s learning.’ To be issued to parents – **October 2018** | | |
| * Improve the extra-curricular opportunities for pupils with a particular focus on pupils who are unable to attend activities out with school.   £5500  (some of this may be used to provide equipment to promote play at playtime/lunchtime) | | * School staff to ‘audit’ pupil access to extra-curricular activities. **September 2018** * School staff to discuss possible extra-curricular activities with pupils to gauge interest from target pupils. * Head teacher to liaise with Aberdeenshire staff to create extra-curricular activities for pupils. **October 2018** * Head Teacher/office staff to organise additional swimming lessons and extra-curricular activities for target pupils. **October 2018 onwards** | | |

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| Improvement Priority 1d: Plans for pupil equity funding to support learning and achievement. Evaluation | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| * Work with parents to improve pre-school experience for pupils who do not experience formal pre-school education. |  |  |  |  |
| * To improve the literacy and numeracy skills of children across the school. * Use of digital technologies to support learning and teaching to meet pupil need and to provide guidance for parents as to how they can support their children’s learning at home. (Sumdog, Nessy, MyMaths, Clicker, Accelerated Reading, ReadingWise) |  |  |  |  |
| * Improve the extra-curricular opportunities for pupils with a particular focus on pupils who are unable to attend activities out with school. |  |  |  |  |

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| Priority 2: Improvement in employability skills and sustained, positive destinations/parental involvement | | | |
| [**National Improvement Framework Priorities**](http://www.gov.scot/Resource/0049/00491758.pdf) | | [**HGIOS**](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | |
| * **Improvement in attainment, particularly in literacy and numeracy.** * **Closing the attainment gap between the most and least disadvantaged children.** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive destinations.**   **Key drivers of improvement**  **School leadership**  **Teacher professionalism**  **Parental engagement**    **Assessment of children’s progress**    **School improvement**  **Performance** | | **QI 2.2**   * Ensure our curriculum has a strong focus on developing the skills our young people need in the world of work * Ensure we make our children aware of a range of careers and the skills required for them. Ensure we challenge gender stereotypes within careers.   **QI 2.3**   * Ensure we deploy a wide range of innovative and creative resources and teaching approaches, including digital technologies.   **QI 2.5**   * Ensure family learning opportunities are leading to stronger home-school links which are improving outcomes for learners.   **QI 2.7**   * Ensure partnership working is effective and leads to improved outcomes for children.   **QI 3.3**   * Provide opportunities for learners to develop creative skills and enable them to transfer their skills to new contexts. * Provide opportunities for children to develop and apply more sophisticated computational thinking skills. | |
| **Priority 2a** | **Priority 2b** | | **Priority 2c** |
| **To continue to promote learning in STEM subjects and Computer Science.**  Work with Cairney Primary to deliver Family Learning events in relation to STEM and Computer Science.  Work with Cairney Primary to develop a progressive programme of study in Computer Science. | **Provide family learning events to improve children’s health and wellbeing** | | **Continue to develop engineering skills.**  **Senior pupils to participate in the Goblin Car Challenge. Work with STEM Ambassadors and other partners.** |

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| **Priority 2a - To continue to promote learning in STEM subjects and Computer Science.** | | | |
| Improvement Priority | Key Actions, Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| Work with Cairney Primary to deliver Family Learning events in relation to STEM and Computer Science. | * Head Teachers to meet for initial planning meeting – **November 2018** * Head Teachers to meet with their own school staff **– December 2018** * CPD/collegiate time used for planning and to upskill staff – **January 2019** * Progress review meeting – **week beginning 14th January 2019** * Family Learning Event Focus on Coding– **week beginning 18th February 2019** * **STEM Champions** to lead learning in schools **– week beginning 4th March – supported by P4-7 teacher** * Whole team meeting to plan Family Learning event – Science Outdoors – **week beginning 22nd April 2019** * Family Learning Event – science outdoors- **week beginning 8th May** * **STEM Champions** to lead learning – **week beginning 25 May 2019 - supported by P4-7 teacher** * Head Teachers to share this project with other cluster heads and provide digital resources to enable them to adapt the project for use within their schools with a view to improve transitions. | Further development of skills for learning, life and work.  Reduction in gender stereotypes.  Improved digital literacy skills and children understand the importance of these skills for learning, life and work.  Improved attainment in STEM subjects.  Increased motivation for some pupils. |  |
| Work with Cairney Primary to develop a progressive programme of study in Computer Science. | * Head teacher to meet with head teacher from Cairney to review materials from ‘Computing in School’. **Nov 2018** * Head teacher to make staff aware of digital resources to support learning and teaching – Barefoot, Bebras, Computing in School – **Nov 2018** * Teaching staff to attend Barefoot Training at Insch Primary – **29th November 2018** * **Feb 2019 – in-service day** * School staff to develop a progressive programme of study in computing science. **By June 2019** * Head Teacher to share this resource with cluster heads. **June 2019** |  |

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| **Priority 2a - To continue to promote learning in STEM subjects and Computer Science. Evaluation** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| Work with Cairney Primary to deliver Family Learning events in relation to STEM and Computer Science. |  |  |  |  |
| Work with Cairney Primary to develop a progressive programme of study in Computer Science. |  |  |  |  |

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| **Priority 2b - Provide Family Learning events to improve children’s health and wellbeing** | | | |
| Key Actions, | Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| To provide a family learning event in first aid | * Head teacher to work with Parent Council and other partners to identify suitable First Aid trainers to deliver training to staff, parents and pupils. **September onwards** * Family Learning event to be organised in **term 4.** | Improved health and wellbeing.  Parents and pupils will have increased their knowledge and skills. |  |
| To raise awareness of the importance of sleep for emotional and physical wellbeing | * Head Teacher to attend training on **14th March 2019** * Family Learning event to be organised **term 4 or term 1 2019-2020** |  |

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| **Priority 2b - Provide Family Learning events to improve children’s health and wellbeing** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| To provide a family learning event in first aid |  |  |  |  |
| To raise awareness of the importance of sleep for emotional and physical wellbeing |  |  |  |  |

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| **Priority 2C- Continue to develop engineering skills. Senior pupils to participate in the Goblin Car Challenge. Work with STEM Ambassadors and other partners.** | | | |
| Improvement Priority | Key Actions, Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| Senior pupils to participate in the Goblin Car competition.  School to work with partners to provide training for staff and to enhance the learning experience for pupils.  Class teachers to ensure engineering continues to have a focus in schools ensuring children are given the opportunity to use skills learned last year in new contexts. | * Head Teacher to maintain links with STEM Ambassador, Tony Scott, to enhance the learning experiences for pupils across the schools. **Ongoing throughout the year** * Head Teacher to contact STEM Ambassadors to arrange link with a STEM Ambassador to support the class teacher and senior pupils to participate in the Goblin Car Competition. **October 2018** * Head Teacher to foster links with young engineers, both male and female, working or studying in an engineering environment to support learning and teaching and to provide positive role models for all pupils.   PVG procedures to be followed | Children will be fully engaged in their learning and have an understanding of how their skills may help them in possible future careers.  Gender stereotypes within careers will be challenged and all pupils will understand equality.  Children will experience innovative and exciting learning opportunities. | Pupil feedback  Feedback form parents  Feedback/evaluation from partners  Learning plans  Learning visits |

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| **Priority 2C- Continue to develop engineering skills. Senior pupils to participate in the Goblin Car Challenge. Work with STEM Ambassadors and other partners. - Evaluation** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| Senior pupils to participate in the Goblin Car competition. |  |  |  |  |
| School to work with partners to provide training for staff and to enhance the learning experience for pupils. |  |  |  |  |
| Class teachers to ensure engineering continues to have a focus in schools ensuring children are given the opportunity to use skills learned last year in new contexts |  |  |  |  |

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| Priority 3: Assessment of children’s progress | | | |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   School leadership   Teacher professionalism   Parental engagement     Assessment of children’s progress     School improvement   Performance | | **QI 1.1**   * Ensure children take lead roles in aspects of school improvement.   **QI 1.3**   * Ensure all stakeholders have a clear understanding of our collective strengths and areas for development. * Support pupils to understand the school’s vision and their responsibility to help to improve learning across the school.   **QI 2.2/2.3**   * Ensure all staff and partners are ambitious and expect high levels of attainment and achievement for all learners. * Ensure we use have a shared understanding of what progression looks like. * Further develop our approaches to profiling. Ensure assessment processes are manageable. * Ensure questioning strategies promote higher order thinking skills. | |
| Improvement Priority 3a | **Improvement Priority 3b** | **Improvement Priority 3c** | **Improvement Priority 3d** |
| Develop robust, well used approaches to self-evaluation and improvement planning involving new staff and all stakeholders. | **Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place.** | **To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.** | **Ensure appropriate arrangements are in place for transitions.** |

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| **Improvement Priority 3a: To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.** | | | |
| Key Actions | Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| To ensure leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.  To ensure children understand their responsibility to school improvement in relation to creating a positive learning environment for others.  Ensure our school vision and values are fully understood by all stakeholders and that they are key to school improvement.  To begin to use the resource ‘How good is OUR school?’ to support children to participate fully in school self-evaluation. | * Ensure all school staff, parents and pupils have a clear understanding of the school’s vision, values and positive behaviour policy. **From August 2018** * Ensure Vision, values and aims are clearly displayed in learning areas. **Class teachers – August 2018 onwards** * Work with groups and individual pupils to ensure they have a clear understanding of the school’s values and their responsibility to uphold these values. **All staff – August onwards** * **All staff** to provide additional support when required. Head Teacher to seek advice and support from other agencies when and if required. * Clearly reference school improvement to our vision, values and aims. **All school staff – August 2018 onwards** * School staff to engage with the ‘How good is OUR school?’ resources – **February 2019 in-service** * Head Teacher to being to share the resources with the pupils– **April 2019** * Pupils to use the resource to choose and evaluate one of the themes. **Term 4 2019 – support provided by the head teacher and class teachers.** | School values will continue to drive school improvement  Pupils will understand the school values and will be fully involved in school improvement.  Pupils will become familiar with ‘How Good is OUR school?’ and will use this to ensure they are fully involved in school improvement. | Pupil conversations  Self-evaluation documentation  Pupil Council documentation  Observations by staff |

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| **Improvement Priority 3b: To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| To ensure leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. |  |  |  |  |
| To ensure children understand their responsibility to school improvement in relation to creating a positive learning environment for others. |  |  |  |  |
| Ensure our school vision and values are fully understood by all stakeholders and that they are key to school improvement. |  |  |  |  |
| To begin to use the resource ‘How good is OUR school?’ to support children to participate fully in school self-evaluation. |  |  |  |  |

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| **Improvement Priority 3b - Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place.** | | | |
| Key Actions | Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place. | * Head Teacher to review tracking documentation and ensure it is up to date. **Aug/September 2018** * Head teacher to issue ‘Tracking advice for class teachers’ to class teachers – **October 2018** * Head Teacher to meet with Kay MacDonald, QIO/Development Officer **3rd October 2018** to discuss the school’s tracking systems. * Head Teacher to act on any advice received following Kay’s visit **– October 2018** * Ensure tracking meetings are held regularly with teaching staff. Agree actions to ensure all children receive appropriate pace and challenge in their learning. Review documentation used to record these meetings following Kay’s visit. **Ongoing throughout the year.** * Head Teacher to complete Forgue Primary School Raising Attainment Policy – **October/November 2018** | * Attainment will be tracked effectively and assessment data used to ensure all children receive appropriate pace and challenge. * New teaching staff will be fully involved in the tracking process. * Staff will know if personalised support is having the desired impact of improving outcomes for children. * Improved attainment | Tracking documentation  Assessment documentation  Professional dialogue |

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| **Improvement Priority 3b - Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place.** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| Further develop approaches to attainment tracking to make effective use of data to secure improved outcome for learners. Ensure new staff become familiar with systems in place. |  |  |  |  |

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| **Improvement Priority 3c: To plan opportunities for moderation activities ensuring the consistent application of teacher judgements.** | | | |
| Key Actions | Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| To identify priorities, communicate, plan monitor and evaluate our work with colleagues from cluster school.  To work together to moderate learning across the cluster with an initial focus on mathematics and numeracy  To make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children’s learning.  To ensure pupil self-evaluation is integral to learning. Use peer evaluation to support learning. | * Head Teacher to discuss moderation with cluster heads at Cluster Meeting. Moderation activities to be planned in conjunction with cluster heads. **29th August 2018** * Head Teacher and class teacher to attend Moderation Training at Insch Primary **– 18th September 2018** * Head Teacher to meet with group of cluster heads to share learning and discuss next steps **19th September 2018** * Head Teacher to lead moderation training at Drumblade Primary **11th October 2018** * **Class teachers** to identify a bundle of Es&Os to be used to create a meaningful holistic assessment and begin to think about what this assessment might look like. To be completed by **5th November 2018** * **Class teachers and head teacher** to attend moderation meeting at Insch on **6th November 2018** * **Head Teacher** to lead moderation training at Drumblade Primary **8th November 2018** * Further sessions to be planned for January – proposed dates – **15th and 17th January 2019** * Use traffic light stamps to enable children to self-assess/peer-assess their work – **September onwards** * Staff to use collegiate meetings to discuss ways to make self and peer-assessment meaningful and manageable. | Staff will have a shared understanding of what progression looks like.  Improvement in pupil profiles  Assessment data will be valid and reliable and will lead to improved attainment. | Professional dialogue  Pupil voice  Assessments  Assessment Data  Pupil tracking  Pupil jotters |

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| **Improvement Priority 3c: To plan opportunities for moderation activities ensuring the consistent application of teacher judgements. - Evaluation** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
| To identify priorities, communicate, plan monitor and evaluate our work with colleagues from cluster school. |  |  |  |  |
| To work together to moderate learning across the cluster with an initial focus on mathematics and numeracy |  |  |  |  |
| To make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children’s learning. |  |  |  |  |
| To ensure pupil self-evaluation is integral to learning. Use peer evaluation to support learning. |  |  |  |  |

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| Improvement Priority 3d - Ensure appropriate arrangements are in place for transitions. | | | |
| Key Actions | Roles/Timings | Expected outcomes/Impact on learners | How will impact be measured? |
| To work with partner agencies to ensure all pupils are supported effectively at points of transition.  See Improvement Priority 1d for additional information  Head Teacher to work with pre-school parents and Aberdeenshire Council to improve the experience for children not receiving formal pre-school education. | * **Head Teacher and P7 class teacher** to fully understand the transition arrangements for The Gordon Schools.   **Ongoing but particularly Term 4.**   * **Head teacher and class teacher** to work with partner agencies, pupils, parents and The Gordon Schools to ensure all pupils receive an appropriate level of support. **January 2019 onwards** * **Head Teacher** to ensure children are given the opportunity to take part in cluster events to improve transition * **Head teacher and P4-7 teacher** to review transition arrangements for children moving to the P4-7 class. Improvements made if required. **Term 4** * **Head Teacher** to foster greater links with the pre-school setting and further improve home/nursery-primary 1 transition. **Terms 3/4** * **Class Teacher** to support all primary 7 pupils to complete their P7 profile. Profile to be completed by end of term 4. **All Class teachers** to ensure learning conversations are integral to the work of the class. **August 2018 onwards.** | Transition arrangements will ensure children’s wellbeing and raise attainment  Children requiring additional support will be supported effectively.  Information about children’s learning and achievements will be used effectively to ensure continuity in learning. | Pupil/parent feedback  Transition data/documentation |

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| **Improvement Priority 3d - Ensure appropriate arrangements are in place for transitions.** | | | | |
| Key Actions | Date | Evidence of Progress/comments | Desired impact achieved | Identified next steps |
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***Wider Achievements/Wider Community Links***

***Memories are made of this:***

At Forgue School we place a high value on pupil achievement and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and demonstrate a caring attitude through their fundraising events.

This year the **Pupil Council** have:

* Organised very successful fundraising events for ‘Rainbow Raisers’ to support people affected by cystic fibrosis and Children in Need.
* Organised and run a daily ‘juice stall’ for all school pupils.
* Organised ‘Healthy Snack Mondays’
* Helped to promote one of the ‘Rag Bag’ collections by creating and distributing flyers.
* Volunteered as play leaders to organise lunchtime play sessions for younger pupils.
* Designed litter bins for the playground to improve our outdoor learning environment.
* Organised our annual Talent Show for pupils

We are very fortunate to have excellent support from our **Parent Council**. This year they have:

* Organised a Bingo Night for all school families and the wider community.
* Organised a Halloween Party for all school children and the wider community.
* Supported school staff by decorating the hall and providing refreshments at our annual Christmas concert.
* Worked with school staff and pupils to create our accreditation scheme ‘Going for Bronze, Silver and Gold’ to track and celebrate wider achievement.
* Organised a very successful football/netball tournament for schools within the CSN.
* Supported school staff to run Bikeability training for P5-7 pupils.
* Supported their children’s learning by attending two family learning events – Think Like an Engineer and Pneumatics & Hydraulics.

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During the year we have participated in a wide range of activities and have worked in partnership with cluster schools and the wider community to promote wider achievement. This year we have:

* Participated in the online Sumdog Mathematics competition.
* P5-7 pupils participated in a residential trip to Lochter. They tackled all tasks with enthusiasm and demonstrated good leadership and team-working skills. They supported each other and were willing to challenge themselves to complete the activities.
* Took part in World Book Day
* Learned about Christmas Around Europe through involvement in the European Christmas Tree Decoration Exchange.
* Entertained parents and the wider community at our annual Christmas Concert.
* A small group of children entertained the wider community at the Friends of Forgue Kirk Christmas Carol Service.
* P5-7 pupils completed their Bikeability Training.
* Participated in the Primary Engineers competition to design and build moveable vehicles. Pupils won 6 out of 8 of the Aberdeenshire prizes and three teams travelled to Dunfermline to participate in the East of Scotland Regional final where one team won overall first place in their category. They planted ‘mini meadows’ at school and these were then transported to Leith Hall. Children learned about meadows, their plants and pollinators, the wildlife they support and their importance to us and the environment. School staff attended training and received invaluable support from Primary Engineers throughout the project. Kelly was a very positive role model for our pupils.
* Worked with Cairney Primary to develop STEM skills. They participated in two family learning events and a STEM outdoors event. They worked in teams to complete several STEM challenges. School Staff received excellent support from a local Stem Ambassador.
* Participated in the CSN Commonwealth Games event at Kennethmont Primary.
* A team of P6/7 pupils entered the Rotary Quiz and finished in third place.
* All pupils learned a Scottish poem for our Scottish Poetry Competition.
* P4-7 learned to ‘Hip Hop’ and Rap through lessons provided by the Youth Music Initiative.
* Pupils attend a wide range of activities through community clubs and private tuition including football, rugby, cricket, golf, skiing, tennis, swimming, kickboxing, Jiu Jitsu, shooting, swimming, gymnastics, Rainbows, Brownies, Guides, Beavers, Cubs, Scouts, guitar, keyboard, fiddle and the harp.