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**Chapel of Garioch School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the coming session 2023 -2024. 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 Chapel of Garioch 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 Chapel of Garioch School, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Nicola McDonald

Head Teacher

# The School and its context

Our vision for at Chapel of Garioch School is “To work together and support each other to reach our full potential as citizens of Scotland and the World.”

Our Core values are ***Respect, Resilience, Collaboration, Growth and Inclusion***.

Our Vision, Values and Aims were refreshed in session 2021/22 in collaboration with all staff (teaching and non-teaching), pupils and parents and these have become embedded through assemblies, a very successful award scheme and through everyday conversations in and around the school.

Our school is set amidst beautiful scenery near the foot of Bennachie only four miles from Inverurie, taking in the village of Chapel of Garioch and the surrounding areas of Balquhain and Braco. Built over 100 years ago, the building is typical of many rural schools in Aberdeenshire. Although old, the building is in good repair with the classrooms and toilets having been refurbished. There are three classrooms, a general-purpose hall, cloakroom and toilets, two offices and a staffroom. The classrooms have Clevertouch interactive screens installed. Meals are cooked freshly each day in the kitchen which also supplies lunches for nearby Logie Durno School.

Outside, there is a hard playground to the rear and side of the school. There is also a large playing field which has a football pitch complete with goalposts, a climbing wall and playground equipment including an investigation station and solar powered stop clock. In addition to this it has a log playhouse, picnic seating area and totem pole. Through funding from our Parent Council, we have recently had a new basket swing and gravity bowl installed in our play area. Further to this, we were successful in a bid for Aberdeenshire Council Community Learning and Development Participatory Budgeting Funds, where we were awarded £2000 with which we purchased a polytunnel which is being installed on our field. The field is surrounded by spruce trees which give shelter. Unfortunately, many trees were lost during storm Arwen in early 2022, however following a successful bid for saplings from The Woodland Trust which we planted 200 new trees in October with assistance from the Aberdeenshire Ranger Service and Aberdeenshire Landscape Services.

In Session 2022/23, the school had 31 pupils divided into 2 classes. (P1-3: 13, P4-7: 18).

The school has a staffing allocation of a Head Teacher supported by one part time class teacher and one full time class teacher. Learning was supported by a part time Additional Support for Learning teacher and a part time teacher who taught PE, Drama and Spanish in both classes for a half day each.

Our Pupil Support Assistant also played a key role in supporting the learning and teaching process.

Instrumental tutors visit once a week and tuition is available for brass and violin.

A new School Administrator was appointed who managed the office. The school was also supported by our part time Janitor whose remit includes providing support to both our school and another in the locality.

The school also has very good relationships outwith the school building, including very good links with the community as well as other agencies such as the NHS and Educational Psychology Services from the authority.

Parents play a vital role in children’s learning and development here at Chapel of Garioch School.

The Parent Council continues to offer very valuable support to the school. They continue to raise very welcome funds and co-ordinate a number of very successful community social events.

Most pupils transferred to Inverurie Academy for secondary education. We have a transition programme within the school and with the other small schools in the cluster and Primary Seven pupils engaged in visits prior to their transition to the Academy.

Analysis of SIMD data shows that no children at Chapel of Garioch School live in an area of deprivation, almost all children are in decile 9, with the remaining in either 7,8 or 10.

The PEF funding allocated to the school in session 2022/23 was used to pay for additional PSA hours after a reduction in hours allocated from the local management group. Two members of staff also completed outdoor learning courses which has had a significant impact on how our curriculum is delivered.

**Impact of our developments**

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| In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-23 | | |
| **Key priority 2022-23** | **Key actions undertaken** | **Impact (achieved throughout 2022-23)** |
| **Develop whole school and community approach to Learning for Sustainability.** | * **Engaged with Education Scotland LfS Self-evaluatiion Toolkit.** * **Regularly engaged in planned learning about global citizenship and sustainable development through and across our curriculum, featuring outdoor learning.** * **Funding secured to enhance outdoor environment to support LfS including polytunnel & gardening equipment.** * **In partnership with Woodland Trust and Aberdeenshire Ranger Service, planted 500 trees to replace those lost in storms.** * **Learners achieved John Muir Award and P1-3 alternative.** | Staff are developing an understanding of LfS as an approach to learning, life and work and how this approach can create transformative learning experiences.  Learners are beginning to develop an awareness of the Global Goals, climate change and sustainability and their role as global citizens.  Resources have given staff the tools to plan creative learning experiences across the curriculum keeping LfS at the forefront. The enhanced outdoor environment has also contributed to learners’ health & wellbeing.  Partnerships established will continue to support the school in providing high quality LfS. Children are beginning to understand the effect of climate change on their own community and how they can contribute to the response to this. Learners are more aware of their natural environment and have an increased appreciation of the natural world. |
| **To improve assessment of Writing across the school.** | * **Established an agreed whole-school approach to the assessment of writing.** * **New Assessment format designed and trialled for teacher, self and peer assessment.** * **Family Workshop on writing assessment and VCOP** * **Moderation activities completed with the cluster and Academy** | There is now a clear progression across the school for writing which enables more robust teacher professional judgement and tracking of progress. Agreed standards ensure learners understand what is expected, leading to improved attainment. Enhanced parental understanding of expectations in writing and the assessment process has increased parental involvement in this area of the curriculum and has given parents the tools to support their children, leading to improved attainment. |
| **Supporting Learners needs and removing barriers to learning.** | * **Engaged in cluster CLPL on Autism, Dyslexia, Anxiety** | Staff have a refreshed knowledge and understanding of specific needs which present in children in school. They have new strategies to use for universal and targeted support which has positively impacted on outcomes for specific learners in school. |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: 5** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * All staff have consistently high expectations of learners. * Our school’s vision and values are at the centre of school improvement and shared by all stakeholders. * Children’s understanding of our values is embedded through assemblies, everyday learning conversations and a successful awards scheme. * Staff are committed to developing a collective understanding and commitment to the vision and values through modelling these daily and highlighting them in class. * The vision for the school is ambitious and is focussed on improving outcomes for all learners. * Use of SIMD data ensures all staff have a clear understanding of the socio-economic context of the community. * Our curriculum is shaped by staff knowledge and understanding of socio-economic and cultural context of the community. * Through annual PDRS processes, teachers regularly reflect on the GTCS standards and plan their next steps in their professional journey taking cognisance of the school’s improvement priorities. * All staff are clear on the strengths and areas for improvement in the school and are committed to change which improves outcomes for all learners. * Staff are confident to initiate and implement change and take responsibility for the process. * Strengths and areas for improvement are identified from a wide range of data and evidence such as tracking and monitoring data, children’s work, surveys, parental feedback and observations. * A robust programme of quality assurance and self-evaluation activities links closely with the school improvement plan. * The Head Teacher ensures that the strategic direction and pace of change results in positive outcomes for learners. * All staff are involved in evaluating the impact of improvements and this is supported by planned CLPL. * Career Long Professional Learning is evaluated for impact and sustainability. * Collegiate time actively encourages creativity, innovation, and enquiry. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * The engagement of pupils in dialogue around school improvement is high quality. * Pupils are motivated and inspired to work towards gaining a values certificate. * The positive ethos in the school is highlighted by parents, partners and visitors to the school through comments book and surveys. * Planning of learning in some curricular areas involves pupils and parents as well as the community. * Parents and partners are keen to engage in self-evaluation activities, a high percentage of return being received from questionnaires and surveys. * Robust collegiate dialogue around the sustainability of new writing progressions and planned CLPL and potential impact on outcomes for learners. * High quality discussion at tracking meetings ensures every individual is being supported and challenged to ensure the best outcomes. * PSAs are fully involved in self-evaluation activities and contribute fully to school improvement plans. * Work with the Inverurie Schools Cluster around standards particularly in writing made a significant impact on professional teacher judgement, leading to more robust data. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Increase opportunities for staff to engage in peer collaborative learning. * Use critical enquiry as a collaborative learning opportunity for staff. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: 5** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Good relationships promote a very positive learning environment within our school. Staff know pupils and their circumstances well and use this knowledge to identify support needs. There are high expectations in place for all learners and almost all pupils are motivated and enthusiastic in their learning. * Almost all pupils behave well and there is an ethos of mutual respect in evidence across the school. * Learners have access to and make good use of, Digital Technology including iPads and laptops and can exercise choice in the use of these resources in their learning which is both motivating pupils and enriching learning experiences. * Outdoor learning is featured highly in our curriculum and is motivating and engaging for learners. Our outdoor space is used on a daily basis to support mental health and wellbeing leading to better learning. There is evidence of pupils’ transfer of skills development between indoor and outdoor learning experiences. Our local community regularly features in learning experiences, ensuring that the school is making effective use of this valuable resource to support/promote relevance in learning. * Learners’ achievements in and out of school are recognised and celebrated within school, through assemblies and wall displays. Achievements are also included in reporting and profiling and are tracked to ensure that action is taken to support any pupil at risk of missing out. * Many of our learners take part in wider community groups such as music groups, sports clubs and Scouts. There are many opportunities for learners to take on leadership roles in school including House Captains, Pupil Council Chair and Play Leaders. * Pupils regularly lead learning in many areas of the curriculum including PE, reciprocal reading groups in literacy and whole school learning such as eSafety. * Planning for learning, teaching and assessment is based on CfE Experiences and Outcomes and benchmarks and is designed to enhance the learner journey. Planning is streamlined but flexible in order to respond to learners’ needs and interests while ensuring progression across levels. * Most pupils know where they are in their learning and can talk with increasing confidence around this. They also show awareness of their next steps in their learning. * Almost all pupils can talk about the skills they are learning as well as the learning experiences they are involved in. * A variety of assessment tools are used to support pupils in their learning and are these adapted to meet the needs of every learner. * A calendar for data collection and analysis is in place to ensure that learners’ progress is tracked, needs are identified and support is put in place which is regularly reviewed for impact. * Learning Intentions and Success Criteria are used to support pupils, ensuring they are aware of the purpose of their learning. There is evidence of co construction of these in classes. * Self and peer assessment is evident in classes which is supporting pupil involvement in the learning process. * All pupils receive oral and/or written feedback to help them progress in their learning. The school has engaged in moderation of this practice with a neighbouring school in order to share standards and promote further development. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Through learning walks and other quality assurance processes, it is clear that relationships between staff and pupils is very positive. Learners respond well to staff and needs are identified quickly. * Feedback from learner focus groups indicates that pupils enjoy learning at school and are aware of learning targets. Most pupils know how to improve and where to get help when required. * Learners are confident in the use of digital technology and use it effectively to enhance their learning. Digital technology is also used to support individual need. * Planning reflects all curricular areas including opportunities for outdoor learning. Almost all learners are highly engaged and motivated whilst learning outdoors and can transfer the skills developed in the outdoor environment. * Feedback from partners highlights pupils’ confidence, motivation and enthusiasm for learning outdoors. * Planning formats include the benchmarks, providing staff with measurable outcomes ensuring that teachers are considering assessment at the outset of planning. * In learner focus groups, learners can talk about the purpose of their learning and make links with other areas of the curriculum. * Feedback from staff in the local Academy is very positive in terms of the confidence of our learners and the level of participation in events in the wider community. * Regular tracking and planning meetings ensures pupils’ progress is tracked, needs are identified and interventions are planned/reviewed for impact. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue development of moderation practices before, during and after planning, teaching and assessment in order to support a shared understanding of standards. * Continue to develop use of holistic assessments to support pupils to demonstrate their application of learning. * Develop practice in order to provide opportunities for learners to take more responsibility for their own learning. * Re-establishment of Rights Respecting Schools group will help raise awareness of children’s rights and responsibilities and understanding of the UNCRC. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 5** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * All staff have a good understanding of GIRFEC and the wellbeing indicators and use these in everyday learning and teaching. * All children have an understanding of the wellbeing indicators. * All stakeholders promote an ethos where all children feel safe and secure, modelling behaviour which supports all children’s wellbeing. * All staff know each child and colleague very well and are responsive to the wellbeing of every individual. * All children feel safe and cared for and almost all children feel comfortable sharing sensitive aspects of their lives with staff. * Children’s health and wellbeing is tracked through the RISE resource and targeted support is given where necessary and appropriate in school or through partners. * Where children require support in regard to wellbeing, a holistic approach is taken involving parents and partners with the child at the centre. * Interventions are regularly evaluated for impact and reported on to parents. * Behaviour and relationships in the school are very positive, and any minor incidents related to these are dealt with swiftly in partnership with parents according to our Relationships charter. * All stakeholders take account of legislative frameworks related to inclusion and equality. * All staff engage in professional learning to keep themselves up to date with local and national guidance around safeguarding, GIRFEC and children’s rights. * Local authority training on safeguarding and GIRFEC are delivered every August to ensure all staff guidance is up to date and all staff have access to this information to refer to at any time. * Assembly programs, our Health and Wellbeing and RME progressions ensure that children have the opportunity to explore diversity, equality and inclusion. * Our ‘Growing Awareness at Chapel’ programme ensures that children understand the needs of their fellow pupils and know how we can work together to support each other. * Regular high quality outdoor learning plays a key role in promoting positive relationships and wellbeing. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * RISE Health and wellbeing tracker gives a very positive picture of Health and Wellbeing across the school. * Children confidently approach staff with worries and concerns. * Incidents regarding behaviour and/or relationships are minor and few. * Children’s work on wellbeing indicators shows an understanding of these and that they have the tools to be able to articulate whether they feel safe, healthy, active, nurtured, achieving, responsible, respected and included. * Observation of children learning and at play shows the positive relationships within the school. * Feedback from visitors and partners comments on the very positive ethos of the school. * Interventions and support for learners with additional support needs are shown to have a positive impact on outcomes. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * A refresh is required on Children’s Rights for both staff and pupils to ensure knowledge and understanding is up to date. This will be done through the Rights Respecting Schools Group. * By engaging in the use of the CIRCLE framework, we will ensure that we have an inclusive environment ensuring equality and equity across the school. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 4** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Attainment results over time are largely consistent. In 2022/23, learners achieving or exceeding appropriate levels in Reading was 100% in P1, 100% in P4 and 100% in P7. In Writing, learners achieving, or exceeding levels was 100% in P1, 85% in P4 and 100% in P7. Achieving or exceeding in Listening and Talking was 100% in P1, 100% in P4 and 100% in P7. In Numeracy, 100% in P1, 100% in P4s and 85% in P7 achieved or exceeded appropriate levels. * Attainment in literacy and numeracy for all learners is central to the schools improvement priorities and we are continuing to build on the new progressions and assessment developed last session. * A programme of tracking and monitoring of progress through the analysis of data and teacher professional judgement ensures continuous progress for all learners. This includes transition discussions for Primary 7 pupils moving to secondary education. * Areas for school improvement are identified through discussions/analysis of trends. * Children are engaged in their learning and participate in discussions about their experiences as well as identifying areas for improvement. * Progress for learners with additional support needs is reviewed regularly with involvement of parents, carers and partners ensuring the learner is at the centre. Staff work very closely with these learners to ensure that their views are listened to and included in next steps for learning. The positive relationships with partners such as Educational Psychology, Social Work and Intervention and Prevention Teachers ensures a continual strive towards improving outcomes for learners. * The school continues to work to remove barriers to learning and ensure equity for all. This is supported through the development of our ‘Growing Awareness at Chapel of Garioch’ approach, which strives to ensure that all pupils have an understanding of a variety of needs, how this may impact on their fellow learners as well as equipping everyone with the knowledge and skills to support each other. This is supporting the development of citizenship skills across the school. * Staff training and development in Low Intensity Anxiety Management (LIAM) and Drawing Talking Therapy is helping to remove barriers to learning and ensure equity for all. * The positive relationships that staff have with learners and their families is such that staff can talk confidently about each child’s circumstances and progress and can promptly identify any barriers to learning. * Our outdoor environment lends itself to quality outdoor learning, which features highly in our curriculum. Our Fit2Learn at Chapel programme includes the Daily Mile which has helped to raise attainment through supporting learners’ health & wellbeing, improving focus and concentration. * Learners’ achievements both in and out of school are regularly celebrated through assemblies and wall displays. * A common set of skills has been adopted across the cluster. These skills are reported on annually to parents.   Learners’ skills, attitude and confidence are evident in the high level of participation in many community clubs and groups. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Planning takes account of CfE experiences and outcomes, Aberdeenshire Frameworks and Education Scotland Benchmarks. * Tracking and monitoring of data shows that learners are making good progress over time. * Teacher professional judgement is supported by SNSA results and other assessment data. The school has an annual calendar detailing a variety of assessments that impact on future learning, this includes SEAL, Schonnel and Phonological Awareness. * Feedback and learning conversations show that the majority of learners are happy at school and enjoy learning. * Feedback from parents, particularly those of learners with additional support needs who have transferred to the school at different stages suggests that the support that they receive at Chapel of Garioch has had a significant and very positive impact on their children. * Almost all pupils apply for roles in school such as pupil councillors, Primary 1 buddies, House Captains etc. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to engage in moderation activities and seek out opportunities to work with other schools on the sharing of standards and continued confidence in teacher professional judgements. * Further develop use of Learning Reviews to further engage learners in high quality in-depth dialogue around their learning. * Continue to seek a suitable replacement for Seesaw as a learning profile to develop pupils’ ownership and responsibility for their learning. This should allow for more regular sharing of learning with parents/carers and allow for almost instant feedback. |

# PEF 2023-2024

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| **Identified gap**  Linked to barriers identified through analysis of data | Attainment for pupils with ASN such as dyslexia, speech and language issues and anxiety could be better with more support and challenge. Larger incoming P1 cohort with some significant need. |
| **Expenditure** | £3489.00 to be spent on additional PSA hours ( x5.5 hours) |
| **Expected outcomes**  What change do you want to see for learners? How much change? Who are the target group? By when | Learners supported in small groups for more regular targeted support including supporting sensory circuits etc.  PSA supporting further differentiation to remove barriers to learning.  An enhanced indoor and outdoor play-based curriculum for new P1 cohort supported and facilitated by PSA leading to targeted P1 pupils being able to engage fully in the mainstream curriculum. |
| **Impact Measurements**  How will you know the change is an improvement? | Increased attainment for targeted pupils across the curriculum. Increased engagement and motivation for targeted pupils.  Engagement, participation and readiness to learn of all P1s across the curriculum and life of the school. |

# Capacity for improvement

The overall capacity for improvement at Chapel of Garioch School is very good. This is based on the following aspects:

* All staff are highly committed and confidently take on lead roles in school improvement.
* Learners are motivated and enthusiastic about learning and achievement.
* The school has a very positive ethos which is underpinned by a shared vision and values.
* All staff participate in independent and collaborative professional learning which is linked to school improvement and leads to improved outcomes for all learners.
* Strong partnerships with parents, the community, cluster schools and partner agencies.

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To further develop Learning for Sustainability across the school community.** | | | **Data/evidence informing priority: LfS self-evaluation** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Creativity and employability – Core skills to be explored through the lens of LfS through assemblies.** * **Creativity to be a focus skill within learning and teaching.** * **4 LfS Career Education days to be embedded within school calendar.** * **Partnerships – Parent LfS group to be established to support activities and to take responsibility for on-going projects throughout holidays and weekends.**   **STEM – Science and technology through the lens of LfS.**   * **Take part in Enthuse/SSERC partnership project to be led by JC** * **JC attend training and then share with staff** * **Redesign of Science and Technology Curriculum** | | **All staff**  **All Staff**  **Teaching Staff**  **All Staff**  **JC**  **All staff** | | **Throughout session**  **Aug 23**  **Ongoing for 2 sessions** | -Learners will be able to discuss careers in sustainability and identify skills required.  -Learners will be able to describe how they have developed the core skills through LfS.  -Increased Stakeholder engagement with LfS leading to increase in learner engagement.  -Increased attainment in Science and Technology.  -Staff more confident in the delivery of LfS/Science/Technologies | |  |

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2: Engage in The Circle Framework** | | | **Data/evidence informing priority: Higher level of ASN, Reduced support from PSA/ASL** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * **Internal audit of the CIRCLE Framework.** * **Engage in Train the Trainer** * **Staff development sessions about the CIRCLE Classroom Inclusive Scale for both classrooms.** * **Staff development sessions about the CIRCLE Participation Scale** * **Discuss what additional and intensive support services are available** * **Build capacity within the staff team, with reference to a variety of ASN processes, strategies and protocols.** * **Introduce and implement a Sensory Classroom that is fit for purpose to meet a variety of identified sensory needs across the whole school.** | | **DS**  **Head Teacher**  **DS**  **DS**  **All Staff**  **All Staff**  **DS** | | **Aug 23**  **Sept 23**  **Ongoing for Session 2023-2024** | -Ongoing audit of Inclusive Scale.  -Feedback from Pupil Focus Group/ Questionnaire.  -Features of Inclusive framework will feature highly in interventions for pupils.  -Staff will be able to identify, trial and embed a variety of processes, strategies, and protocols to meet the needs of pupils who require additional and intensive support.  -Staff will be able to resource and facilitate appropriate materials and physical space to best meet the needs of learners. | |  |

# Wider Achievements

**Greenpower Green Goblin**

We were very fortunate this year to have Maria, an Engineering student from Aberdeen University from the BT tutoring scheme involved in our Greenpower project. The P6s joined in with the P7s this year as they embarked on a learning journey which involved developing skills in using tools and following instructions in order to build the car. They looked at aerodynamics and eco-friendly materials to design and create the body work and along with this learnt to sew as they assembled the bodywork made of cork. Then came the most exciting part – driving the car! The whole school attended the race event with the P1-5 children making banners and cheering for their team whilst Miss Chamberlain and Miss McDonald supported the team at the track as they went through scrutineering and the different races. Unfortunately, the car didn’t win any races, but the team was awarded Best Bodywork for design and eco – friendliness. All the participants in the project absolutely loved working with Maria and developed all the core skills of collaboration, communication, independence, creativity, problem solving and self-management.

**Run Garioch**

For the 6th consecutive year, we were awarded the trophy for most pupils competing in Run Garioch as a percentage of the school roll. We had a fabulous turnout and of our P2s placed 3rd in her age group as well.

**Participatory Budgeting Success**

Community Learning and Development opened a bid for Participatory Budgeting in September for sustainability projects. The bids were then presented for voting by pupils of each area within Aberdeenshire. We bid for the full available amount and came first in the vote so received £2000 with which we have purchased a poly tunnel. The plan is to grow produce which we will use in many other community projects throughout the year. One of our main priorities this session was Learning for Sustainability, and the poly tunnel will provide many opportunities for learning in this area.

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# Memories are made of this:

A piece of paper with writing on it

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A diagram of a mind map

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A white paper with text on it

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