**School Standards**

**&**

**Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

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

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Cairney 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?**

I am pleased to report that the return to school this year has definitely been less stressful than the previous year. We have new staff in place in the shape of Ms Johnston the Principal Teacher who will work equally between Cairney and Glass. The children are settled and appear to be happy with their new teacher.

**How do we know?**

We began the first week of the session with a getting to know you for both children and new staff and gave the children time to talk about what their break had been like. We used our SHANARRI wheel to check our well being and will use it again throughout the year and they constructed their class charter and class rules.

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

We have asked the children and adults what they would like to see in the new school year and science and STEM appear to be high on the list as well as outdoor learning, we will also focus on improving our Learning, Teaching and Assessment in the school as well as our digital learning.

**Looking inwards** **to** will continue to analyse our work and collect sufficient data to ensure we are doing the best for our children, we will also increase our family links to guarantee that our parents and carers are aware of what the children are learning and how they are progressing.

**Looking outwards to** find out more about what is working well for others locally and nationally and to ensure we visit outside agencies and places.

**Looking forwards** to gauge what continuous improvement might look like in the longer term and to work with our sister school enjoying activities and learning with them.

At Cairney 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.

Mrs McLellan

Head Teacher

# The School and its context

**Vision for the school**

Cairney Primary aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable, learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become

* Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors

The positive ethos in our school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children’s opinions and ideas are listened to and valued, and through our Pupil Council and ECO group our children are encouraged to be involved in developing the work of the school and thus have a positive impact on school improvements. There is a mutual trust, respect and shared values and aims.

**Values that underpin our work**

**Hard working Encouragement Honesty Respect**

**Happiness Fairness**

**What do we aim to achieve for our children/pupils?**

We aim

* sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all
* offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork
* ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated
* identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners
* develop a whole school culture of self evaluation and reflection to ensure continuous improvement as we strive for excellence
* to provide opportunities for all members of our learning community to communicate and interact with others in many different situations
* to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected responsible, included and nurtured

**Context**

Cairney is a small rural school situated in the village of Cairnie, between Huntly and Keith. The school role is currently 21 pupil currently being taught in two classes in which programmes are delivered that cater for the abilities of individuals. The school has a shared Headteacher and is part of the Huntly cluster with pupils moving on to The Gordon Schools. Analysis of the SIMD data shows that no child at Cairney School lives in an area of deprivation (deciles 1 and 2). Although we believe that all children are entitled to the best education and be the best they can be.

# Impact of our developments

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

|  |  |  |
| --- | --- | --- |
|  | | |
| **Key priority 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-2022)** |
| Improve assessment and moderation of attainment in listening and talking and improve attainment in mental maths | Staff meetings were used to work on Listening & Talking and how this could be accurately moderated, Early Level assessment was completed and work continues on the next two levels. Staffing was an issue so hindered any progress.  Mental Maths books were purchased and is now being tracked to assess attainment and progress. |  |
| To improve whole school wellbeing and resilience and promote good health by growing and cooking vegetables and working outdoors by improving the setting for both school and nursery. | For all staff and community to be involved and to continue on a yearly basis. Purchasing a Polycrub for the children, staff and community to use the whole year round, growing vegetables for cooking and passing on to the community. | Although we did use the grounds for growing some vegetables what we hoped to achieve couldn’t be done as the Polycrub couldn’t be purchased. We also used the outdoor area for learning activities and social time together around the fire pit. |
| To improve skills for learning, life and work and employability.  To build Stem and Coding through the curriculum and engage parents/carers in family learning.  Participate in new technologies and software and purchase hardware through PEF. | All staff and pupils were involved in choosing technology to be purchased and Mrs McLellan attended training in the use of them.  Contact was made with the local radio station and children wrote scripts and recorded themselves for the local radio station. | The technology was a great success and was used regularly within the class. The children grew confident in coding and using the green screen to display their work.  Their writing improved as they had a different outside audience to perform too and they enjoyed the recoding and listening to themselves on the radio.  Links with family learning still to be achieved |

# How good is our leadership and approach to improvement?

|  |
| --- |
| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: Good**  **(HGIOS?4/HGIOELC? 1-6 scale) 4** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a very positive ethos within Cairney School. All staff and all pupils can articulate the vision and values which are used daily in learning conversations. * The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and in the life of the school. * The school has a curriculum rationale in place ensuring it reflects the uniqueness of our community. * There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school. * Parents find staff approachable and are supportive of their concerns or ideas. * The monitoring of tracking and related conversations identifies next steps. The emphasis is on the quality of learning and teaching, aiming for clear links to quality indicators and improvement plan priorities. * QA calendar ensures focused attention on monitoring and evaluating learning and teaching and provides a focus for reflection and discussion on progress made. * Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified. * There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster. * Pupil voice used to identify areas of strength and development across the school. * There are opportunities for staff to take on leadership roles within Cairney School. * All staff at Cairney School know their children very well and are very much aware of the socio- economic context and rurality of the community. All staff continue to strive to ensure they are supportive and understanding of all families. * Staff engage with career long professional learning (CLPL) opportunities through Aberdeenshire Council (ALDO). Leadership roles are encouraged and taken on by a range of staff e.g. Science, Pupil Council, Organisation of Special Events, Numeracy development, staff development procedure (PRD) is implemented as per GTC guidance, and time allocated for staff to update and review professional learning. * Cairney School works effectively with schools within their cluster to identify common areas for improvement. * Cluster HTs engage in cluster capacity building activities to support leadership and   improvement.   * Parents and Carers consulted re PEF spending plan. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Cairney curriculum rationale was reviewed by all staff, parents and children in August 2019. Opportunities for parents/carers and community to review this were also provided through questionnaire. * You said, we did approach is used. * Social media is used effectively to seek opinion as well as showcasing our visible learning. * Newsletters provide regular opportunities for parents to be involved in the school. * Shared learning sessions are planned for each year which centre around aspects of the school improvement plan. * There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. * Whole School QA calendar clearly documents processes to review and improve schoolwork * CPD opportunities are linked to PRD and/or SQUIP. * Staff meeting minutes and CPD record linked to GTCS standards. * Pupil planning – KWL, mind showers and learning walls. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Work with Parent Council and Pupil Council to improve HGIOWS, collecting data and reviewing together. * To further develop our outdoors with new staff and build resilience into the curriculum for the children * To share our learning with families through the use of Seesaw and Learning journals as well as jotters sent home termly. * To work with our sister school to engage children from both schools in their learning and increase attainment * To develop staff confidence in using assessment data to inform planning and target setting for the children to ensure pace and challenge is maintained * Collate results from parent and pupil questionnaires to identify and a further action plan |

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

|  |
| --- |
| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: 4**  **(HGIOS?4/HGIOELC? 1-6 scale) Good** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The ethos of the school is warm, positive, nurturing and promotes mutually respectful relationships. All pupils are engaging well with new learning experiences and are eager to learn. * Achievements in and out of school celebrated through photos and script and displayed on the best wall. * Almost all pupils are involved in peer /self-assessment opportunities * Success criteria is used to support pupils in their learning, children are involved in co-constructing the success criteria with staff * Staff make effective use of questioning during learning and teaching experiences extending learning as appropriate * All pupils have regular opportunities to work individually, in pairs and in groups. * All learning experiences are planned to match pupils needs and abilities. * All staff know the pupils well and can identify potential learning barriers quickly. Evidence of impact of interventions is sought to identify next steps at staff meetings. * All staff have confidence in using a wide range of assessment data including standardised assessment results and staff can target support using the data and support pupils using professional judgement. * Termly tracking supports pupils progress in learning and whole school attainment * Digital technology is used to support learning across all levels * Children share their learning through the use of digital platforms, GLOW, Google Classroom and Teams * Pupils have the opportunity to lead learning and share their ideas, what they want to learn and resources they will use and how they will share their learning with others * Staff use a variety of assessment approaches to allow pupils to showcase their learning |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * All children have an iPad to create, show and demonstrate their learning * Learners use fortnightly targets in their maths, literacy and HWB to focus improvement and progress * Standardised assessment data shows year on year improvement in most areas of learning * Aberdeenshire frameworks and benchmarks are used regularly to inform planning and identify next steps to ensure progression throughout the school * Cairney School has an agreed assessment calendar which shares key areas of focus throughout the school year * PEF is used to support staff to enable planning for targeted children and overcome any barriers * Professional dialogue is ongoing throughout the year and meetings clearly marked in the WTA calendar which all staff have access too. * Facebook is used to promote everyday learning and achievements * QA procedures and written feedback from learning visits, pupil focus groups etc. with identified areas for development that are tracked * SNSA data is used and considered by all staff to inform next steps and support in children’s learning * Positive responses to annual questionnaire from stakeholders * Wider achievements displayed within school and on social media * Tracking documents, learning journals and children’s folders * Pupil groups working for the betterment of their school * Standardised assessment data * QA processes taking place with all staff throughout the school year * Aberdeenshire frameworks and benchmarks are used to inform planning and identify appropriate next steps ensuring progression in learning |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Increased evidence of appropriate pace and challenge to be monitored in the class due to new staff * Pupils to have the opportunity to lead their learning and share their ideas, they will focus on what and how they want to learn and the resources they can use. * Staff will work on moderation and assessment data to increase their confidence to support pupils in learning and teaching * Children will continue to use their chosen fortnightly targets to assess their own progress and learning * Embed the co-construction of success criteria within the class so children have a clear understanding of what success looks like * Evaluate children’s group to ensure that this work is having the desired impact, teamwork, DYW etc. * Reporting pupil improvements in learning will be highlighted to ensure children and parents are aware of their progress * Continue to familiarise staff for interrogation of assessment data to ensure progression in learning and teaching * Training for staff around assessment incorporating support from local authority QUAMSOs |

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

|  |
| --- |
| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Very good**  **(HGIOS?4/HGIOELC? 1-6 scale) 5** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * All staff at Cairney have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils. * All learners feel safe and secure. * All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. * High expectations of behaviour with incidents dealt with promptly and effectively. * All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues * All staff are clear on principles and processes in relation to GIRFEC. All pupils have an awareness of the wellbeing indicators and can discuss these appropriately * Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others. * The school tracks Health and Wellbeing through monitoring discussions as well as surveys carried out with pupils, parents and staff. * Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing * A range of universal supports are available in class. * Clear procedures are in place to identify, assess and plan for pupils with additional support needs. * All pupils have chronologies in place. This includes a particular area to record any incident of alleged bullying. * Termly tracking meetings with Headteacher, class teachers and PSA have a focus on pupils’ needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff. * Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. * Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Shared expectations in place across the school. Positive, supportive ethos throughout the school. * An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries and compliments. * Annual update of GIRFEC/Child protection training carried out. * Staff complete annual data protection, equalities and diversity training as provided by local authority * Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing. * SCARF resources used – The school use a three-year rolling programme for smaller schools. * Teachers plans * Effective partnerships are in place with local community groups and community officers, Bikeability. The school also operates a three-year rolling first aid * Targeted support is provided by class teachers, IPT staff, Pupil support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils. * Outside agencies such as school nurse and doctor are also involved with the consideration of targeted support for individual pupils. * Tracking of attendance indicates high levels of attendance for almost all pupils. * The cluster has a comprehensive transition programme run in partnership with cluster primaries and The Gordon Schools. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families. * Response to parental questionnaires. * Use of Worry Monster embedded in class for children to use privately |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Develop approaches to support resilience in the school * Continue to build capacity within the school as a team to ensure the needs of all pupils are met * Continue to monitor and review targeted interventions of pupils over time * Continue to embed whole school nurture approaches |

|  |
| --- |
| **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: Satisfactory**  **(HGIOS?4/HGIOELC? 1-6 scale) 3** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Support in place and targeted interventions for identified pupils are in place for those who need it * We can use the SNSA result to identify and target individual pupils * Pupil Equity Fund has been used to support Mental Maths, Outdoor Learning and Accelerated Reader which has had an impact on attainment * Cairney pupils are successful, confident and responsible. They contribute to the life and work of the school and their opinions are acted upon allowing them ownership of initiatives * The school has excellent attendance with no exclusion * Nursery transition to P1 is planned over several weeks and P7 transition is a week at the local secondary with visits from guidance teachers |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Overall school professional judgements of CFE levels show progress for all learners. * Universal support is present in the class with PSA support and termly support from ASL reviewed to ensure all resources are in place appropriately * All pupils involved in pupil groups, Pupil Council, Playground Leaders and Seed n Weed * Tracking of attendance is completed by HT * All pupils are encouraged to share their wider achievements * Cairney school engages in bi-annual cluster attainment review which allows for sharing of good practice and identify areas of development * Pupils have the opportunity to share their learning through Open Days and celebrations of work with parents * Facebook is used to share achievements and ongoing work in school as well as special days or visitors to the school |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to familiarise staff with the interrogation of SNSA data and embed the tracking and attainment over time to better support and challenge the children * Develop pupil leadership of learning to increase attainment, understanding skills relevant for their world of work * Continue to develop writing opportunities to increase children’s skills * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards |

# PEF 2022-2023

|  |  |
| --- | --- |
| **Identified gap**  Linked to barriers identified through analysis of data |  |
| **Expenditure** |  |
| **Expected outcomes**  What change do you want to see for learners? How much change? Who are the target group? By when |  |
| **Impact Measurements**  How will you know the change is an improvement? |  |

# Capacity for improvement

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

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

# Action plan 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [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 improve attainment**   * **In assessment and moderation** * **In learning & teaching** * **in writing and maths** | | | **Data/evidence informing priority: SNSA, Summative, formative and baseline Assessments, teacher judgement, sister school collaboration, tracking system, teacher/pupil engagement** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Ensure school tracking system is embedded and robust  Review current tracking ensuring staff can interrogate the data well and use for planning next steps, pace and challenge and progression for each child  Ensure there is differentiation within the class and supported pupils are working at their correct level  Consistent approach in assessment and moderation  Raise attainment by creating a consistent approach to the teaching of writing and maths  Effectively use the cycle of assessment, evaluation of progress, recording and reporting as an integral part of the teaching process to support and enhance learning  Tracking and monitoring meetings to ensure we are confident of children’s levels and can identify and place appropriate interventions  Staff able to analyse data from range of school and standardised assessments  Participate with Aberdeenshire’s Assessment and Moderation Team (QUAMSO) using the documentation and audit tool available with staff | | HT & PT  All staff involved in review of current practice  All staff  Cluster, HT, PT and staff  All staff to work with sister school  All staff  All staff and cluster | | Term 1  Using collegiate time and staff meetings as agreed through WTA | Staff able to assess progress of pupils  Increased attainment particularly supported children  Accurate assessment of pupils progress using data  Staff meetings as discussed in the QA calendar to monitor tracking  Improved confidence and consistent approach to moderation of levels  increase in attainment figures across all stages and ages and genders | |  |

# Action plan 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : To improve learning and teaching through the creative use of digital technologies** | | | **Data/evidence informing priority: ensuring that best use of devices are made to support learning and teaching in a meaningful way** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Set clear expectations around the use of devices to support learning and teaching  Ensure online safety is prioritised and staff and pupils have used 360 SafeScotland and signed internet safety permission  Teaching staff to participate in CLPL offered by LoveLearning team on GLOW  Staff to access Digilearn Scotland for training on GLOW  Ensure parents have up to date knowledge of digital learning in school and support learning/teaching if required and involved in discussions around the use of technology  Staff will familiarise themselves with the LoveLearning site on GLOW to access CLPL and digital resources  Ensure children’s learning is extended by fully utilising digital devices  Digital Technology to be used to track pupils progression effectively in the use of devices and apps  Ensure that the use of digital technology is a central consideration in the planning and delivery of learning  Emphasise on opportunities to use digital technology for assessment | | Staff and pupils  Staff and pupils  All staff  HT/PT/Staff  All staff  HT/PT/staff  All staff | | Term 1  Term 1/2  Term 2/3/4  Term 2/3/4  Term 2/3  Term 2/3/4  Term 2/3/4 | Safety will be a key feature across the school and pupils will be able to demonstrate verbally or pictorially their responsible use while online  Increased confidence in staff using the devices and technology within the class | |  |

# Action plan 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [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 develop and improve pupils leadership of learning** | | | **Data/evidence informing priority: QA class observations, engagement with pupil groups using HGIOS, pupil surveys completed HGIOwS** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Tracking and monitoring meetings with staff and children to ensure the children and ourselves know where we are in our learning and identify any support or challenges to put in place any appropriate interventions  Working with staff/ HT pupils given the opportunity to take on leadership of learning roles through student body group apply skills learned and lead their learning  Pupil group use challenge questions from HGIOwS to promote participation and understanding of their leaning  Embed learning conversations with pupils regarding their learning using their standardised tests | | All staff and pupils  All staff across 3 tracking meetings Nov, Feb, May  Teaching staff | | Term 2-4  Across 3 terms | Staff meetings using QA calendar to monitor tracking  Pupils groups meetings and surveys, collect and review responses  Increased attainment and confidence in supported pupils  Promote accurate assessments of pupils progress using teachers  Review communication and tracking with parents using survey/questionnaires | |  |

# Wider Achievements

# Memories are made of this:

**Wider Community Links**