



Fraserburgh South Park School

Standards & Quality Report 2022 - 2023 & School Improvement Planning 2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-23 and our School Improvement plan for the current 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 South Park 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 South Park Primary School, we continue to be committed to working closely with our community and all 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.

Miss Carol Irvine

Head Teacher

The School and its context

Our Vision

To provide a safe, happy, caring environment in which everyone can achieve their full potential. We strive to ensure that our children become:

- **Successful Learners** – we think about new ideas and do the best we can.
- **Responsible Citizens** – we take part in making decisions and have respect for other people.
- **Effective Contributors** – we can think of new ideas for ourselves and be enterprising.
- **Confident Individuals** – we are healthy, both physically and mentally, happy and look forward to the future.

Our Values

South Park School is a safe and friendly environment, inclusive to all. We believe in mutual respect and trust in order to create a positive learning environment.

Our Aims

The purpose of our curriculum is to ensure that all children develop their knowledge, skills and attributes across all curricular areas. It enables them to achieve success in learning and prepares them effectively for life and work.

Context

South Park Primary School and Nursery is an open plan school with 4 separate teaching areas. Each area then has a minimum of 4 open plan teaching areas within it. We have 14 primary classes plus a nursery that can take 64 pupils in total and is open from 8-6, term time. We have a leadership team consisting of a Head Teacher, two Depute Head Teachers and a Principal Teacher. There is a Senior Practitioner in the Nursery who also works closely with the leadership team. In addition to our primary teachers, we have primary specialists delivering science and art.

South Park is a very inclusive school that strives to meet the needs of all children. Engagement in self-evaluation is embedded within the school. The whole school community embraces change, views it positively, and ensures it is implemented effectively through regular evaluation and review. South Park utilises the resources available within our community well. We have strong and ongoing links with community sport providers, local care homes and many local businesses. We regularly make use of our local surroundings as a learning environment.

Analysis of the SIMD data shows that an extremely small minority of children live in an area of deprivation (deciles 1 and 2). Most of our children live in deciles 7-10. Although we have an extremely small minority of children identified as living in poverty, through being in decile 1 and 2, we have identified children from throughout the school that would benefit from additional support to ensure they achieve their full potential.

Approximately 8% of our school receive free school meals and 7% of our school have English as an Additional Language.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>To improve, learning teaching and assessment (FEEDBACK, PLAY PEDAGOGY & POLICY).</p>	<p>Impact coaches trained staff on feedback approaches linked specifically to writing. Impact coaches trained staff on making use of reflective rattlesnake time across the curriculum. Learning pits have been created in each classroom and staff training has been undertaken on how to use these during the learning process.</p> <p>All staff training on play pedagogy. Shared approach to play agreed from Nursery to P3. Early level play sway created for our approach.</p> <p>Impact coaches finalised the South Park Way for learning, teaching and assessment.</p> <p>Profiling approaches moderated and agreed whole school way forward.</p>	<p>Pupils are more aware of their next steps in their learning, specifically in writing. Learning ladders are embedded in every day teaching practice and pupils use these to provide challenge. Clear language of learning used across the whole school to discuss progress. Whole school approach to reflective rattlesnake time agreed and most pupils are able to talk about their learning and skills confidently. The majority of pupils can talk about the learning process, using the learning pits in their classroom to support their understanding and the learning process.</p> <p>High quality observations are taking place during play from nursery to P3. Observations are being used to plan high quality learning experiences. The majority of pupils are able to talk about what they are learning and what they want to learn. Some children are beginning to talk about the skills they are developing through play.</p> <p>All staff have an understanding of our approach to learning, teaching and assessment. Almost all staff exemplify the LTA policy in practice. Glow Blogs have been implemented from P4-7 as a profiling tool. All pupils are able to reflect on their learning using the dispositions and learning ladders to support this.</p>
<p>To improve our approaches to teaching literacy, ensuring support for all learners.</p>	<p>TalkBoost groups ongoing with pre and post assessments for Nursery to P3 pupils. TalkBoost 2 training held for P4-7 staff.</p> <p>Pupil friendly progression ladders used to support the teaching of literacy. Whole school reading ages taken twice yearly and analysed to support teacher judgement.</p> <p>Materials purchased to support the teaching of literacy, and specifically provide support for pupils who are not on track in their learning. Trailing these materials to then devise whole school progression.</p>	<p>TalkBoost pre and post data showing improvement when TalkBoost intervention implemented across Nursery to P7.</p> <p>Pupils are able to talk about what step they are on for literacy, using our pupil friendly progression ladders. Clear language of learning across the school, ensuring support and challenge. Reading data is much more accurate due to reading ages, and is moderated across the school.</p> <p>Improved support implemented for literacy, by using new resources to support pupils make progress in their learning. PEF plans indicate the supports in place and pre and post data show the progress learners are making.</p>
<p>To improve leadership opportunities across the school.</p>	<p>Learning buddies to support pupils in their learning implemented across the school. Bletherbox used to gather pupil voice. Pupil parliament support school improvements.</p>	<p>Pupil leadership opportunities for P5-7 pupils developing skills for learning, life and work. Pupil voice is strong across the school. Pupils feel they have a say in their learning and our areas for development.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

How well are you doing?

What's working well for your learners?

There is a very positive ethos at South Park Primary School.

The school has a clear vision, values and aims which all stakeholders have been involved in creating. All staff can articulate the vision and values of South Park School, which is encompassed within our South Park Way. The vision and values are in line with GIRFEC and the UNCRC and are embedded within our curriculum rationale, curriculum maps and life of the school.

The school has a clear curriculum rationale in place, reflecting the uniqueness of our community. All stakeholders are aware of our rationale.

We have fully embedded self-evaluation processes which involve all stakeholders, to ensure they have ongoing opportunities to contribute to the life of the school and our improvements.

All staff are effectively involved in school improvement planning drawing on a wide range of opportunities to contribute to the improvement process.

Staff take on leadership roles to be the driving force on key improvement priorities. These staff become the main point of contact for staff who require further support or advice on best practice.

Pupils can talk about our learner dispositions and are beginning to be able to reflect on these during reflective rattlesnake time and profiling. The majority of our pupils are beginning to be able to talk about the skills they are developing. Pupils can talk about where they are at in their learning and the majority of pupils are able to talk about what the next step in their learning is.

Pupils are beginning to demonstrate an understanding of the process of learning, by the use of learning pits in each classroom.

Our qualities of what a good learner looks like are embedded into the life of the school through assemblies, recognition boards and the South Park Way.

South Park School has robust quality assurance processes to ensure there is a focus on monitoring and evaluating learning and teaching. All classes are observed regularly, peer observations are planned for and there is a clear consistency in practice across the school.

Regular CPD opportunities are provided for all staff to access and are clearly linked to improvement planning, next steps and self-evaluation. Staff voice on the pace of change, time required for developments, is listened to and acted upon. There is effective collegiate working and staff work very well collegiately, taking on board new ideas and supporting each other.

We have well established processes for practitioner enquiry when introducing changes. Staff have engaged well in taking pre and post data when implementing changes, for example in feedback and in learning pits.

Staff have engaged in moderation activities, using the moderation toolkit and resources from Education Scotland.

Pupil voice is used to identify areas of strength and developments across the school through pupil parliament and the Bletherbox.

All staff at South Park School know our children well and are increasingly aware of the socio-economic context of the community. All staff are supportive and understanding of all families.

Professional Reviews and Developments, as well as Personal Performance Plan Reviews take place with all staff annually, taking into account the development needs of individuals and of the school.

Digital leaders and learning buddies take on leadership roles in supporting younger pupils in their learning and staff with digital technology.

PSAs have taken on a leadership role in delivering the TalkBoost programme to targeted groups of children.

How do you know?

What evidence do you have of positive impact on learners?

The South Park Way is embedded into the life of the school in most classrooms. Fortnightly assemblies focus on the South Park Way, showcasing staff and pupils who have demonstrated qualities embedded within the South

Park Way. Focus areas are identified for future weeks and are consistently praised across the school through house points and the recognition boards.

The South Park Way is revisited at the start of each year with classes and with staff.

Pupils can talk about the learner dispositions, the skills within each and how they evidence these skills throughout their learning.

Pupils can talk about the learning process and what tools they can use to help them in their learning.

Staff self-evaluation indicates that the school is well led, staff are involved in self-evaluation, priorities are acted upon in a timely manner and change is managed well.

Pupils contribute their ideas through eForms, the Bletherbox and pupil focus groups. They feel like they have their say on how to improve the school.

The pupil parliament gathers pupil voice and is beginning to lead changes.

Parent monthly surveys within the newsletter is facilitating a You Said We Did approach.

Our collegiate calendar is updated based on staff ongoing self-evaluation of progress.

Staff have worked collegiately in Nursery to P4 to enhance play pedagogy and ensure observations directly inform planning, taking account of pupil voice.

SLT analyse data that we gather from self-evaluation and use this to inform next steps. This is shared with stakeholders.

Pre and post data is gathered by staff when implementing a change, for example feedback and learning pits.

We share success at assemblies, showing those who have been successful in their learning, having a positive impact on pupils.

Parent Council and PTA are used to gather views of parents and feedback is acted upon.

There is a clear ethos of professional engagement and collegiate working from all staff. An annual calendar of staff meetings is devised and clearly linked to the school improvement plan. Staff regularly engage in the QI to review progress and identify next steps.

What are you going to do now?
What are your improvement priorities in this area?

Profiles – embed our finalised profile guidance, including using the ladders in profiles, skills progression tracker, reflecting on dispositions and Shanarri.

Pupil Parliament – raise the profile of the pupil parliament so all pupils are aware of their role. Ensure pupils are aware of how they are having a say in how we learn in school.

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

How well are you doing?
What's working well for your learners?

The ethos of Fraserburgh South Park School is warm, positive and nurturing, promoting mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. Almost all staff place learners' wellbeing as a high priority.

All staff know learners very well and identify barriers quickly. Staff liaise with ASL, SLT to ensure that the right support can be given to learners at the right time. Learners are provided with experiences that meet their developmental needs.

Regular ASL meetings ensure that there is a clear focused plan on supporting individuals.

Learners' views are sought, valued and acted upon.

Almost all staff make good and consistent use of learning intentions, success criteria and feedback to ensure learners know how to improve. Reflective rattlesnake time is embedded across the school to allow learners time to act on feedback and improve in their learning.

Most learners are beginning to develop an increasingly accurate understanding of their learning needs and be able to speak about their strengths and next steps.

Pupil friendly progression ladders are used to support children in knowing where they are at, where they are going and how they will get there.

The majority of our learners are achieving within or above the expected levels for their ages and stage.

Pupils from Nursery to P4 are having opportunities to lead their learning through our adapted approaches to play based learning. Responsive planning is now embedded at these stages. High quality observations ensure that opportunities are well matched to interests and curriculum.

Staff use a wide range of assessment tools and approaches to ensure learner needs are being met, and to demonstrate progress in learning. Almost all staff have confidence in using a wide range of data to support assessment and identification of progress.

SLT Teachers use assessment data effectively to plan next steps.

Standardised assessments are undertaken at key stages, the data analysed with staff and next steps identified.

Standardised assessment of reading has been implemented across P2-P7 to support teacher judgement. Data has been analysed and further assessment taken to identify next steps and pupils who require further challenge.

Pre and post assessments are used to ensure children are appropriately supported and challenged in maths.

Termly tracking meetings take place and the format has been updated to include specific conversations about PEF identified children and children who are considered quick wins. Evidence of the impact of these interventions are recorded and discussed.

Homework previews on google classroom fortnightly, show parents what their children are learning, and how they can be supported.

Sharing the learning events support parents to gain an understanding of how their child is progressing.

Our whole school approach for learning, teaching and assessment has been finalised.

Profiling processes from Nursery to P7 are in place for nursery to P7, linking to reflective rattlesnake time during play.

Class assemblies showcase what children have been learning with their parents and carers.

We develop skills for learning, life and work through our skills progression, NESCOL links, business links, genius hour, children's university and living streets.

How do you know?

What evidence do you have of positive impact on learners?

Quality assurance processes take place throughout the year, with the data being collated, analysed and fed back to staff. This highlights areas of good practice and possible next steps.

Impact coaches have created the South Park Way for learning, teaching and assessment. This includes our shared approaches to learning intentions, success criteria and feedback. It shares examples of good practice, our shared language, and expectations.

Pupil, staff and parent surveys show that we have a warm, positive nurturing school with mutually respectful relationships.

Staff show a proactive nature to ensuring progress and achievement. They liaise with ASL, SLT, SALT, PSW etc to ensure the right support is sought for their pupils. This is evidenced in our referral system and our attainment meetings.

Our attainment reviews and PEF plans demonstrate that barriers to learning are identified and acted upon.

Peer observations, SLT observations, pupil feedback groups and moderation activities show that learning intentions and success criteria is successfully used in classrooms.

Play observations in Nursery to P3 demonstrate pupil engagement and involvement in learning and demonstrates responsive planning to their developmental needs and interests. Play is well planned taking account of pupil needs and adult directed activities.

Flexible groupings in maths demonstrate that pupils are being appropriately challenged. Pupils can chose which step they work on.

Participation and engagement trackers are completed three times yearly.

Authority planning progression frameworks are used consistently across the school for literacy, numeracy and health and wellbeing.

National benchmarks and local frameworks are used to support professional judgements alongside other standardised data.

South Park has an agreed assessment calendar which shows key areas of focus throughout the year.

Data is analysed by SLT staff, including using comparative data, PowerBi, attainment trackers, to identify common trends, next steps and areas of strength.

Digital technology is used more consistently in classes to enhance creativity and ensure support.

Pupil focus groups, pupil parliament, P7 House Captains, Bletcherbox all gather and share pupil voice.

What are you going to do now?
What are your improvement priorities in this area?

Review planning formats for other curricular areas. (science, expressive arts)
Streamline our year plan, curriculum maps, bundles so they are more cohesive.
Develop a whole school approach to outdoor learning.
Create marking expectations for school and parents. Create jotter expectations for school and parents.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 4

How well are you doing?
What's working well for your learners?

All staff at South Park School have a good knowledge of learners, families and their community. There is a supportive ethos across the school for all pupils.
We are fully committed to ensuring everyone is treated with equity and respect. Staff build up positive relationships with pupils, which in turn ensures we can identify the correct support for individuals and families. We have a whole school approach to restorative behaviour. This is underpinned by the UNCR. Behaviour is dealt with promptly and effectively by the staff team.
All staff are clear on policies and procedures for child protection. Staff are very vigilant and promptly highlight any concerns and respond to issues. We follow the authority child protection calendar to ensure all staff in all roles are appropriately trained.
All staff are clear on the principals and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss the meaning of these in their lives.
Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop respect for all, and its regularly reviewed.
Our whole school year planner as well as our curriculum year planners ensure experiences that children receive are diverse, encouraging diversity, supporting wellbeing and accepting all faiths. We celebrate differences, at assemblies, and events are also embedded in our curriculum maps, bundles, and calendar.
A range of universal supports are in place in class. The South Park learning and teaching approach indicates the additional supports that are available.
We follow clear GIRFEC processes, ensuring we get to know pupils with additional support needs, they are well supported through planning meetings, IEPs and Child's Plans. We work closely with wider agencies to ensure this. Risk assessments are created for individuals and regularly reviewed.
Pastoral notes is used to record incidents.
Termly tracking meetings focus on the support for pupils and targets are set and regularly reviewed.
Class teachers work with ASL staff to plan targeted interventions. ASL teachers offer support for pupils, staff and parents.
The school laisses with educational psychology, speech therapy, pupil support workers and health professionals to ensure we are meeting the needs of our pupils.
Transition programmes are well established for Nursery and P1, as well as transition throughout the school.
Transition meetings for children with significant ASN are held annually with the current teacher and next years' teacher.

How do you know?
What evidence do you have of positive impact on learners?

There are shared expectations in place across the school, a positive supportive ethos throughout the school and we promote the rights across the curriculum.

There is an open-door policy for all comments and queries and ongoing systems in place to gather the views and opinions of parents.

All staff are trained annually in GIRFEC and child protection with reminders set throughout the year of changes in procedure. Staff follow training on the authority calendar as appropriate for their job role.

Staff complete annual data protection training equality and diversity training provided by the local authority.

Updated health and wellbeing resources are used to support our health and wellbeing programme.

We have a clear approach to ensuring sustainability is embedded in our curriculum through our genius hour and curriculum maps.

We have an effective partnership with NESCOL which delivers science and environmental science to targeted year groups.

We have learning toolkits in class to support children with specific difficulties.

Single agency and multi-agency meetings take place involving all stakeholders to support individuals. Educational psychologists work formally and informally with the school to support staff in supporting pupils.

Pupil support staff are deployed in line with the need of the pupils in the class. This is reviewed regularly.

The head teacher meets regularly with additional support for learning staff to plan the effective use of their time. This is reviewed regularly. Teaching staff/ASL evaluate the impact of interventions by ASL teachers as part of termly reviews.

Staff visit partner providers within the community to support transition within the early years. We have a programme of visits which ensures a smooth transition within early years. We have clear transition paperwork to ensure that learning needs are met at key transition stages, and this is adapted regularly.

The wellbeing indicators are shared at assembly and linked to ongoing developments.

Our blether box consulted pupils on how we met their wellbeing within school.

Our South Park approaches to equity and a document explaining our socio-economic context was created and shared with all staff. This is referred to during attainment meetings and planning meetings.

Our breakfast club supports us to improve children's attendance and ensure a positive start to the day for targeted individuals.

Pupil support staff work one to one with children and in small groups to support their health and wellbeing.

The LIAM programme is delivered to support children with anxiety.

What are you going to do now?
What are your improvement priorities in this area?

Implement the circle resource as per authority guidelines.
 Attend cluster nurture training.

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?

There is a positive picture of attainment for South Park Primary School. The majority of pupils are attaining expected levels. A few children exceed expected levels.

Universal supports and targeted interventions are in place for literacy, numeracy and health and wellbeing.

We have a robust tracking, monitoring and reporting system in place which is discussed four times yearly with staff at attainment meetings. SLT analyse whole school data, identifying key next steps, areas of focus, then meet with staff individually to look at data class by class. At attainment meetings next steps are clearly identified and planned for. Interventions are reviewed regularly.

All staff have a good understanding of the expected standards in literacy and numeracy through using set frameworks of progression and the benchmarks.

Pupil equity funding has been used to support a breakfast club to improve attendance, purchase TalkBoost to enhance talking and listening, to improving specific interventions linked to literacy and to fund a PSA to support literacy.

Attainment in literacy and numeracy is an ongoing priority.

South Park pupils are confident and responsible. They contribute effectively to the life of the school. Pupil voice is a growing part of our self-evaluation.
Achievements are recognised and shared across the school.
Attendance is generally high, exclusion rates are zero, and inclusion is successful and well supported in school. Attendance is monitored closely and acted upon promptly.
SLT and ASL liaise regularly with teaching staff to act upon barriers identified.
Homework previews have been devised to support attainment.
We celebrate wider achievements on non-uniform days.
Knowing our profile document is updated regularly with information on children living in poverty.

How do you know?

What evidence do you have of positive impact on learners?

Overall, our professional judgements of CFE levels show good progress for the majority of our learners. Our tracking and monitoring process shows that a number of pupils are exceeding expectation in both literacy and numeracy. We continue to ensure challenge for all pupils.
Our universal support document indicates all the supports and assessment tools available. These are used to support pupils.
Learning toolkits are in the classroom to support children with literacy difficulties/organisational difficulties.
Our tracking, monitoring, and reporting system is regularly updated, and the information analysed by SLT.
Our PEF pupils are tracked through the tracking and monitoring system as well as through attainment reviews and through their individual PEF plans.
Impact coaches have delivered training to staff to share approaches to feedback and reflective rattlesnake time to ensure children know where they are at in their learning, know their next steps and know how to get there. Our impact coaches have led this development. Pre and post data has shown that pupils are beginning to understand the learning process and how the learning pit can support them in their learning.
Our breakfast club is a support for children who have difficulty settling at school and for those who require support to improve attendance.
All pupils are involved in genius hour which ensure that they are all experiences wider opportunities.
We track wider achievements and target opportunities that arise in school, to children who have limited experiences out with school. Wonder club provides experiences for those who lack wider opportunities.
Pupil leadership opportunities arise through learning buddies, playground buddies, digital leaders and pupil parliament.
Assemblies are used to celebrate successes of pupils and staff.
Active schools run multiple lunchtime clubs and after school clubs in school regularly.

What are you going to do now?

What are your improvement priorities in this area?

Review whole school approach to the teaching of reading.
Maintain focus on the use of learning ladders, feedback, learning pits and reflective rattlesnake time.
Revisit learning, teaching and assessment approaches regularly to ensure consistency.

PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p><u>Reading attainment</u> Through analysis of data, our reading attainment is an area of concern. In Primary 4 and 7 our pupils are achieving ahead of national statistics. In Primary 1, 52.8% of our pupils are achieving Early Level, compared to the 77% at a national level. We need to look at three specific areas:</p> <ul style="list-style-type: none"> • The teaching of reading at Early Level, into First Level • Ensuring consistency of approaches across the school • Moderation of reading to ensure our data is accurate across the school
<p>Expenditure</p>	<p>£36750 PSA to run targeted intervention groups in school (literacy focused) Parent targeted intervention groups to support literacy development at home</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Increase reading attainment at Primary 1 & 2</p> <ul style="list-style-type: none"> • Ensure a consistent approach to early reading skills in P1 and P2 • Engage parents in how to support early literacy development through targeted workshops. • Increase challenge in P1 & 2 in early reading skills • Ensure blending practice from day 1 in P1 • Renew common words approach using highland literacy resources
<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Session 2022-23 P1 attainment was 52.8% achievement in reading. Increase this to 70%</p>

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

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>		<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p>Priority 1 : To improve learning, teaching and assessment.</p>			<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Feedback from HMIE Staff discussion after Shirley Clarke presentation on learning, teaching and assessment 		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	Behind Schedule
1. Review curriculum maps, whole school curriculum overview to try and have a more streamlined approach.	SLT	Term 1	Staff feedback on curriculum design principles. Frameworks implemented.		
2. Review progression frameworks for other curricular areas to ensure coverage of skills and learning.	SLT & staff	Term 1	Outdoor learning plan implemented and in weekly plans.		
3. Develop a whole school approach for outdoor learning from Nursery to P7.	SLT & staff	Term 4	Consistency across classes.		
4. Revisit key themes in visible learning, to ensure consistency: learning pits, feedback, reflective rattlesnake time.	Impact Coaches	Ongoing	Pupil Parliament minutes.		
5. Ensure the pupil parliament has their say on how to improve learning in school.	HT	Ongoing	Profiles.		
6. Embed profiling guidance, to include skill progression tracker.	DHT	Term 2			

Action plan 2

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To improve our approach to inclusion and ensure consistency.</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Feedback from EP on common themes coming up at informal consultations. Authority roll out of Circle Resource. 			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>1. Deliver staff training on Circle Resource</p> <p>2. Attend whole school nurture training with cluster. Gather pre data from staff, pupils, and parents, then gather post data. Create action plan after training.</p>	<p>HT</p> <p>EP/SLT</p>	<p>Term 2</p> <p>Term 1-4</p>	<p>Pre/Post evaluation data gathered.</p> <p>Pre/Post data gathered.</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the center of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity</p> <p>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</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To improve attainment in reading in Primary 1 & 2.</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Attainment data from P1 & 2 in session 2022/23 Staff discussion on early literacy skills Feedback from QIV on resources used to teach reading skills. 			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ol style="list-style-type: none"> Review our approach to the teaching of reading in Early Level & into First Level. Consistency of approaches across the school. Parent workshops to support blending Early – First Level (engaging parents). Ensuring appropriate challenge at Early Level. Use of PM Benchmarking kit to support teacher judgement. Moderation of reading, across the school. 	<p>SLT</p>	<p>Term 1-4</p>	<p>Reading data in term 4.</p>	