



**King Edward Primary 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 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 King Edward 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 King Edward 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.

Audrey Clark

Head Teacher

## School Vision and Values

At King Edward School we have a School Vision with a clear set of School Values based on the shared values and aims of the whole school community. We strive to have pupils, staff and parents who feel happy and safe within a stimulating learning community that supports the development of the whole child/person and where everyone aspires to be the best that they can. The values that underpin our whole school approach are respect, responsibility, friendship and hard work.

Our School Values are at the heart of everything that we do –

### Respect

- Respect Ourselves
- Respect Others
- Respect our School
- Respect our Community and Environment

### Responsibility

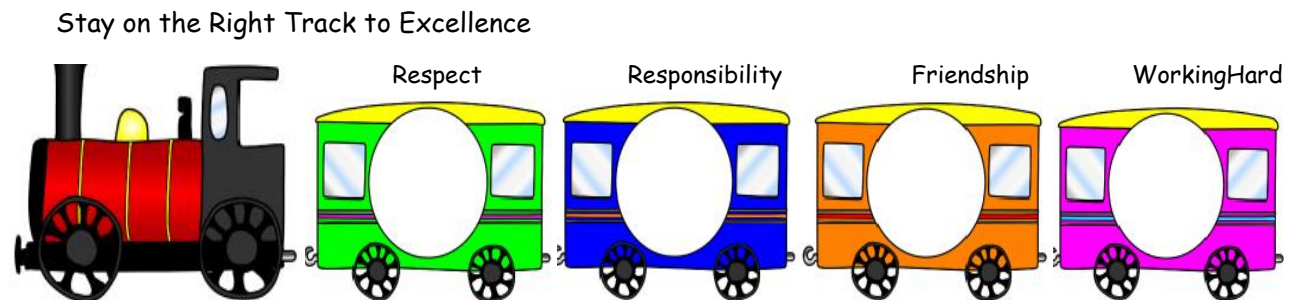
- Behave Well
- Have Good Manners
- Be honest and trustworthy

### Friendship

- Be Fair
- Work Together
- Be Understanding
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### Working Hard

- Do Your Best
- Challenge Yourself
- Aim High



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

It is our aim that this Vision and set of Values can be delivered through a carefully thought out Curriculum which develops the four capacities of a Curriculum for Excellence, ensuring that all children develop the attributes, knowledge and skills they will need to achieve their best in life, learning and work and takes the children's interests into consideration -

Children will be able to demonstrate the four capacities to become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Children will learn through and activities will be based on the four contexts for Learning

- Life and Ethos of the School as a Community
- Curriculum Areas and Subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

The Curriculum will link clearly with and reflect the Principles of Curriculum Design

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Challenge and Enjoyment
- Coherence
- Relevance

The Curriculum will provide opportunities for children to develop Skills for Learning, Life and Work – transferable skills, skills for life and skills for work. Skills to be developed and assessed are identified within Cross Curricular Contexts, IDL opportunities and are embedded into progressions within all curricular areas.

## 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)
<b>To Improve our Strategic Planning for Continuous Improvement and Change</b>	<ul style="list-style-type: none"><li>• Reviewed and promoted our Curriculum Rationale with all stakeholders and throughout our community following further engagement with Education Scotland and colleagues throughout Scotland.</li><li>• Raised the level of engagement of parents/carers when seeking feedback and opinion by introducing the Fortnightly Feedback initiative based on 'How Good is OUR School'.</li><li>• Gathered regular pupil feedback through various vehicles (including focus groups) on questions from 'How Good is OUR School'.</li><li>• Degrees of Participation Audit completed and on-going</li><li>• Classroom observations reintroduced following the easing of Covid19 restrictions.</li><li>• A robust three-year cycle has been implemented to ensure all aspects of HGIOs is considered when evaluating and improving practice.</li><li>• Head Teacher re-engaged with the self-improving school partnership with two other schools outside Turriff Cluster.</li></ul>	<ul style="list-style-type: none"><li>• All staff, almost all parents/carers and learners and some members of our community understand the rationale behind our Curriculum</li><li>• All Feedback Fortnight and focus group feedback and opinion is shared via the Newsletter on OOR SCHOOL notice board and considered and included in our Improvement Priorities for 2022-2023</li><li>• All Learners are regularly engaging with HGIOURS, planning activities to promote pupil participation, and gathering feedback and opinion</li><li>• All aspects of HGIOS will be considered over a three-year cycle as part of School Improvement</li></ul>

<p><b>Improve Learning, quality of teaching and Moderation as well as to ensure the effective use of Assessment to raise attainment</b></p>	<ul style="list-style-type: none"> <li>• Staff used the ‘Assessment and Moderation’ Aberdeenshire resource work to revisit aspects of assessment and moderation and further develop a shared understanding of expected standards through a series of activities and workshops – Learning Intentions, Success Criteria, Moderation and Feedback.</li> <li>• HT engaged in the QUAMSO programme run in partnership between Aberdeenshire Council and Education Scotland. Course content covered – policy context, digital moderation, role of the QUAMSO, Moderation Cycle, review of own moderation material and key principles of assessment, evidencing progress through and achievement of a level.</li> <li>• An assessment calendar was developed and agreed.</li> <li>• Staff continued to engage in relevant digital learning CLPL and shared skills with our learners – app training with the ESO, Apple Educator training and recording a radio broadcast.</li> <li>• Staff began to develop and implement a responsive play pedagogy approach, in P1 in partnership with Cluster colleagues, Aberdeenshire ESOs and EYPs, experts in the industry, Education Scotland and Northern Alliance colleagues.</li> <li>• New staff members were supported with professional development of resources through multiple mentoring and CPLP sessions both in school and across the Cluster – 1 + 2 (Power Language Platform, Aberdeenshire Primary Language Portal and Northern Alliance Professional Learning Hub), Numeracy (Number Sense, Mastery Maths and Numicon), Emerging Literacy, RSHP and Wrap Around Spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff understand how to construct effective Learning Objectives and Success Criteria</li> <li>• All teaching staff understand how to give quality feedback that is effective to learners</li> <li>• All teaching staff are clear as to when and what to assess</li> <li>• A play pedagogy approach has been implemented in P1, resourced and classroom rearranged</li> <li>• New staff successfully used 1 + 2 (Power Language Platform, Aberdeenshire Primary Language Portal and Northern Alliance Professional Learning Hub), Numeracy (Number Sense, Mastery Maths and Numicon), Emerging Literacy, RSHP and Wrap Around Spelling</li> </ul>
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<p><b>Partnership Working to improve Wellbeing, Equality and Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Engaged with UNCRC by joining the 'Rights Respecting Schools' Award scheme</li> <li>• Established a pupil participation group</li> <li>• All teaching staff engaged with Education Scotland resources and sessions run by the ESO on pupil participation</li> <li>• All Staff engaged with a learning pack from 'Beacon House' – on becoming trauma informed</li> </ul>	<ul style="list-style-type: none"> <li>• All staff, learners, parents and carers are aware of the UNCRC</li> <li>• All teaching staff and almost all learners understand the UNCRC</li> <li>• All staff have an awareness of how trauma can affect us</li> </ul>
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## 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, warm ethos within King Edward School built on mutually respectful relationships.
- All staff are committed to promote our vision and values and almost all pupils can articulate the vision and values. Our vision and values are used daily in learning conversations throughout the school and are embedded in the life of the school.
- We reviewed, updated, and promoted our Curriculum Rationale and produced a child friendly graphic in 2022 to ensure it reflects the uniqueness of our community. We did this in consultation with our whole school community, so all stakeholders have an awareness of it.
- There are effective mechanisms in place to ensure that all families are consulted in the life and work of the school. Improvements are identified through discussion and feedback, considering wider objectives, Cluster trends and National advice.
- All staff are effectively involved in school improvement planning, drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps. As a small staff we are constantly involved in professional dialogue and reflection. We reflect on and share all feedback we receive, making changes where necessary.
- We have a robust quality assurance process to ensure there is focussed attention on monitoring and evaluating learning and teaching and identified priorities. Classroom observations resumed in February 2022 and all classes are observed regularly.
- The school engages with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching.
- There is an ethos of professional engagement and collegiate working from all staff.
- Regular CPD opportunities are provided for all staff, linked to the identified improvements and next steps.
- There are opportunities for all staff to engage in moderation practices both within our own school and across the Cluster.
- Pupil Participation is used to identify areas of strength and development across the school. There are many opportunities in place for pupils to ensure their voice is heard, to contribute to school life and take forward improvement.
- All staff take on Leadership and responsibility roles within school.
- All staff at King Edward school know the children very well and strive to ensure that they are supportive and understanding of all families.
- Professional Review and Development and Personal Performance Plan meetings are held annually with all staff and consider personal development needs and school improvement priorities. Targets are agreed to improve outcomes.
- King Edward School works effectively within their Cluster and mini-Cluster to identify common areas for improvement and deliver relevant CLPL opportunities to drive forward improvement.
- King Edward School is involved in a self-improving trio with other schools in Aberdeenshire, outside of the local Cluster.
- All parents who responded feel that staff really know their child as an individual and supports them well.
- All parents who responded feel that the school is well led.



## How do you know?

### What evidence do you have of positive impact on learners?

- Stakeholders regularly comment and compliment us on our positive ethos, we record this in our 'Compliments and Good News' book.
- Our vision and values were developed and embedded as part of a whole school project in 2015. A competition was held with pupils creating a train graphic to illustrate them – 'Staying on the Right Track to Excellence'. All stakeholders were consulted during a full review of the vision and values in 2019 and updates were made. The vision and values are referred to everyday in school, through the 'Secret Student' and 'Caught on Track' initiatives, annual Assemblies and our train graphic is used in all our correspondence.
- Our Curriculum Rationale was reviewed, updated and promoted developed following a consultation with all stakeholders in 2022.
- Our Standards and Quality Report and School Improvement Plan is shared with all staff, learners and school community.
- We have a 'You Said, We Did' approach to feedback from our stakeholders and this is celebrated via our 'You Said, We Did' notice board and via our Newsletter and Social Media.
- Weekly Newsletters, Open Afternoons, Parent Appointments, Parent Forum, Social Media, 'SeeSaw' provide regular opportunities for parents to be involved in the life of the school and to seek opinion, for example identifying priorities for 2022-2023, feedback on identified improvements 2021-2022, feedback on our Pupil Equity Funding initiatives, feedback to identify where Pupil Equity Funding could be targeted, challenge questions from HIOURS through 'Feedback Fortnight'.
- All pupils involved in Pupil Participation Groups - Eco Schools, Rights Respecting Schools and focus groups (engaging regularly with HGIOURS) to ensure pupil participation. Information is also gathered through the 'Graffiti Wall'.
- All Staff are committed to self-evaluation, this goes towards identifying our strengths and next steps. All Staff regularly engage with the HGIOs 4 Quality Indicators, reflecting on features of highly effective practice and challenge questions and the Improvement Plan, to review practice/plan next steps.
- The school has a clear three-year cycle to ensure all aspects of HGIOs is considered when evaluation and improving practice.
- There is an ethos of professional engagement and collegiate working from all staff. There is an annual calendar of quality assurance, staff meetings and curriculum development activities issued, linked to the school improvement plan.
- The HT conducts focussed monitoring of planning, pupil tracking, classroom practice, learner's work and 'SeeSaw' journals and gives both written and verbal feedback, through professional discussions, designed to have an impact on the quality of learning and teaching.
- The Fortnightly Feedback initiative was introduced to engage our stakeholders in regular feedback based on 'How Good Is OUR School' to gather feedback to help inform our next steps and identify strengths and improvements.
- HT is a member of the Numeracy and Cluster Raising Attainment Steering Groups, a Numeracy Ambassador and Interim Chair of the Primary Head Teacher Council.
- All Staff willing to take on extra responsibilities and leadership roles – Eco School, Outdoor Learning, First Aid, Bikeability, Rights Respecting Schools.
- Staff engage in regular moderation both in school and across the Cluster.
- With two other schools' opportunities have been provided to engage in self-evaluation of our SQUIPs and QI quality levels.

## What are you going to do now?

### What are your improvement priorities in this area?

- Introduce peer observations both in school, across the stages and Cluster.
- Re-engage with the self-improving school partnership with two other schools outside Turriff Cluster – engage in VSE activities

## 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 nurturing ethos at King Edward School has been highlighted as one of the factors that makes us unique. The ethos is warm, positive and friendly, promoting mutually respectful relationships. Almost all pupils engage well with learning experiences, always eager to learn, motivated and involved and are increasingly more independent in their learning.
- Children are grouped appropriately within the multi-composite classes to ensure that they are working at the matched level, appropriate pace and being challenged. This sometimes means that children work with older year groups or on their own and all learning experiences are planned to match pupil needs and abilities. The children have regular opportunities to work individually, in pairs and in groups, both within their own class and with the other class.
- There are opportunities for children to lead learning and share their ideas on what they want to learn and how they present it.
- Most pupils can articulate what they are learning and know what they need to do to be successful.
- Learning intentions, success criteria and feedback where rebooted and are embedded in all classes. They are used to support children in their learning. All children are involved in co constructing success criteria where appropriate.
- All pupils are involved in regular self and peer assessment opportunities.
- All staff use a variety of assessment approaches. There is a clear Assessment, Reporting and Moderation calendar in place, that is flexible and regularly updated/amended.
- Questioning is regularly used as a tool to extend learning in all classes.
- All staff are familiar with the key principles that underpin effective learning and teaching, the four capacities and the principles of curriculum design.
- Our learning pathway bundles were revisited in 2022, paying close attention to relevance to our unique context, locality and the wider world. We have ensured coverage and breadth over three years and use whole school contexts.
- All staff know their pupils very well and identify potential barriers quickly through discussion with colleagues, Head Teacher, ASL teacher, Educational Psychologist, Speech and Language Therapist, Social Worker, Child and Adolescent Mental Health professionals where appropriate. Interventions are put in place as quickly as possible and evaluated to measure impact and plan next steps.
- Termly tracking and attainment reviews support pupils progress in learning and data shows that almost all learners are on track to achieve the expected Curriculum for Excellence level in literacy, numeracy and health and wellbeing.
- All pupils in the Cluster are tracked on the Aberdeenshire Council's tracking tool.
- There are strong transition procedures in place, P7 Academy visits, Extended Transition opportunities, transition opportunities offered by CLD and Pupil Support Workers, ASN transition meetings, P1 class teacher visits children in pre-school setting, P1 parents meetings, P1 visits, P1 digital learning packs.

- Pupils share their learning, progress, achievements and next steps in learning with parents/carers through the SeeSaw app.
- There are many opportunities for staff to share with parents children's progress, achievements and next steps in learning – SeeSaw app, learning leaflets, Open Days, performances, Newsletter, Assemblies, Social Media, face to face appointments and annual written reports.
- Preview homework is shared with all parents weekly as is an overview of the term's learning that is shared at the beginning of each term, encouraging parents to engage and take an interest in the child's learning.
- Regular Outdoor Learning opportunities ensure development of skills for learning, life and work for all pupils.
- Digital tools are used to support teaching and learning in both classes and is frequently used to enhance the learning of all pupils and to support learners where necessary.
- All parents who responded think their children's learning is progressing well.
- Almost all parents who responded think their children are challenged and encouraged to work to the best of their ability.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Our Quality Assurance calendar and professional dialogue ensures quality assurance processes are taking place throughout the whole year.
- Classes use KWL ("What I Know," "What I Want to Know," and "What I Learned") grids to gather all children's ideas on what they want to learn, how they are going to learn it and to create Big Questions to ensure pupil participation.
- Learning intentions and success criteria are used in almost all lessons, co-constructed where appropriate and all children have regular opportunities to engage in and lead assessment through self and peer assessment approaches.
- Staff use AiFL approaches, SNSA, Emerging Literacy, SWST, Sumdog, Hornets, Plus 1, Power of 2, Rapid Maths, Read, Write, Inc, Nessy, Epic and pupil tracking to assess pupils and plan next steps in learning.
- All pupils are developing their understanding of knowledge and skills through regular reference to the skills for learning, life and work.
- Aberdeenshire and Regional Improvement Collaborative Frameworks and National Benchmarks are used to track pupil progress, inform planning, identify next steps in learning and support professional judgement, thus ensuring progression in learning across the school.
- All staff engage in moderation practices both within our own school and across the Cluster to further develop a shared understanding of expected standards.
- After consultation with our stakeholders the PEF budget is used for interventions to overcome barriers faced by our most vulnerable pupil. We resource and tailor individualised learning programmes - ASDAN, Number Connections, Read, Write, Inc and technology hardware and software (GLOW, Immersive Reader, Nessy, apps etc.). In partnership with Aberdeen Football Club Community Trust we have delivered 'Better Playground Play' sessions to help our pupils learn new skills in a positive environment and to keep them active during break times whilst developing skills such as to take more responsibility, show respect, build leadership skills and resilience, all very important aspects of our school values and their Mental Health and Wellbeing. Our end of year impact report outlines evidence of how the programme has supported our learners to develop the targeted skills. Our learners, parents and staff agree that the sessions were engaging, motivating, helped to build confidence and resilience.
- Termly Attainment Reviews are held to discuss and track learner's progress, inform next steps and consider SNSA data. Trends in data are used appropriately to inform future improvement planning.
- Staff ensure children's learning is enhanced by a very good range of visits and visitors.
- Our regular Outdoor Education sessions build resilience, leadership, confidence, cooperation, creativity and support pupil Mental Health and Wellbeing.

- King Edward School has Digital Leaders. Children are skilled in using the SeeSaw app, Microsoft Teams and Forms and Google Classroom. Technology is also used to support learners with the use of Thought Clouds and speech to text.
- The SeeSaw app is frequently used by all learners to share their learning and progress and record to their reflections. Almost all parents and a few extended family members (mainly grandparents) engage in the app and those how do have feedback is extremely positive.
- Facebook is used to promote the life of the school, our learning and achievements throughout our whole community and beyond.
- Teaching staff audited 'Career Education Standard' to identify and plan next steps in Developing the Young Workforce.
- There are DYW wall displays in each class where learners consider skills for learning, life and work through contexts and learning experiences.
- HT is a member of the DYW Cluster Steering Group, working closely with the Academy and local industry partners to organise DYW initiatives and events.
- We regularly quiz visitors to the school on their career paths to their chosen careers, asking what skills are required to do their job.
- We provide some contexts for the application of skills across the curriculum – Pupil Participation Groups, Community Cafes, fundraising, enterprise activities.
- Very good wall displays throughout the whole school capture learner's experiences.

#### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Using the 'Assessment and Moderation' Aberdeenshire resource staff will work with colleagues within school and across the Cluster to revisit aspects of assessment and moderation and further develop a shared understanding of expected standards through a series of activities and workshops – Moderation, Evidence, Evaluation of Learning, Achievement of a Level, Tracking and Monitoring, High Quality Assessments and Reporting.
- The Cluster DYW Steering Group with support from industry partners, staff and parents will take forward any relevant activities/initiatives as appropriate – e.g. 'World of Work' Ambassadors (Secondary pupils).
- Continue with regular digital learning CLPL and share skills with our learners – Digital Leaders
- HT to continue to work within the Numeracy Steering Group to develop and deliver SEAL (Stages of Early Arithmetical Learning) and Maths Resilience training throughout Aberdeenshire.
- Continue to develop and implement a responsive play pedagogy approach, that is appropriately balanced - child initiated, adult initiated and adult directed for both outdoor/indoor learning.

## 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: 5**

**How well are you doing?**

**What's working well for your learners?**

- All staff have a very good knowledge of learners, families and the community, a supportive ethos exists across the whole school for all pupils, where everyone is treated equitably and with respect.
- All staff build very positive relationships with all children, fostering a very positive profile within the local community. This is based on shared values and allows staff to identify and support individual needs.
- All our children at King Edward School are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. All staff are trained in and are clear on the policies and procedures around child protection, GIRFEC and almost all staff in UNCRC.
- The Positive Relationships Policy was reviewed and updated in 2019 by the whole school community.
- All stakeholders have high expectations for behaviour and were involved in the development and review of our positive behaviour system 'King Edward Kid's Code'.
- Our children's confidence and self-esteem are very important to us. We have a reward system in school where every child is rewarded for effort (smiley face badges). This is celebrated at Assembly and with parents.
- We track Health and Wellbeing for all learners through our termly attainment reviews and discussions with pupils, parents, and professional partners. They focus on pupil's needs and plan for targeted interventions. This supports the deployment of staff (PSAs and ASL/IP teachers).
- Curricular work, Assemblies and wider community partnerships encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs and Care Plans are in place for individual pupils as appropriate and are developed with pupils, as appropriate and parents to improve outcomes for learners.
- We have very strong links with key partners to ensure that our children's needs are being met – Educational Psychologist, Mental Health, School Nurse, School Doctor, SALT, Intervention and Prevention teacher and Social Work.
- The Head Teacher and Class teachers work closely with the ASL teacher, meeting once a term to plan and evaluate targeted interventions and to discuss impact. The ASL Cluster team offer support through consultation, direct intervention, assessment and evaluation of assessment data.
- Chronologies are in place for all our pupils (Pastoral Notes SEEMIS) and all staff are trained to input information.



- 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 teachers.
- HT attended a course on resilience run by IHeart with colleagues from the Numeracy Steering Group that will be used to develop 'Resilience in Maths/Numeracy' training for all Aberdeenshire staff and learners.
- We adopted, tailored it to composite classes and implemented 'Relationships, Sexual Health and Parenthood' resource as a part of our HWB curriculum.
- All our stakeholders all agree that our school is welcoming and that everyone feels that they belong there.
- All parents who responded think that their child is treated fairly at school.
- All parents who responded feel that staff know their children as an individual and support them well.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- A positive, supportive ethos is evident throughout the school, based on shared expectations, mutual trust and respect.
- The Rights Respecting Pupil Participation were awarded their Bronze Award – June 2022 and share and promote their work throughout the whole school community.
- The school have been awarded six Green Flags from Eco Schools Scotland.
- The school have been awarded a Bronze Green Tree Award from the Woodlands Trust, achieved during regular Outdoor Learning sessions. Almost all staff are trained in delivering Outdoor Learning sessions and pass on their knowledge and skills to other staff.
- Communication is strong between school and parents (open door policy) for any comments or queries. All communication is kept in a log.
- We have a 'Good News and Compliments' book that is regularly updated.
- All staff trained annually in GIRFEC, Child Protection and UNCRC.
- All staff complete annual training provided by the Aberdeenshire Council on Data Protection and Equalities and Diversity.
- The Head Teacher analyses attendance data monthly and follows Aberdeenshire Council policy should any concerns arise.
- Teaching staff are involved in meetings (MAAPm, IEPs, ASL, Educational Psychologist consultations, SALT etc.) so have current information on how best to support learners.
- All of our young people have the appropriate plans in place (MAAP, IEP, MAP, Care Plan).
- Class teachers regularly audit pupil's level of need, levels are monitored by the Head Teacher and ASN teacher who then moderates them with ASN colleagues and the Principal Teacher of ASN. Levels are then discussed at the LMG and ASN teachers are deployed accordingly.
- Support staff are trained in 'Happy to be Me' and will run a group to raise pupils' self-esteem and confidence when necessary.
- Support staff are trained in Jenny Mosely Positive Playtimes and implement the strategies when necessary.
- All staff are trained in Restorative Practices and conversations are held to find solutions to any problems that may arise.
- We use the Education Scotland Dyslexia Toolkit to audit classroom practice and support pupils as well as the Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit.
- The school uses Communication in Print signage to support pupils with ASD, also visual timetables, workstations, sensory needs, safe spaces etc.
- Bounceback resources are now fully implemented and linked to the Experiences and Outcomes in our three-year rolling programme. The whole Cluster use the same resource to build resilience and emotional intelligence in pupils.
- Relationships, Sexual Health and Parenthood resources are fully implemented into two year rolling programme.

- In partnership with Aberdeen Football Club Community Trust we have delivered 'Better Playground Play' sessions to help our pupils learn new skills in a positive environment and to keep them active during break times whilst developing skills such as to take more responsibility, show respect, build leadership skills and resilience, all very important aspects of our school values and their Mental Health and Wellbeing. Our end of year impact report outlines evidence of how the programme has supported our learners to develop the targeted skills. Our learners, parents and staff agree that the sessions were engaging, motivating, helped to build confidence and resilience.
- PSA are trained and deliver bi-annual Bikeability cycling safety training to P6 and P7 pupils.
- Targeted support is provided by Class Teachers, PSAs, IP Teacher, SALT and ASL.
- We work closely with the Educational Psychologist, School Nurse, School Doctor and CAHMS to assess, plan, review and to identify targeted support for our learners.
- The MAAPm process is fully implemented, with regular meetings with staff, parents and partners to meet pupil's needs.
- Staff visit partner providers within the community to support transition from Early Years P1.
- The Cluster has a comprehensive transition programme run in partnership with Cluster Primaries and Turriff and Banff Academies and CLD. P7 visits are in place, with an enhanced transition programme for any pupils who would benefit.
- Opportunities for our learners to mix with Cluster schools to aid transition continue to be reintroduced following restrictions – First Aid Training, Inter School Sports, Residential Trips, STEM workshops etc.

#### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Run awareness raising sessions on GIRFEC and the wellbeing indicators with all children.
- Children to engage with the Wellbeing Web Audit Tool to identify needs/support/priorities.
- In partnership with our Educational Psychologists all staff to attend Neurodiversity Training.
- Continue to ensure pupil participation through our Pupil Participation Groups – Eco School, Rights Respecting Group, 'Jot Down Your Thoughts', 'OUR SCHOOL' display board, Feedback Fortnight focus groups (based on the challenge questions in 'How Good Is OUR School'.

## 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 at King Edward School.
- Most pupils are working at their expected CFE level and are making good progress in the Literacy, Numeracy and Health and Wellbeing.
- Some children exceed expected levels of attainment in Literacy, Numeracy and Health and Wellbeing.
- Universal support and targeted interventions are in place for many of our pupils and are regularly reviewed to measure impact.
- We have a robust tracking and monitoring system in place which is discussed termly with staff to ensure individual pupil progress is tracked and next steps are clearly identified and planned.
- Pupil Equity Funding has supported PSA targeted one to one support in Literacy and Numeracy using 'The Word Wasp, Hornet Literacy Primer, Phonics and Structure' and 'Plus 1' and 'Power of Two'. All our parents and staff agreed that these interventions have helped our learners to progress and that they have raised attainment. Some of our learners who required support to achieve first or second level in Literacy and Numeracy are now back on track.
- In partnership with Aberdeen Football Club Community Trust we have delivered 'Better Playground Play' sessions to help our pupils learn new skills in a positive environment and to keep them active during break times whilst developing skills such as to take more responsibility, show respect, build leadership skills and resilience, all very important aspects of our school values and their Mental Health and Wellbeing. Our end of year impact report outlines evidence of how the programme has supported our learners to develop the targeted skills. Our learners, parents and staff agree that the sessions were engaging, motivating, helped to build confidence and resilience.
- King Edward pupils contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and projects with their school community.
- All pupils are involved in our Pupil Participation Groups – Eco School, Rights Respecting Group, 'Jot Down Your Thoughts', 'OOR SCHOOL' display board, Feedback Fortnight focus groups (based on the challenge questions in 'How Good Is OUR School').
- There are opportunities for pupils to develop their skills and knowledge through a selection of After School Clubs, both at King Edward and neighbouring communities.
- Attendance levels are generally high and inclusion is successful for all pupils.
- Staff regularly scrutinise data to plan next steps in learning – SNSA, Emerging Literacy, SWST, Sumdog, Hornets, Plus 1, Power of 2 and track pupil against the Benchmarks.
- All pupils regularly share and review their learning through the Seesaw app.
- Achievements are recognised and shared across the school. Pupils are encouraged to share their personal achievements and we celebrate these on our Achievements Notice Board, School Newsletter and Seesaw app.



### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Most pupils are working at their expected CFE level and are making good progress in most of the curricular areas.
- Some pupils are exceeding expectations in aspects of numeracy and literacy.
- Staff continually provide opportunities that promote challenge for all pupils.
- ASL staffing provide support and are regularly reviewed both at Cluster and school level to ensure all resources are deployed appropriately to meet learner needs.
- Universal supports exist in all classrooms.
- TMR system information and attainment review meetings termly.
- The HT is a trained QUAMSO in partnership with Education Scotland.
- We have engaged in moderation both in school and at Cluster level. This work includes the achievement of a level evidence, non-negotiables, The Moderation Cycle, Learning Intentions Success Criteria, Feedback and work will continue on High Quality Assessments.
- The school engages in an annual Cluster Attainment Review which allows for sharing of good practice and identified areas for development for continuous improvement.
- All our pupils are involved in Pupil Participation groups – Eco School, Rights Respecting Group, 'Jot Down Your Thoughts', 'OUR SCHOOL', Feedback Fortnight focus groups (based on the challenge questions in 'How Good Is OUR School'. This work is displayed on pupil group display boards and shared on social media and school Newsletters.
- Partnership working with local church, Aberdeen Football Club Community Trust, Books Abroad, CLD and Community Cafes.
- Ongoing effort stamps (smiley badges), 'Caught on Track cards' (linked to school values) and Achievements are shared at Assemblies, via notice boards, Newsletters and Social Media.
- All pupils are encouraged to share wider achievement, and this is celebrated and shared on the Achievements board and in the school Newsletter.
- Attendance is tracked daily.
- We involve all our pupils in Standardised Assessment – P1, P4 and P7.
- In conjunction with the HT staff analyse, interpret and act on results, identifying where support/challenge is needed and implement appropriate intervention/resources.
- The development of the Mastery Maths approach has seen an increase in pupil's confidence to tackle maths problems and questions and talk about strategies and their learning. We hope to see a further rise in attainment over the next couple of years as the approach embeds further.
- The introduction of the Story Kitchen and the new approach to spelling has made an impact on the quality of writing across the school. It is hoped that it goes towards a rise in attainment in Writing as it further embeds.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- To continue to use SeeSaw as a profiling tool to showcase and reflect on learning and identify skills used in learning.
- Using the 'Assessment and Moderation' Aberdeenshire resource staff will work with colleagues within school and across the Cluster to revisit aspects of assessment and moderation and further develop a shared understanding of expected standards through a series of activities and workshops – Moderation, Evidence, Evaluation of Learning, High Quality Assessments, Achievement of a Level, Tracking and Monitoring and Reporting.
- Continue to develop and implement a responsive play pedagogy approach that is appropriately balanced - child initiated, adult initiated and adult directed for both outdoor/indoor learning.



## PEF 2020-2021

<b>Identified gap</b>	<ul style="list-style-type: none"> <li>• All our pupils are in SMID decile 6</li> <li>• A very small percentage of our learners receive FSM.</li> <li>• Over 38% of all our pupils have an ASN level of need</li> <li>• Of these pupils 38% require support in Reading</li> <li>• Of these pupils 63% require support in Writing</li> <li>• Of these pupils 38% require support in Numeracy</li> <li>• Of these pupils 87% require support in Health and Wellbeing and are supported by partnership agencies and professionals – CAHMS, SALT, School Doctor, Educational Psychologist, Social Work, Intervention and Prevention Teacher</li> <li>• Of these pupils 75% are recognised or being investigated as ASD or ADHD or both</li> <li>• 75% of these pupils are boys and 25% are girls</li> <li>• Common behaviours displayed by these pupils include lack of concentration, lack of resilience, low self-esteem, lack of confidence, difficulties with cooperation and teamwork, trust issues, separation issues, anxiety, and the need for control.</li> <li>• In consultation with our Stakeholders (Parents, staff and learners) our priorities for the allocation of Pupil Equity Funding are -             <ul style="list-style-type: none"> <li>• Continuation of Aberdeen Football Club Community Trust sessions</li> <li>• Continue to fund extra Pupil Support Assistant hours</li> </ul> </li> </ul>
<b>Expenditure</b>	<p>Pupil Support Assistant extra hours a week - £1,987</p> <p>Aberdeen Football Club Community Trust programme - £1, 688</p>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Continued targeted one to one support by the PSA in Literacy using 'The Word Wasp, Hornet Literacy Primer, Phonics and Structure' will aid academic recovery and raise attainment</li> <li>• Continued targeted recovery one to one support by the PSA in Numeracy using 'Plus 1' and 'Power of Two' will aid academic recovery and raise attainment</li> <li>• Purchase of resources will support the above targeted recovery</li> <li>• In connection with Aberdeen Football Club Community Trust deliver 'Better Playground Play' to help our pupils learn new skills in a positive environment and to keep them active during break times but we wanted them to take more responsibility, show respect, build leadership skills and resilience, all very important aspects of our school values and their Mental Health and Wellbeing</li> </ul>
<b>Impact Measurements</b>	<ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy will be raised</li> <li>• Standardised Assessments will show a raise in attainment across the school</li> <li>• Achievement of a Level Survey will show a raise in attainment across the school</li> <li>• Single Word Spelling assessments will show a raise in attainment</li> <li>• Reading Age assessments will show a raise in attainment</li> <li>• Use of pupil questionnaires to measure the impact of AFCCC sessions and Targeted Support work</li> </ul>

## **Capacity for improvement**

School 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"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School 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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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>
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Priority 1 : To improve our strategic planning for continuous improvement and change	Data/evidence informing priority:			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> <li>Introduce peer observations both in school, across the stages and Cluster.</li> <li>Re-engage with the self-improving school partnership with HT colleagues in our trio – organise Self-Improving visits to schools focussing on core QIs</li> </ul>	HT Staff Cluster Colleagues  Trio school HTs	Terms 1-4    Terms 1-4	Self-evaluation Challenge Questions  CWT/Inservice minutes  Peer observations – notes  Re-engage and run self-improving school partnerships	HT attended a reboot planning session with trio school's HTs to plan way forward for the year

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff/ practitioners</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Improving/ ensuring wellbeing, equality and inclusion</li> </ul> <p><b>Specific to HGIOS 4</b></p> <ul style="list-style-type: none"> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ul> <p><b>Specific to HGIOELC</b></p> <ul style="list-style-type: none"> <li>3.2 Securing children's progress</li> <li>3.3 Developing creativity and skills for life</li> </ul>	<p><b>Aberdeenshire Priorities:</b></p> <ul style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4 Improvement through self-evaluation.</li> </ul>
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Priority 2 : To improve learning, quality of teaching, moderation and raise attainment as well as to ensure the effective use of assessment.		Data/evidence informing priority:		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> <li>Using the 'Assessment and Moderation' Aberdeenshire resource staff will work with colleagues within school and across the Cluster to revisit aspects of assessment and moderation and further develop a shared understanding of expected standards through a series of activities and workshops – Moderation, Evidence, Evaluation of Learning, Achievement of a Level, Tracking and Monitoring, High Quality Assessments and Reporting.</li> <li>Use <u>Features of Highly Effective Digital Learning, Teaching and Assessment in Schools</u> (<a href="http://education.gov.scot">education.gov.scot</a>) as a self-evaluation tool to assess where our school is at on our digital journey.</li> <li>Teaching staff to participate in CLPL offered by the</li> </ul>	<b>HT</b>  <b>PT</b>  <b>Staff</b>  <b>Cluster colleagues</b>  <b>Learners</b>  <b>Parents/Carers</b>  <b>Numeracy Steering Group</b>  <b>Education Scotland</b>  <b>Quality Improvement Officers</b>	<b>Terms 1-4</b>	More learners meeting milestones and achieving expected levels  Less pupils requiring support, some pupils exceed expectations  Standardised Assessments will show a raise in attainment across the school  Achievement of a level survey will show a raise in attainment across the school  Staff develop a better understanding of expected standards  SEAL training and maths resilience resources developed and delivered at school/Cluster level	Moderation of Writing session – HT and PTs (Crudie too) – informed next steps in learning to be covered HT attended a targeted session on L, T and A run by QIOs that focussed on self-evaluation HT attended sessions to launch Aberdeenshire's L, T and A blog
		<b>Term 1</b>	HT and Peer Classroom visits  In Service/CWT day minutes	HT attended HT Event run by the Love Learning Team that included - Education Scotland: Evolving Digital Thinking – Louise
		<b>Terms 1-4</b>		



<p>LoveLearning team and Education Scotland – coding and Microbits</p> <ul style="list-style-type: none"> <li>Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas and who will support the Digital Leaders</li> <li>Engage in the 7 week impact study, supported by LoveLearning <u>Handwriting and Spelling App</u> - Kaligo (<a href="http://kaligo-apps.com">kaligo-apps.com</a>)</li> <li>HT to continue to work within the Numeracy Steering Group to develop and deliver SEAL (Stages of Early Arithmetical Learning) and Maths Resilience training throughout Aberdeenshire.</li> <li>Continue to develop and implement a responsive play pedagogy approach, that is appropriately balanced - child initiated, adult initiated and adult directed for both outdoor/indoor learning.</li> <li>Continue to build on Different Learning Environments by planning one curricular outdoor session a week.</li> </ul>	<p><b>DYW Employer School Coordinator Early Years Team</b></p>	<p><b>Term 1</b></p> <p><b>Term 1</b></p> <p><b>Terms 1-4</b></p> <p><b>Terms 1-4</b></p>	<p>Parent/Carer/Community feedback</p> <p>Tracking tool</p> <p>Self-evaluation activity will be carried out at key points throughout the year to assess progress.</p> <p>All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting</p> <p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class</p> <p>Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team</p> <p>Play pedagogy continue to implemented in our P2 class and further up the school</p> <p>Teacher's planning will show evidence of weekly Curricular Outdoor Sessions</p>	<p><b>Foreman, A look at Improvement Planning and Quality Assurance – Julia Rickard, The Aberdeenshire Digital Pedagogy Hub and CLPL site - Jim McLean</b></p> <p><b>All staff attended initial Kaligo training session – staff introduced to the app – how it works</b>  <b>PTs sourced and organised compatible iPads</b>  <b>Staff gathered baseline evidence of handwriting</b>  <b>Mrs Duncan attended weekly drop in progress sessions with Love Learning Team, rep from Kaligo and Hill of Banchory staff</b></p> <p><b>Staff attended six sessions of Maths Recovery training using the resource 'Teaching Number in Primary School' with Jane Craik (former HT of Aberdeenshire and HMIE)</b>  <b>Staff engaged in gap tasks – gaining experience in using the resource boxes to assess pupils</b></p> <p><b>HT asked to join the Play Based Learning Steering Group</b>  <b>Session one – introductions, sharing of current position and resources, planning for showcase event</b></p>
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<ul style="list-style-type: none"> <li>Introduce STEM day (one a term) to promote skills for learning, life and work</li> </ul> <p><b>CLUSTER</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Use of SDS Metaskills framework to plan and deliver and evaluate learning</li> <li>Development/ reengagement - DYW steering group</li> <li>Use of common terminology</li> <li>Audit to ensure that all skills are being developed</li> <li>Cross sector WOW Ambassador input</li> </ul> <p><b>Literacy/ Numeracy</b></p> <ul style="list-style-type: none"> <li>Tools for writing – explore different tools to develop literacy</li> <li>Grammar progression</li> <li>Expectation cards</li> </ul>		<p><b>Terms 1-4</b></p>	<p>Confidence in use of skills to support learning</p> <p>Pupils can talk about the skills they are using and developing from Early years to Senior Phase</p> <p>More engagement in learning</p> <p>More evidence in teacher planning</p> <p>More opportunities for relevant extended writing through IDL/ PBL</p> <p>More opportunities for relevant IDL/ PBL in Numeracy</p> <p>More accuracy in writing : what does this look like?</p> <p>Pupil Focus Groups</p> <p>Profiling</p> <p>Staff Focus Groups</p>	<p>HT and PT signed up for STEM Challenges CLPL in partnership with SSERC – attended session one – sharing of the progression and trying out various STEM activities</p> <p>HT and PT discussed and mapped out an action plan for STEM challenges</p> <p>Staff completed an online CLPL from Education Scotland on Metaskills</p>
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## Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School 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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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Priority 1 : To improve wellbeing, equality and inclusion		Data/evidence informing priority:		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> <li>Run awareness raising sessions on GIRFEC and the wellbeing indicators with all children.</li> <li>Children to engage with the Wellbeing Web Audit Tool to identify needs/support/priorities.</li> <li>Continue to ensure pupil participation through our Pupil Participation Groups – Eco School, Rights Respecting Group, ‘Jot Down Your Thoughts’, ‘OOR SCHOOL’ display board, Feedback Fortnight focus groups (based on the challenge questions in ‘How Good Is OUR School’.)</li> <li>In partnership with our Educational Psychologists staff to train on Neurodiversity.</li> <li>Pupil Participation Group want to set up a Buddy Bench to support children at playtimes</li> <li>Pupil Participation Group want to earn extra playtime in collaboration with the PSAs</li> </ul>	<b>HT</b>  <b>Staff</b>  <b>Cluster colleagues</b>  <b>Learners</b>  <b>Parents/Carers</b>  <b>Educational Psychologist Team</b>  <b>Education Scotland colleagues</b>  <b>Pupils</b>  <b>Local Community</b>	<b>Terms 3 and 4</b>  <b>February 2023</b>  <b>November 2022</b>  <b>Terms 1-4</b>    <b>February 2023</b>  <b>October 2022</b>	<b>CWT/Inservice minutes</b>  <b>Learners’ feedback</b>  <b>All learners aware of the wellbeing indicators</b>  <b>Staff aware of the ‘Cost of the School Day’</b>  <b>RRS bronze level award</b>  <b>Whole school community aware of the UNCRC</b>  <b>Staff more confident in using GIRFEC toolkit and writing Child’s Plans</b>	HT attended a CAHMS Networking Event – organisations and professionals from Grampian sharing support opportunities for children and families

## Wider Achievements

- Music tuition in school for violin
- 7<sup>th</sup> Green Flag awarded from Eco School's initiative
- Bronze Rights Respecting School Award
- Bronze Green Tree Award in Outdoor Education
- P4-7 completed 'Bikeability' training
- 'Better Playground Play' programme delivered by Aberdeen Football Club Community Trust
- Christmas Shoeboxes filled and donated to Blythewood in conjunction with an initiative run by King Edward Church
- Books donated to 'Books Abroad'
- Aberdeen Football Club Community Trust competition winners
- Virtual Christmas Nativity – all children involved
- Fortnightly Outdoor Education whole school sessions to build resilience, confident, leadership and cooperation/teamwork
- Family Beach Clean organised and supported by Aberdeenshire Ranger Service
- World Book Day – fun day!
- Threw seed bombs to mark 'World Day of Reflection' for Covid19
- Regular 'Authors Live' sessions
- Prize Giving Assembly
- P7 Leaver's Assembly
- P7s planted a tree for the Queen's Jubilee Green Canopy
- Whole school trip to Aberdeen Science Centre
- Whole school trip to Cormack Park for a training session and tour
- Aberdeenshire MineCraft Build Challenge
- P7 recorded a broadcast for Keith Community Radio to celebrate the Queen's Jubilee
- 3<sup>rd</sup> place in the Turriff Round of the Rotary School's Quiz
- Grew tatties as part of the 'One Seed Forward' initiative
- Eco Group grew cabbage and turnips
- Scottish Poetry recitals – winners judged in partnership with Doric Neuk, Turriff
- Languages Week Scotland
- Maths Week Scotland
- P1 pupil runner up in David Duguid's (MP) Christmas Card competition
- Winner of Macduff Calendar drawing competition
- Weekly Assemblies – visitors this year, Boy's Brigade Officer, Childsmile, SSPCA, RHET, Community Police Officer, DYW (vet)
- Fortnightly sports sessions run by Princess Royal Trust
- After School Clubs – Basketball, Junior Joggers
- Eco Group School and Community Litter Pick

## Wider Community Links

Princess Royal Trust

Outdoor Woodlands Learning

Aberdeen Football Club Community Trust

We provide work experience for Secondary school pupils

Aberdeen University – student placements

King Edward and Banff Church

Active Schools

Turriff Rotary Club

Education Scotland

SCARF

Banff and Macduff Safety Group

Aberdeenshire Ranger Service

One Seed Forward

The Woodland Trust

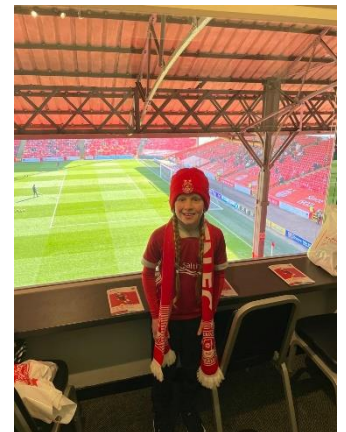
Eco Schools Scotland

Rights Respecting Schools

SSPCA

Childsmile

Doric Neuk, Turriff





## Memories are made of this:

