 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Crudie School**

**LAST UPDATED: 26 July 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

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

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

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

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

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

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

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

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

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| 1. Context of the School  Crudie Primary School is a rural school with a roll of 28.  Our vision is to “inspire every child to reach their full potential academically, emotionally and physically. Working together to create confident and responsible citizens ready to embrace future challenges.” Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:  **Responsible Citizens**  - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world  - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others  **Effective Contributors**  - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings  - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others  **Successful Learners**  - Providing quality learning experiences which inspire and motivate our young people to become successful learners  - Encouraging all to reach their full potential through stimulating and independent learning  **Confident Individuals**  - Providing a safe, secure and supportive environment where children feel confident to tackle new challenge  - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing  Crudie School has developed the following set of aims in conjunction with pupils, parents and staff:   * We aim to be a healthy, happy and sustainable school. * Through experiences and outcomes of Curriculum for Excellence, we will provide opportunities that will enable our learners to become responsible citizens, confident individuals, effective contributors and successful learners. * We will help pupils to learn in an exciting way, using resources inside and outside, and that nurture life skills. * We will teach in an environment that increases interest levels and challenges our learners. * We will support every learner with all aspects of school life. * We will keep parents informed and involved. * We will ensure that all pupils feel safe and respected.   Crudie School has 4 teachers teaching in P1-4 and P5-7. The Head Teacher is non class committed for 2 and a half days each week. Visiting Specialist Teachers deliver Physical Education and Music. We also have a teacher who provides Support for Learning one day per week.  The staff are supported by 1 part time school administrator, 1 part time clerical assistant, 2 pupil support assistants, 2 kitchen staff, a cleaner and a part time janitor.  The nearest main town is Turriff and most of our pupils transfer to the Academy there at the end of their primary schooling although we do occasionally have pupils going to Banff Academy.  At Crudie School we strive to uphold the following values:   * Cooperation * Determination * Respect * Responsibility * Caring   Analysis of the **SIMD data** shows that no child at Crudie School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 5. Although Crudie School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.  The use of the **PEF** will be targeted towards supporting emotional health and wellbeing. Staff will take part in cluster training using the Happy to Be Me programme and use this to support our pupils in increasing their emotional resilience. Funding will also be used to purchase technology to support numeracy development in our early stages. An after school club will increase interest and confidence in numeracy and aims to empower parents. The school has a clear commitment to excellence and equity and values the learning of all children.  **Strengths of the school include:**  *Positive Ethos:* Children celebrate successes and support and include one another regardless of age or stage, reflecting the pastoral approach of the staff in the school. A restorative approach to behaviour management is creating a better understanding of one another and a means of working out differences.  *Strong staff working relationships with leaders at all levels:* Staff work very well together and there is a strong sense of teamwork throughout the school. Staff are commited to the school and understand the role they have to play in school improvement. Staff have taken on responsibilities in different areas and are used as a resource by their colleagues. Staff are commited to CLPL in order to enhance experiences for their learners.  *Engaging learning experiences:* Pupils are offered a range of active learning experiences. Through CLPL, staff have extended their knowledge and confidence in using digital technologies and use this regularly in lessons in order to engage pupils and encourage the use of higher order thinking skills. Staff use local contacts and resources in order to create a local context for learning. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * Improved approach to self-evaluation ensuring that progress made and still to be made, are a focus at every collegiate meeting and that views from all stakeholders are collected regularly. * Staff have engaged with the GTCS standards and are committed to career long professional learning. This has led to staff taking on key leadership roles in restorative practice, dyslexia, digital learning and emotional health and well-being. Positive staff working relationships have created a professional learning culture where we are learning with and from one another. * Teaching staff have meetings with the Head Teacher at key points in the session to discuss attainment within the class; monitoring and tracking the progress that is being made by individuals using a range of evidence including: INCAs, ePiPs, formative and summative assessments, moderation and teacher judgement. Data is interrogated and tracked digitally. These discussions provide us with key evidence of where our improvement priorities lie and give us a starting point in determining what supports we need to put in place. * Teachers reflect on their own practice on a termly basis to analyse what they feel they have got right for learners and what areas need improvement. * Staff regularly communicate with one another; both face to face or using a digital platform. Glow is used effectively to create a space on One Drive where resources, policies and guidance can be shared. * Monthly meetings between PSAs and HT ensure that support staff are up to date with progress being made in school and this is also an opportunity for gaining feedback. Meetings have also been chaired by class teachers who are providing specific input on key areas. * The Quality Assurance calendar sets out monitoring activities clearly. A programme of monitoring classroom practice, planning and pupil work is in place to ensure good quality of learning and teaching is taking place. Activities ensure that challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance, are monitored. * Strong cluster ties mean a collegiate learning approach within the cluster in addition to the KFC group of schools. (Primary/Academy TLC sessions, Talk Maths, Improving Learning and Teaching, etc) * Pupils are able to talk about their learning, the skills they have developed and where they want to improve. They set their own targets and profile their learning in Glow Blogs. * We celebrate pupil’s successes and achievements in a range of ways. Pupils strive to achieve the school values in a weekly award and are displayed on the Geoffrey reward display at the front of the school. Pupils record their achievement in the “talking” book. * Pupil voice is strong. Pupil views about the school are actively sought during Pupil Parliament sessions. Pupils take part in a variety of school groups designed to give pupils ownership over aspects of school improvement and learning, delivering key messages to their peers in health, citizenship, sustainability and environmental responsibility. * The school budget and additional funding is managed effectively to meet the needs of learners and to allocate resources to take forward improvements. * Resources are used effectively to create a motivating environment for our learners.   Key strengths:   * Engagement of staff in CLPL and leadership at all levels. * Improvement of pupil understanding of what they are learning and how they want to improve. * The focus of the school in using the SIP to drive forward improvements.   Identified priorities for improvement:   * Continue to engage with HGIOS4 and the NIF. Use the challenge questions to focus self-evaluation. * Improve the use of data and develop staff confidence in using assessment evidence in order to raise attainment. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Continue to engage with HGIOS4 and the NIF to enhance confidence of staff. | Improvement in confidence of staff in using the HGIOS4 challenge questions.  All stakeholders engaged in self-evaluation giving a clear idea to all involved as to our development as a school.  Share ideas and examples of good practice with cluster colleagues. | Teaching staff to participate in cluster survey on levels of confidence in using HGIOS4 and NIF – beginning and end of session.  Displays and information available to demonstrate how improvements have impacted on learners.  Minutes of Cluster. |
| 2. Improve the use of data and develop staff confidence in using assessment evidence in order to raise attainment. | Implement Scottish National Standardised Assessments (SNSA) in line with cluster timeline.  Use of SNSA results to inform planning and next steps.  Improved knowledge and use of Benchmarks to inform planning, assessment and moderation.  Analysis of attainment data forming a coherent part of planning for improved learning.  Implementation of cluster standardised Tracking and Monitoring tool.  Progress and attainment improved for all learners. | P1, P4 and P7 will have undertaken assessments by June 2018.  SNSA results are available and used regularly in conjunction with teacher judgement and other assessment evidence. Dialogue to discuss trends and next steps.  Moderation activities with cluster colleagues.  Consistent approach across the cluster to tracking and monitoring. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Self-evaluation of the QIs at school level using traffic lighting. * Quality assurance calendar. * School Improvement plan. * Minutes from meetings – school collegiate, KFC collegiate, PSA, Pupil Parliament, Parent Council. * Parent evaluations - open afternoon feedback, quality assurance questionnaires, after school clubs feedback. * Geoffrey, 4 capacities, and achievements displays, talking book and achievement folder all demonstrate the successes of the school and individuals within. Pupils are excited about gaining an award and it has a positive impact on the school ethos. * GTCS professional records * Improvement Plan is displayed prominently in the staff room. It is a working document with tickled pink and green for growth comments by staff to monitor our progress. * QA calendar of activities. Monitoring folder provides evidence of classroom observations, jotter monitoring and forward planning monitoring. New classroom monitoring forms have been devised to complement HGIOS4. * A blank teacher’s self-evaluation form is saved on Crudie Staff area on Glow, as it is a personal document it is up to individual teachers whether they wish to share completed ones. * Class teacher and PSA have taken a leadership role in Restorative Approaches, they represent the school in the cluster; PSA and IPT have attended Seasons for Growth in response to a number of bereavements; staff have taken on responsibility for different school groups which work with a set of pupils for the benefit of the school and to teach the other pupils about responsibility – Waste Warriors, Rotakids, Safety Soldiers and the Nature Nurturers. Evidence: GTCS professional records, records of S4G, Minutes of school groups. * Discussion with class teachers. * TLC and CLPL notes. * Learning wall and Glow blogs document progress pupils are making in discussing their learning.   Overall evaluation of level of quality:   * Each meeting has time set aside to review progress in the Improvement Plan. This ensures that what we are working towards is always at the forefront of our thinking. * The majority of staff have a strong commitment to school improvement and work well collaboratively in order to achieve change. Staff do not shy away from taking on a leadership role and know we have a collective responsibility to instigate change. They know that a commitment to CLPL supports this. * Beginning to embed the use of digital technologies (email, Glow One Drive, What’s App) in order to communicate all resources/minutes/strategy/discussions/etc. This is overcoming the difficulty of not all staff being at each meeting as the majority of staff are part-time and as such have a pro-rata commitment. * Beginning to embed the use of HGIOS4 in our self-evaluation process. * Values are very prominent in the school and are familiar to all stakeholders. * Vision, values and aims were developed with pupils, parents and staff.   Level of quality for this QI:  4 Good |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * All staff undertake Child Protection training at the start of each session and understand what their role is if they feel there is a child protection concern. * Staff have also undertaken Equalities training. All children are safe and everyone is treated fairly in a non-discriminatory manner. * Bounceback was purchased this session and members of staff have undertaken training in restorative practice. We are beginning to embed these in the school, building up our learner’s resilience. * All staff involved in developing robust new tracking formats in the areas of reading, writing and maths. * Pupil’s engagement with topic work has had a positive impact on literacy – in particular the quality of writing being produced. * Majority of parents feel that their child is progressing well. Where there have been concerns, those pupils had already been identified and supports put in place. * Pupils are involved in giving feedback to their peers and are encouraged to think about how to make it constructive. * Through our Values, pupils are challenged to do their best and this is celebrated in our weekly whole school sessions. Pupils recognise success among their peers and celebrate it. * All pupils are regularly involved in decision making in the school through Pupil Parliament. For example, they wanted to put forward suggestions for winners of the values and so we created the Values Pupil Choice; they decided on their Enterprise activity. * Pupils are given a range of opportunities to take on responsibilities within the school. * Through PRD and the developing needs of the school, staff have identified and undertaken a range of training to improve learning and teaching. * Staff have worked closely with King Edward and Fintry School staff to engage with the numeracy frameworks and develop a progressive planning format. * Staff have engaged with all Aberdeenshire Frameworks, carefully identifying progression through their planning. * Staff moderate writing with King Edward and Fintry school staff and are developing a new spelling progression for use in the 3 schools. * Staff use a range of assessment evidence to ascertain levels that individual pupils are at. * As part of planned QA activities, HT has discussions with teaching staff about results from Incas and ePips and how they relate to the assessment evidence of the teacher. * Curriculum Rationale has been re-developed to better reflect the school. Activities are carefully designed so that pupils are engaged and motivated. Pupils are involved in deciding what activities and skills they would like to practice when undertaking a new unit of study. * Pupils have begun to profile their learning using Glow Blogs. * PSAs are targeted effectively within classes with the flexibility to meet the varying needs present for different curricular areas. * Digital technology is used to support learners with literacy difficulties in addition to providing a creative choice to enhance learning. * Pupils set their own targets for learning with support from an adult. * There are good links between Crudie School and both Turriff and Banff Academies. Both schools provide a range of events during P7 to make transition more effective. Pupils have benefited from Bridging Group and after school clubs which provided extra sessions at secondary before the four day visit developing their resilience and confidence. * P7 pupils are provided with additional activities to help start them thinking about the world of work. For example, Chemistry at Work, GamesCon. * The majority of pupils coming in to P1 do so from Crudie Playgroup. A programme of visits from the class teacher to playgroup, from the playgroup pupils to school, parent workshops, early learning packs and new pupil playtimes ensure transition is a smooth process. Pre-schoolers also get the opportunity to visit the school regularly for concerts, assemblies and other relevant events throughout the year. Parents are kept informed with a special newsletter in the term before the move and access to the school newsletter. * Pupils transferring in to the “big class” have the opportunity to visit in the last term. Because of the small school situation, there is good knowledge of pupils moving up and there are lots of activities done as a whole school so when this occurs, pupils cope with the move easily. * There are positive relationships between the school and the community. Because of this, the community are very supportive of the work we do. * There are good links with the Community Council with the chairperson having come in to develop computing science skills with the upper stages and also supporting us with our Christmas Concert. * The school is part of the Crudie Garden Committee and has worked together with them to provide support for community events. * A new Rotakids group has been established to get pupils thinking more actively about their role in the community. Their first planned event has been a beach clean for the local community, getting the parents involved too.   Key strengths:   * Positive partnerships with the local community have provided the pupils with learning experiences in a local context. * Digital technology and creative topic planning has improved pupil engagement and motivation thus improving the quality of learning and creativity in areas of literacy. * A robust programme of transition activities ensures a smooth transition between pre-school and primary and primary and S1.   Identified priorities for improvement:   * Improve learning and teaching with particular focus on numeracy, to raise attainment. * Increase consistency in integrating assessment in children’s learning. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1. Improve learning and teaching with particular focus on numeracy, to raise attainment.  * Application of session 16/17 CLPL in Developing Number Sense, in classrooms – guided maths sessions, Number Talks, classroom management strategies. * CLPL on guided maths and Jo Boaler. * Further develop use of numeracy progression and benchmarks. * Afterschool numeracy club for P1 and 2 and their parents, supported by PEF. * Early Years cognitive training with EPS for P1-4 teachers and Playgroup staff. * Reassess planning formats with a view to tackling bureaucracy. * With support from Parent Council and digital learning team, provide each pupil with their own iPad for learning. | An increase in attainment in numeracy and mathematics.  Pupils with increased independence in numeracy and mathematics.  Pupils familiar with what they need to learn in numeracy and mathematics at their level and are able to set targets to get themselves there.  Increase in confidence of teaching numeracy concepts by teachers.  Teachers will be familiar with concepts in “The Elephant in the Classroom” by Jo Boaler and other work of hers, in order to create a growth mindset in maths.  Parental increase in confidence in supporting their children with numeracy and mathematics.  Improved P1 assessment results between start and end data.  Positive relationships developed between the school and parents.  Development of key cognitive skills in P1 pupils.  Effective forward planning without the need to take up so much time.  Pupils developing responsibility for their own device and deciding how they want to learn and how they want to show their learning, through technology. Pupils engaged and motivated to learn through the iPad. | Parental questionnaires  Learning Walks/observations  Monitoring of pupil work, attainment and progress.  Tracking and monitoring systems – new classroom and school formats.  Analysis of INCAs and SNSA.  Minutes of tracking and monitoring meetings with school staff.  Cognitive skills checklist. | |
| 2. Increase consistency in integrating assessment in children’s learning.   * Implement new numeracy, reading and writing assessment trackers. * Assessment tasks developed in numeracy to support teacher judgement of a level. * Application of Shirley Clarke’s Outstanding Formative assessment. * Continued engagement of teaching staff at Learning and Teaching twilights offered by Aberdeenshire Council. * Moderation activities across KFC and the cluster. | Confident use of new assessment trackers.  Increased pupil understanding of how they are progressing within the curriculum.  Increased confidence in staff to sustain a consistent approach to assessment.  Improvement in attainment.  Staff familiar with Shirley Clarke’s Outstanding Formative Assessment.  Application of TLC sessions on Dylan William’s “Embedding Formative Assessment.” | Moderation.  Assessment trackers in reading, writing and maths.  Evidence of assessment taking place from Learning Walks/observations.  Attainment figures from tracking data.  Conversations with learners. | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Tracking folder, tracking meeting minutes * Pupil topic evaluations, open afternoon feedback, jotters, report comments, parent survey * Positive feedback from parents in jotter evaluations. * SfL discussions * Topic homework peer assessment feedback, Learning Journey Wall, debating verbal feedback, individual blogs. * Classroom observations show pupils are asked questions that challenge their thinking. * Geoffrey wall and achievement folder. Pupil Choice nominations for values awards. * Enhanced ethos of the school, pupil confidence is high, less incidence of damage to property etc as pupils have a greater respect and care for their environment: Pupil Parliament minutes. * School groups: P3-7 choose which group they want to be part of and work together to deliver the highlighted experiences and outcomes to the rest of the learners. Raises pupil confidence and the ethos of the school as groups make improvements in different aspects of the school community. * Community Café: Pupils plan and manage this each term giving pupil’s practise in a range of practical skills and making links between the school and local community. * GTCS professional record: reflective reading, number talks, One Note, restorative practice, Seasons for Growth, dyslexia, bereavement, HGIOS4 engagement, Learning and teaching twilights, Glow. * Development of continuous approach to reporting with new reporting formats and a calendar of reporting events. Well received by parents with lots of positive feedback. * Numeracy planning formats * Forward plans, monitoring * Summative assessment (using resources in school linked to the schemes we use), teacher judgement, formative assessment, moderation with stage partner. Discussion and tracking at collegiate meetings. * Incas/ePips add to the body of evidence that we acquire when assessing who may need further support and specific areas that need focus: Tracking minutes.   Overall evaluation of level of quality:   * Learners are becoming increasingly able to select the means in which they want to present their learning often opting for a digital solution. * We have an excellent outdoor space and now need to be consistent in using it effectively to enhance and support learning. * Learners’ are motivated and engaged in their learning, particularly in cross-curricular and inter-disciplinary topics. * New forward planning formats have been trialled and require further development in order to tackle bureaucracy. * Developing Number Sense training has been undertaken by 2 members of staff and this will be rolled out and embedded across the school next session. * Learners are confident in talking about how they would like to go about learning an aspect of the curriculum and the skills they would like to develop during a topic. * Assessment approaches have been discussed and trialled from TLCs and Learning and Teaching twilights. This now needs to become embedded across the school and teachers to become increasingly familiar with the works of Shirley Clarke and Dylan William. * Learner’s achievements are shared on a weekly basis during assembly and then displayed on our achievements walls and folder. Achievements are also celebrated on our class blogs and in our monthly newsletter. * There is a positive ethos within the school and learners know that they are listened to and their views discussed and acted upon.   Level of quality for this QI:  3/4 | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Our pupils feel safe and secure. * There is a strong sense of community within the school – everyone caring for each other. * Staff have had training with the wellbeing indicators and they are on display around the school as a reminder. * Pupils in the upper stages have had discussions about the meaning of the first 4 indicators. This will be continued as the session progresses. * A Seasons for Growth programme has been implemented for P5/7 pupils by one PSA and the IPT. Another programme is due to commence in the new session for younger pupils. * All staff have had training in Restorative Approaches and 2 members have taken their learning further in this respect. * Christian assemblies are held on a regular basis and aspects of different faiths are taught as part of the curriculum. * We promote tolerance and explore diversity. * Through restorative circle time we explore issues that pupil’s bring up. * Classroom spaces have been adapted to meet the needs of our learners who have difficulty coping in this environment. * Staff have undertaken professional learning in order to better understand the needs of certain individuals and change their practice so that these needs are met and the pupil’s included. * Paperwork has been updated to include the Wellbeing Indicators. * Attendance is closely monitored at planned times throughout the session. Aberdeenshire absence monitoring and managing procedures are adhered to. * During session 16/17: 14% of our pupils have 100% attendance and 86% of pupils have an attendance rate of 90% or higher. None of our pupils have attendance below 80%. Pupils with attendance between 80 and 89% are monitored closely. * We have successfully worked with pupils who have been excluded in the past, and their parents. These pupils are still at risk of exclusion but we know our pupils well and we have identified triggers and work well in managing these. There have been no exclusions during session 16/17. * All P1 pupils have achieved Early level in reading, writing and maths. * All P4 pupils have achieved First level in reading and writing. * In P7, 60% of pupils have achieved Second Level in writing and 40% have achieved second level in reading and maths. The ones that haven’t achieved this level made good progress at their own rate with support. One pupil has dyslexia and so we were very proud when he achieved his writing. Another P7 had a diagnosis of leukaemia when she was younger and underwent a lot of treatment. This has had a knock on effect on her capacity to retain information and learn new concepts, however she has made great progress in writing compared to where she was and is a very thoughtful and compassionate person. * Of pupils at the other stages in the school the majority are progressing in line with National guidance in the areas of literacy and numeracy with a low percentage attaining above this. * Targeted support has been put in place for those with low attainment. The Support for Learning teacher has a writing group and an improvement in volume and quality of writing from those pupils has been seen. It is unfortunate that over that last few years we have had a number of different Support for Learning teachers and Educational Psychologists as this inconsistency impacts on the pupils as they have to build new relationships and adapt to different ways of working. * PSAs are effectively deployed to support our less able learners who are progressing at their own rate. * Technology has also been used to support pupils with additional support needs. All reading tasks are presented and submitted via Microsoft Classroom for P5-7 readers at First Level. This will be continued with Teams or Google Classroom following the removal of Microsoft Classroom from Glow in the summer. Pupils progressing at a slower rate in reading in the lower stages have been using Teach a Monster to Read in order to engage them and practice phonological skills. * A proportion of PEF is being targeted at the early stages to increase pupil motivation and parental involvement with the aim of raising attainment and creating a lifelong love of learning. * Staff are engaging with the Aberdeenshire Frameworks and using the benchmarks to support judgements of levels. * Pupils have opportunities through Pupil Parliament and Pupil questionnaires/feedback sheets to comment on their learning experiences and what changes can be made to make improvements. * Pupils are involved in topic planning and set targets in reading, writing and maths. * Staff engage pupils with the experiences they provide and extra-curricular activities. * Achievements are celebrated on a weekly basis during whole school sessions. * Opportunities in both classes to be creative with their learning, especially with technology. Problem solving and collaboration during GamesCon preparations, use of Green Screen technology to present findings from group research work on the armed forces, Chatterpix to bring pieces of writing to life. Pupils have found ways to work round the limitations with some of the apps, finding inventive ways to make what they want to do a reality (political figure biography). * Digital Leaders group have developed a plan of action and will become more prominent next session as we work towards gaining our Digital Schools Award.   Key strengths:   * The whole school has embraced computing science and digital literacy, recognising the importance of developing skills in this area in preparation for the future and employability. * The knowledge we have of each of our individual pupils means that we have been able to meet specific needs and get good outcomes for those learners. * The confidence and wellbeing of our learners throughout the school.   Identified priorities for improvement:   * Raise attainment in numeracy (see IP2) * Promote positive relationships and emotional resilience. * Continue to work on embedding Dyslexia Friendly Schools approaches to continue with the upward trend in literacy attainment. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Further develop restorative approaches.  * Crudie restorative Jedi to continue to promote restorative approaches in the school * Jedi to train restorative ambassadors within the P6/7 pupils. * Whole school assemblies on restorative approaches. * Share approaches with parents through information sharing session and leaflets. * Finalising of Positive Relationships policy to replace behaviour policy. * Restorative cluster Jedi group to cascade training. | All staff to be confident in using restorative conversations throughout the school.  Whole school restorative ethos.  Understanding of restorative approaches by parents.  Pupil ambassadors will be more confident and able to diffuse low level situations.  Less incidents in the school creating an atmosphere more conducive to learning. | Pupils are able to use restorative language when dealing with a problem.  Less incidents brought in to the classroom following playtime and lunch breaks.  Playground incidents folder will show evidence of restorative conversations.  Implementation of Positive Relationships Policy. |
| 1. Further embedding of the principles of Dyslexia Friendly School.  * All staff to engage with the materials and resources researched by the school Dyslexia Champion. * All materials for learners should be printed on buff paper to reduce glare. * Use of technology to provide a platform to support those with literacy difficulties. * Develop a marking scheme based on success and identifying development and improvement points. * Complete creation of support boxes with resources that pupils can access to support their learning (coloured overlays, help sheets on how to change background colours on screen, high frequency words) * Teachers to use visual aids and make good use of multi-sensory resources (word banks, magnetic letters, alphabet strips, whiteboards). * Clear labels throughout the school. | Inclusion and equality across the school.  Improvement of attainment and achievement of those with literacy difficulties.  Staff are familiar with the indicators of dyslexia and know where to access appropriate support.  Increase in confidence and willingness to try in pupils with literacy difficulties.  Increase in confidence amongst staff on how to support those with dyslexia.  Pupils can access the resources they need to help them.  Raised attainment. | Learners motivated and engaged.  Dyslexia help boxes used by pupils.  Staff accessing information from Dyslexia kit and dyslexia champion.  Pupils are able to talk about how they will improve their work.  Raised attainment. |
| 1. Development of emotionally literate and resilient children.  * Use of PEF to contribute to cluster training – Happy to be me – and identified staff to participate. * Embed the use of Bounceback for a whole school health and wellbeing progression. * CLPL on mindfulness and growth mindset. * Familiarisation with Turriff Cluster ASN toolkit. * Seasons for Growth program to be run again with a younger age group. | Pupils are able to communicate their feelings and deal with a range of emotions in a positive way.  Pupils demonstrate greater resilience.  Pupils are able to compare a growth and fixed mindsets and are able to change their thinking to a growth mindset.  Staff are effective in how they deal with behaviours arising from an emotional situation.  Pupils that are more engaged with their learning thus leading to an increase in attainment because they are not being distracted by emotional difficulties. | Positive behaviour choices are made more frequently resulting in better relationships throughout the school.  Pupils and staff use restorative conversations to resolve conflict.  Pupils beginning to apply self-regulating strategies to calm themselves.  Pupil and staff responses to development sought. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Pupils are confident and know they are respected so share their feelings and opinions freely: Pupil Parliament minutes, discussion with pupils. * Ethos of the school is high. * Flip chart record of discussion. Pupils are able to say what makes them feel safe and not safe, healthy and not healthy, etc. * Pupils involved in Seasons for Growth are able to talk about their feelings and changes and losses that have happened to them. One particular pupil has been chewing his top less since starting the programme (sign of stress). * Jamesie and Rev. Dennison assemblies which parents are invited to. Plans show coverage of different faiths at different points in the year. * Visitors to the school – African drummers, BEAT; Children in Need activities, Paralympics morning, Paralympics short read (P5-7), racism assembly. * Circle time isn’t minuted but pupils will talk freely about them if asked. * Classroom visits and discussion with class teachers. * Attachment input from EPS on in-service day, dyslexia, restorative practice and ASPECTS input on in-service day, GTCS professional learning record. * Record of meetings file, playground incidents, chronology.   Overall evaluation of level of quality:   * Staff are committed to GIRFEC principles and use the wellbeing indicators with confidence. * New Rotakids group has been set up with the aim of developing responsible citizens and moving towards taking part in the Rights Respecting Schools award next session. * Single agency and multi-agency meetings are effective in planning next steps for learners with additional support needs. Alternative arrangements are made for parents with additional support needs themselves. * All pupils are involved in the life of the school through Pupil Parliament, assemblies, special events (concerts, open afternoons etc), community café, etc, and have a key input in planning and organising these. * Through carefully planned activities such as the Paralympics Morning and involving local groups such as BEAT in topic activities, pupils have an understanding of diversity and inclusion and the need to challenge discrimination. * The upper stages undertook a block of work on discrimination during their WW2 topic and were able to independently make links to other instances in history and the present time where people have been discriminated against. * All staff have undertaken equalities and diversity training as provided by Aberdeenshire Council. * The implementation of restorative approaches has led to pupils having a better understanding of one another and the consequences their actions can have on others. * Pupils have learned about a range of different faiths. * There is a low percentage of pupils with attendance under 90% and no exclusions showing that pupils enjoy coming to Crudie School and participating in the activities we have on offer.   Level of quality for this QI:  4 Good  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Actions taken as a result of pupils falling below 90% attendance, are recorded and monitored in Attendance folder. * SEEMIS exclusion figures, communications with individual parents * Tracking folder and minutes of tracking meetings show analysis of standardised assessment and discussion of teacher judgement. * Attainment review with QIO and subsequent feedback. * SfL minutes/discussions/plans * PSA timetable, PSA meeting minutes * Development of new planning formats, collegiate meeting minutes- Crudie and joint with King Edward and Fintry. * Pupil Parliament minutes, pupil questionnaires * Topic “brainstorm” sheets, target wall in classroom, writing folders * Pupils in P1 and 2 had opportunity to attend an after school storyteller club. Parent feedback was extremely positive and they felt it had an impact on their child/ren wanting to engage with books more. Feedback from Code Club (P6/7) and Kitchen Science (P5-7) very positive also. Showcase of Animation Club (P1-3 pupils with P6/7 helpers) efforts to parents. Good uptake of Recorder club by P1-4 pupils. Topic/open afternoon evaluations comment on particular areas that pupils have enthused about. * Parent questionnaires and records of emails/communications. * Geoffrey wall, displays in the corridor and achievement folder evidences pupil achievement within and out with school. * Learning Journey Wall showcasing pieces of wirk chosen by the pupils to be good examples of learning.   Overall evaluation of level of quality:   * The tracking system currently in place has had an overhaul so we are now using the Aberdeenshire Council system. Data has been transferred to the new format. * Analysis of tracking data shows an improvement in literacy. We need to make the same improvements in numeracy. However, it has to be born in mind that the data is working with very small numbers of pupils at each stage. For example, we have just one pupil in P1 and so have 100% achievement at early level in reading, writing and maths. * Every week we celebrate the achievements of our learners. We pick out those who have been demonstrating our values and also award a Star of the Week. Other successes, within and out with school, are also celebrated at this time. Pupils record the reasons why they have been chosen so that people coming in to school can play them back when they see their picture displayed on the wall. There is also a record kept in the Achievements folder on display in the corridor. * Pupils have the opportunity to take the lead in what they want the school to do. For example, one pupil asked if they could run their own lunchtime club. This led to pupil run clubs in dance, football and friendship. The ones taking part enjoyed learning from their peers and the ones running the club were able to develop leadership, organisation and planning skills. The Waste Warriors wanted to hold a recycling awareness raising event. They planned the activities they wanted to do and scripted and recorded “how to” videos for each one so that the rest of the school taking part had a step by step guide to what was required. Pupils asked for the opportunity to put forward nominations of their peers for a Pupil Choice for the values awards each week. * We carefully plan excursions so that pupils are always learning and yet having fun whilst doing so. For example, P7s were taken on a trip to the University of Aberdeen to learn about the applications of chemistry and the jobs that are available for chemists. Pupils of all levels of attainment enjoyed the excursion and learned from it. * Pupils are encouraged to use their specific skills. For example, one pupil is self-taught on the piano, the music teacher sets her challenges to learn a new piece each week and each week she rises to that challenge - excited and enthusiastic about demonstrating this talent to her peers. Pupils who were showing aptitude in using the iPads were asked if they could support the Animation Club with their work. * Some of the teaching staff have attended Number Sense training and are adapting the way maths is taught in their classrooms. Tracking of attainment should show this having an impact by the end of next session at the earliest. * The Parent Council has been raising funds and we have also secured a set of 10 iPads from the Learning Through Technologies team. From this we should be able to provide each learner with their own device. We have seen the impact that the use of technology has on engagement and we feel this engagement will be key in raising attainment. * A proportion of the PEF is being allocated to an after school numeracy club for P1 and 2 and their parents. Through this we aim to improve confidence in numeracy in both parents and children and show the fun they can have learning through numbers together. The impact from this will be evident as these pupils progress through the education system. * Staff have engaged with the Aberdeenshire Frameworks and the Education Scotland Benchmarks and use them in order to effectively plan and assess progressive programmes of study. * Big Writing and cross-curricular links between literacy and topic work have shown an improvement in pupils writing output. Pupils are aware of what they need to do in order to achieve a level, they set targets for what they need to improve upon and think carefully about how they can make their written work better. * Pupils choose a piece of work once a fortnight and talk to their peers about what they have learned from doing the work and the skills they have developed. Pupils then vote on which piece they feel should be displayed on the Learning Journey Wall. Each individual in P5-7 adds their chosen piece and their reasons to their blogs. Pupils in P1-4 are beginning to use blogs in this way also however it takes a significantly longer amount of time with the younger pupils.   Level of quality for this QI:  3 – for attainment  4 – for achievement | | | | |
| 5. What is our capacity for improvement?  The overall capacity for improvement at Crudie School is very good based on the following:   * Commitment of staff and willingness to engage in CLPL to develop their professional practice to improve standards for our learners. * A positive ethos in the school with a supportive and inclusive attitude. * Positive links with cluster primary schools and the secondary give a good basis for collaboration and moderation. * Staff willing to take on leadership roles in different areas give them a vested interest in improving the school. * Feedback from pupils, parents and the QIO is mainly positive reflecting their confidence in what we are aiming for. * Good links with the community provides pupils with an investment in their locality.   Aspects that could impact adversely on the capacity for further improvement include:   * Budget limitations could have a negative effect on our plans for 1-1 devices throughout the school. * Difficulty in filling TFD post has workload implications on Head Teacher which may impact on capacity to drive improvements forward. * Changes in agenda of Local/National government, may mean that focus on improvements is diverted. | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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