



**Crudie School
Standards & Quality Report
2018-19
&
School Improvement Planning
2019-20**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2018–2019 and our School Improvement plan for the current session 2019-20. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Crudie 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 Crudie School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Julia Rickard

Head Teacher

The School and its context

Vision for the school

At Crudie School we inspire every child to reach their full potential academically, emotionally and physically. Working together to create confident individuals and responsible citizens ready to embrace future challenges.

Values that underpin our work

As a whole school community, we worked together to develop a shared set of values that focus on Caring, Responsibility, Respect, Determination and Cooperation. These values feature prominently in Crudie School and are celebrated in weekly assemblies.

What do we aim to achieve for our children/pupils

Our aims are:

- 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.

Context

The village of Crudie is situated in an attractive rural setting to the east of Turriff. The primary school is non-denominational and serves the children from the village of Crudie and the surrounding area. It is part of the Turriff Cluster and pupils leaving at the end of P7 attend either Turriff or Banff Academy.

The present school building opened in 1959 although there has been a school building on the site for many years before this. The school building has two classrooms, a gym hall with a stage which also doubles as a library, a staff resources room, staff room and office. There is also an extensive grass area and tarmac playground. The roll currently stands at 25, comprising two classes P1-4 and P5-7. In session 2019/20, the classes will be a P1-3 and a P4-7.

The Head Teacher has a class commitment. There are 2 teachers in P1-4 which manage the class on a job-share basis. In the coming session P4-7 will be taught by a newly qualified teacher.

In addition this session, the school has access to the services of a learning support teacher once a week.

To complement the teaching staff there is an office administrator, clerical assistant, 2 PSAs, two cooks and a cleaner. A janitor from Bracoden Primary visits the school twice a week.

The school has an enthusiastic Parent Council, which raises funds for the benefit of all the pupils in the school.

The school has a Pupil Parliament which includes all the pupils. It also has established groups called the Waste Warriors, Health Heroes, Nature Nurturers and Rotakids which are involved in the work of the school and its improvements too and that develop our pupils as responsible citizens.

A well-attended Playgroup is run in the school house and there is nursery provision at Monquhitter and Turriff Primary Schools.

The school hall is utilised frequently by a range of community groups including WRI, Community Council and the Bowling Club.

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 2018-2019.

<p>Priority 1 - Raising attainment and achievement</p>	
<p>Progress</p>	<p>Literacy Identified members of staff have attended Emerging Literacy training days and twilights. This training has been disseminated to job share teacher and to staff supporting in the classroom. Workshop delivered to parents about Emerging Literacy and the pedagogy behind it, this included new P1 parents. Emerging Literacy progressions used to support moderation and tracking and monitoring meetings. Interventions have been identified from baseline assessments and the Emerging Literacy website used to access materials to support this. Class teachers using CLPL to further their knowledge in this area. Staff members have undertaken training in Accelerated Reading over the course of the session. Included in the training has been setting up, setting targets, understanding of Star reader results and how to use these effectively to plan next steps. Accelerated Reader time has been set up in both classes. This allows for the P1-4 class teachers to spend dedicated time on specific literacy activities with P1. PSA has taken ownership of the libraries and all books are now on the system and labelled. Stage library area has been re-vamped to make it more inviting. Accelerated Reader information leaflet made up and sent home to parents. P1/2 Storyteller Club successful. 7/8 pupils in attendance. Staff have carried out CLPL on Reflective Reading and Highland Literacy. Parent “share the learning” literacy session well attended.</p> <p>Numeracy Upper stages staff attended Maths Mastery training. Opportunity for professional dialogue. Use of suggested resources, fitting in with current maths rotations. P5-7 teacher has set up a problem solving area. Numicon in-service training. Purchase of Numicon materials and teacher manuals for both classes. Implementation in both classes. Staff members have observed good practice at other schools.</p>
<p>Impact</p>	<ul style="list-style-type: none"> - Using the Emerging Literacy assessments P1-4 class teacher has been able to assess progress of Early Level pupils more effectively. Initial assessments have enabled identification of aspects of literacy that require more input in certain individuals.

	<ul style="list-style-type: none"> - Parents have a clearer understanding of what is being taught and why, putting them in a better position to be able to support their child at home. - From using the Emerging Literacy progressions, teachers are able to make more accurate judgements about the progress individuals are making towards Early Level. - From classroom observations, pupils appear more engaged in their literacy sessions. - P1-4 class teacher has observed an improvement in non-fiction writing following CLPL and implementation of this learning, in to her lessons. - 75% of P1 have achieved Early Level. - Pupils from P2-P7 have been set up on Accelerated Reader. After some trial and error, both classes have established a routine. Star Reader re-assessments are showing a small increase on the number of pupils at or above the benchmark from 40% to 44%. Two pupils in particular have responded really well to Accelerated Reader and teachers have noticed a dramatic improvement in their wanting to read and their ability in reading. Parental reports from some parents that their child wants to read more at home. - Positive feedback from all pupils who attended the Stoyteller Club with 3 of them reporting that they liked the club because it “helps people to read”. - P5-7 teacher reports pupils being better able to explain their thinking processes when tackling maths problems. - P5-7 using the Problem Solving area independently. - Pupils in P1-4 class working regularly with the Numicon resources. Pupils find it engaging. Teacher reports that the resource is supporting pupils with their acquisition of number concepts.
Next steps	<ul style="list-style-type: none"> - Continue to engage with the Emerging Literacy Buddy Networks. - Collegiate time to be allocated to engaging with Emerging Literacy site and increasing staff confidence in the theory, practices and where to find resources. - Identify gaps in ZPD for Accelerated Reader and use PEF to purchase more texts to fill these. - Continue to embed Numicon and Maths Mastery concepts. - Encourage lower stages teachers and new teacher to sign up for Maths Mastery CLPL if it is offered again.

<p>Priority 2</p> <p>- Ensuring wellbeing, equality and inclusion</p>	
<p>Progress</p>	<p>PASS assessment purchased and undertaken with pupils at beginning and end of session. Programmes of support were set up for identified individuals and groups as follows: Seasons for Growth, Seasons for Growth bespoke programme, Happy to be me, Confidence and Self-esteem raising. Time set aside for PSAs and class teachers to deliver these programmes. Use of IPT and other outside supports as necessary. Both classes have done a lot of work on the Wellbeing indicators. In-service time spent looking at Health and Wellbeing resources and a start made on updating the progression. P1-4 introduction of "Bucket of Kindness" to focus on being nice to each other. P5-7 undertaken "compliments poster".</p> <p>Restorative Buddy process refined from last year. Applications sent out and interviews held. Buddy training includes role play and developing understanding of the restorative questions.</p> <p>Positive Playtime training delivered by Jenny Mosely and attended by both PSAs.</p> <p>Health tracking system set up.</p> <p>Bits and Bobs and Help trays kept up to date.</p> <p>Positive Relationship Policy written and shared with stakeholders.</p>
<p>Impact</p>	<ul style="list-style-type: none"> - From analysis of initial PASS data, pupils were identified as needing emotional support and interventions were set up. - Pupil feedback from interventions is positive with most feedback coming from girls that had taken part. Boys hadn't been as willing to give feedback. - Pupils can talk confidently about the Wellbeing indicators and what they mean to them. - Changes made to lunch time routine have meant pupils are better behaved and are allowed to sit where they wish as a result. - Tracking system allows HT to identify who needs supports and the type of support that may be beneficial. - Restorative buddies report enjoyment and pride in having this role. They report that the questions help them and they like to help others. - Clear guidance for staff and pupils on the behaviour expected in the school.
<p>Next steps</p>	<ul style="list-style-type: none"> - Continue work started on gathering stakeholder views for the Anti-Bullying policy in order to write the policy. - Upskill all staff throughout school on ASN –especially using technology resources and outdoor resources. - Creation of ASD and emotion support trays using parental donation.

Priority 3

- Increasing creativity and employability

Progress

King Edward, Fintry and Crudie schools working collegiately on Developing the Young Workforce. Time spent during joint collegiate meetings to work through the toolkit for the Career Education Standard.

Skills from Parentzone have been made in to cards and pupils discuss these frequently. Skills are also discussed in conjunction with homework.

Use of collegiate time to look at the experiences and outcomes for each topic bundle and identify local businesses or individuals who could provide support and bring career education in to the contexts.

Links made with Siemens via the offshore wind farm development and use of their staff and resources to deliver a series of renewables lessons.

Parents contacted about their work to build a bank of people that can support the delivery of DYW. Contacts shared amongst KFC as appropriate.

Staff member engagement with My World of Work site.

Number of extra-curricular clubs run by pupils this session including: Highland Dancing, Litter picking, Singing and Sports.

Vex IQ Challenge engineering club, very successful and well attended by pupils.

Opportunities provided for pupils to explore the world of work and STEM subjects, for example Techfest, Maths Week Scotland, etc.

Community Café at regular points throughout the year, used to develop skills for learning, life and work.

Use of technology with P5-7 to support understanding of the careers they wish to pursue.

Impact

- Pupils can confidently talk about the skills they are using in the activities they do and why they are important.
- Skills are being developed in learners.
- Skills for learning life and work beginning to become embedded across the curriculum.
- Bank of businesses and individuals to provide specialised input/support.
- Teachers confidently talking about skills in class and linking the skills to pupil learning.

Next steps

- Make homework more skills based so that pupils and parents can clearly see the purpose of the activities.
- Continue to work collegiately with King Edward and Fintry Schools, through the Career Education Standard.
- Develop opportunities for pupils to lead learning within career education.
- Further develop high quality learning experiences, linking and applying skills for learning, life and work.

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

Overview:

The whole school has a shared understanding of our values. Leadership tasks are taken on by both staff and pupils with responsibility shared throughout the school. Staff are reflective and adaptive. We know what we need to improve on based on analysis of data and our professional judgement, and work together to drive this forward.

1.3 Key strengths:

- School values are embedded across the whole school community. They are celebrated in weekly assemblies and pupils are proud to achieve them.
- All pupils are within SIMD deciles 5 and 6. Staff have good knowledge of individual families and the range of challenges they face and also of the bigger picture of the local community in which we are based. This gives us the information to be able to meet needs appropriately.
- Staff are committed to supporting pupils to achieve their best.
- Staff work very well as a team and take on leadership roles within the school, supporting our school improvement. For example, in Emerging Literacy, emotional support and 1+2. Staff lead groups within the school, working with pupils to create learning opportunities in environmental issues, charitable work and health and safety.
- There is a welcoming ethos in the school.
- Through self-evaluation activities, improvement priorities have been clearly identified and plans drawn up to drive forward change. Use of PEF is identified effectively to support change in targeted areas of literacy and emotional wellbeing. Resources are carefully chosen to support this.
- Staff work collegiately to achieve change and to drive our improvements forward. The whole team values professional dialogue and engage in self-evaluation activities.
- Staff work collegiately with other schools. Collegiate time is set aside for work with King Edward and Fintry Schools and also for work with the whole cluster. Teachers use this time to undertake moderation activities, engage in professional dialogue, collaborate on joint improvements, and to reflect and evaluate. This all supports a shared expectation of standards across the Turriff Cluster.
- Improvement plans are prevalent in the staff area ensuring that our plans for change are at the forefront of our work. Our progress in these are a focus in collegiate and support staff meetings.
- Staff engage with the professional review and development process and this is used to inform professional learning. Staff learning opportunities this session include but are not limited to; emerging literacy, 1+2, STEM, Maths Mastery, Positive playtimes.
- Pupils are given the opportunity to take on leadership roles. For example: Restorative Buddies, clubs, School Groups. This develops their confidence, communication, independence, teamwork and leadership skills.
- Pupils are all involved in the life of the school, contributing ideas for change through Pupil Parliament. The "You said, we did" board demonstrates to learners how they have effected change.
- Staff are encouraged to engage with the professional standards and reflect on their practice. Staff maintain their records of professional development online through GTCS.
- Regular 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: for example, Emerging Literacy. Support staff are kept up to date with school developments and specific needs of individuals. They are fully involved in the life and are key in the work of the school contributing to the overall ethos.

- Use of Aberdeenshire Frameworks and Education Scotland Benchmarks has provided a clear progression of what needs to be taught and these are used as the basis of forward plans.
- Aberdeenshire Council tracking and monitoring system has been in effect for a couple of years now. Tracking and monitoring time is set aside each term for staff to discuss children's progress. All data together in the one place means that it is easier to get a clearer overview of the learners and where we need to position resources to make an impact on attainment.

Identified priorities for improvement:

- Support pupil participation in self-evaluation and school improvement through the use of How good is Our school? (HGIOURS)
- Consider how to engage parents and partners in planning improvement activities.
- Update vision.

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

Overview:

Tracking and monitoring discussions support the planning and development of next steps for pupils. Pupils have a particular enthusiasm for numeracy and topic work showing high levels of engagement in these areas.

The effective use of technology to support learning is continuously being developed within the school.

2.3 Key strengths:

- Most pupils are motivated in their learning and interact well during learning and teaching time.
- Positive, respectful relationships built on trust are evident throughout the school creating a welcoming feel and strong ethos.
- Pupils all have access to their own iPad which is customised to their needs.
- The school is well resourced in terms of technology and this is used to enhance learning and teaching and to engage the pupils.
- Numeracy is a priority for the school. Maths rotations have improved pupil confidence and gives teachers a better overview of each learner.
- Aberdeenshire progression frameworks in numeracy and maths have been adopted as a basis for planning allowing for experiences to match pupil's ability. Planning formats are evolving, with staff contributing to their development and with the National Benchmarks and Aberdeenshire Frameworks being key in this process. P5-7 have added a responsive planner to their work allowing for personalisation and choice.

- All pupils are tracked in literacy, numeracy and H&WB at key points in the year; an initial meeting at the beginning of the session and then 3 meetings thereafter. A tracking and monitoring system is in place for recording pupil progress and used to plan next steps ensuring appropriate support and challenge. The Aberdeenshire Frameworks, National Benchmarks and Standardised Assessments are used to support teacher professional judgement.
- “School Groups” give P3-7 pupils opportunity to contribute effectively to the school and community. They also give teaching and support staff opportunity to develop their leadership.
- All pupils are involved in decision making in the school through Pupil Parliament. Meetings held once or twice a term.
- 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 through nominations each week – an idea they put forward at Pupil Parliament.
- Learner’s achievements both within and out with school, are recorded and celebrated.
- Opportunities for moderation have been built in to our collegiate calendar, working with the whole cluster, including the secondary, and also with the smaller KFC (King Edward, Fintry and Crudie schools). Good practice is shared and staff are developing a collective understanding of standards to ensure consistency of expectation across the school.
- We work closely with our community and partners to provide a variety of learning experiences to engage our learners.
- Assessment for Learning strategies are used across the school.
- Learning intentions and success criteria are shared with learners. Teachers give clear instructions that share the purpose of the learning and there are opportunities for pupils to develop success criteria in conjunction with the teacher.
- Teachers use a range of approaches including, active/game based learning, digital technology and outdoor learning to engage learners.
- Staff have taken on lead roles in a variety of areas – Emotional Wellbeing and Restorative Practice, Support needs, technology, Emerging Literacy.
- Staff have engaged in CLPL to improve learning and teaching.
- A process of continuous reporting is adopted in school in order to ensure there are regular opportunities to share learning and progress.
- Pupils are beginning to think about the skills they are using and senior pupils think about their application in other areas and for life and work.

Identified priorities for improvement:

- Continue to develop Assessment for Learning strategies so that written feedback is consistent across the school. Ensure that pupils are clear about their next steps, are able to share their targets and what they need to do to achieve them, in order to perform better in their learning. Develop further the pupils’ ability to give feedback that is constructive and evaluative for their peers.
- Continue to engage with the Aberdeenshire Frameworks, the National Benchmarks and moderation activities, particularly in literacy.
- Continue to develop pupil’s awareness of and their ability to identify the skills they are developing through their learning and how these support them for life, learning and work.
- Ensure that there is appropriate challenge at all levels. Continue to develop questioning to allow for higher-order thinking skills.
- Provide more opportunities for pupils to lead and plan for learning.
- Fully embed new initiatives taken on such as Numicon, Accelerated Reader and Emerging Literacy and monitor impact.
- Refine tracking and monitoring procedures to ensure that the impact of next steps is followed up.

4. How good are we at improving outcomes for all our 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
(HGIOS?4 1-6 scale)

Overview:

Staff at Crudie School have a good knowledge of their learners, families and community and how we can support them. Universal supports are in place for pupils and where additional support is required, this is identified and appropriate measures put in place.

3.1 Key strengths:

- From recent inspection, pupils stated they felt safe in school and most pupils felt they had someone they could go to if they were upset or worried.
- Children have a good awareness of the wellbeing indicators through health and well-being lessons.
- Pupils plan for fundraising through their community cafes, selecting charities to support based on personal experiences. These are well supported by families and the local community.
- Focus for improvement has been within health and wellbeing. PASS was purchased with PEF in order to support analysis of children's attitudes and emotional wellbeing. Targeted interventions were put in place as a result of this to address the needs of individuals/groups.
- PSAs have attended Jenny Mosely's Positive Playtimes course and made adaptations to break and lunchtimes.
- Good links with the local community through Community Council and Crudie Community Garden Committee making pupils feel part of their local community. The Nature Nurturers work closely with the Garden Committee. Positive relationships have been developed with members of the community who support us in activities to enhance the school grounds.
- Pupils think about the school values and identify their peers who are deserving of a value award. From the Achievements Folder it can be seen that there are a high number of pupils nominated for the "Caring" value.
- Pupils are involved in the life of the school and take on responsibilities through school groups and Pupil Parliament. They are confident and share their feelings and opinions.
- PSA and teacher run programmes for identified groups to support emotional health and wellbeing. Examples include, Seasons for Growth, Happy to be me and Self-esteem and confidence building.
- Positive Relationships Policy and Internet Safety Policy developed with stakeholders.
- Senior pupils apply for Restorative Buddy role. Restorative Buddy training has been further developed by PSA so that pupils in this role feel confident to support others.
- Christian assemblies are held on a regular basis and aspects of different faiths are taught as part of the curriculum. Links made within these assemblies to our Values. Rolling plan to ensure coverage of main world religions.
- Support trays continue to be developed over time.
- Technology is used effectively to support pupils. All pupils have access to a tablet. These are adapted for each individual depending on their support needs. For example; Clicker to support writing, apps to support numeracy development, etc.
- Active Schools provide a range of opportunities for pupils throughout the school year including rugby, street dance and stay and play. A parent who delivers fitness and health coaching to primary schools in the North-East, volunteers time to support our delivery of PE.
- All pupils get the opportunity in P6/7 to take part in a residential experience. Funding is available for those who have difficulty with finance so that there is equal opportunity for all.

Identified priorities for improvement:

- With pupils, further develop the use of the wellbeing indicators in order to prioritise aspects of health and wellbeing.
- Re-evaluate the Health and Wellbeing resources currently in school and online to create a progressive programme meeting the needs of our particular learners.
- Add HWB to tracking meetings recording sheets so that discussion around HWB can be minuted, tracked and impact assessed.
- Training for staff in using the outdoors to support health and wellbeing.
- Develop Anti-Bullying Policy to sit alongside Positive Relationships Policy.
- Further curriculum development to promote equality and diversity.
- Cluster improvement work focussing on SHARE.

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: 4
(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

- Pupils want to share their achievements, for example, Robot Club presentation to parents, reciting Doric poems, Roots for Toots.
- Last sessions SNSA results in conjunction with tracking discussions showed pupils were better at beyond number/more practical aspects of maths. Numicon has been purchased and training undertaken to address this discrepancy.
- Positive school ethos commented on by visitors to the school.
- Emerging literacy assessments allow P1-4 teacher to plan specifically to address any gaps identified at an early stage.
- Attendance monitoring is carried out termly.
- Writing group run by Support for Learning teacher gave P4 pupils last session the skills required to achieve First level.
- Targeted support of P7s with Support for Learning teacher for writing this session has shown improvement in editing skills.
- There is a diversity of achievements shared with us, evident from the Achievements Board, showing that pupils are proud to share this with us no matter how big or small, they know we will celebrate this with them.
- Pupils record minutes of their school group meetings and share what they have been doing via Pupil Parliament, assemblies or organising whole school activities.
- Feedback from extra-curricular clubs is positive.
- A proportion of PEF was spent on Happy to be me training for PSAs. Following the course pupils reported feeling more confident about themselves.
- Reporting calendar.
- Feedback from parents following attendance at events.

Key strengths:

- Learners make appropriate progress from their prior levels of attainment in literacy and numeracy.
- Data from standardised tests, samples of children's work and moderation activities using the Aberdeenshire Frameworks and National Benchmarks, inform teacher's professional judgements of pupil progress and attainment.
- The school has an effective TMR system in place.
- Turriff Cluster Head Teachers meet twice yearly to moderate attainment data.

- Achievements linked to the 4 capacities are displayed and celebrated at the school entrance. Pupils strive to achieve the school values in a weekly award and are displayed on the school mascot reward display.
- Pupil's achievements are displayed and noted in the folder for all stakeholders to read. Wider achievements are tracked to ensure identification of pupils "at risk" of missing out.
- All staff have a good knowledge of our individual pupils and their backgrounds.
- Support for Learning time is allocated effectively to make best use of time and provide support where it is most needed. PSAs are deployed effectively.
- Attendance levels are good with all pupils currently having above 90% attendance. This session we have shown an improvement in attendance levels. Any concerns are identified and we work in conjunction with parents to support.
- Staff are aware that there are a number of pupils who would benefit from education around resilience, mental health and emotional wellbeing. As a result, a portion of PEF over the last two sessions has been allocated to support Health and Wellbeing. The PASS survey has been purchased which has assisted staff in identifying areas requiring intervention. In the session prior to this, support staff were trained in Happy to be me – a programme for developing self-esteem and emotional resilience.
- 20% of pupils have lost one of their parents and staff are proactive and sensitive in supporting learners who have difficult circumstances. A member of staff has been trained in Seasons for Growth and created a bespoke programme for one individual. Staff have also had training from Grampian Bereavement Network and CLAN in addition to their own professional reading.
- Staff are leading in a number of areas to address identified barriers to learning. This includes Seasons for Growth, Happy to be Me and the development of "Bits and Bobs" and "Help" resources banks.
- In-service training on the Learning Pit and CLPL on Mathematical Mindsets and the introduction of the Bits and Bobs/Help trays enable pupils to take more responsibility for their learning.
- To raise attainment in literacy, a portion of PEF has been used to purchase Accelerated Reader. Identified staff attend Emerging Literacy training and approaches have been introduced in the P1-4 class.
- After school clubs are offered throughout the year to provide access to opportunities that would otherwise be unavailable in our rural location. Teaching staff have provided Storytellers Club for P1/2 and Robotics Club for P5-7 so far this session, with an Animation Club planned again for term 4.
- Pupils have the opportunity to run their own lunchtime club as requested through Pupil Parliament. Since 2017 we have had a range of clubs all planned and run by pupils.
- Pupils take part in different competitive events and are buoyed by success.
- Over the last few years the school has been working hard to promote digital technology and have recently gained the Judges Award in the Vex IQ Challenge, competing against Shire and City primary and secondary schools. We also won the Creativity Award at the first Aberdeenshire Gamescon event. We have been successful in winning an award for our Doric poetry writing. We celebrate our local dialect annually with a Doric recital competition for Robert Burns and in memory of one of our parents.
- We provide a range of events throughout the school year to engage parents and thus create a positive attitude towards us from parents whose own school experience has been a negative one.
- School Groups allow pupils to engage with the life of the school and make an impact on the local and wider community.
- P6/7 pupils develop a range of skills during a residential trip to Dalguise. Funding can be applied for so no family is put at a disadvantage.
- Pupils populate their own blogs to share their learning and support their profiling.
- Class blogs are used to showcase learning and classroom achievements with parents.

Identified priorities for improvement:

- Raise expectations of standards in literacy. Look at writing programme and resources in order to raise attainment.
- Embed CLPL on Numicon and Maths Mastery to improve attainment in numeracy and upskill those who haven't undertaken training.
- Embed Emerging Literacy and begin to roll out strategies beneficial for the whole school.
- Continue rigorous tracking and monitoring to assess the impact of recent interventions.
- Continue moderation activities with cluster Head Teachers with regards to attainment and self-evaluation.
- Continue to provide teachers with the opportunity to engage with moderation activities across the cluster.
- Continue to identify opportunities for outdoor learning, building it in to planning.
- Evaluate what is working well with regards to our use of technology and what needs to be changed or added.
- Build on initial work with the skills for learning, life and work, ensuring it permeates all that we do and that children know and are able to confidently talk about the skills they are developing and how they are useful.

PEF 2019-20

Identified gap	<ol style="list-style-type: none"> 1. Literacy continues to be an area where we need to continue our support and interventions. There are a number of pupils who are not on track in writing and this is an area that was also identified by inspectors. We are beginning to see an impact from the implementation of Accelerated Reader however there is a lack of titles at some ZPD ranges within the library. Some pupils struggle to retain initial learning in letters and numbers which then impacts as they progress through the school. 2. Emotional wellbeing and resilience continues to be an area where some of our learners need support. PASS assessments purchased last session identified pupils who have low/moderate satisfaction in different areas.
Expenditure	<ol style="list-style-type: none"> 1. Touchtronic letters and numbers x 5 sets of each 2. The Story Kitchen – writing CLPL for teaching staff 3. Accelerated Reader texts for library 4. MAC: Basics of getting outside – CLPL for identified staff
Expected outcomes	<ol style="list-style-type: none"> 1. Increased engagement in literacy and numeracy at early level. Reinforcement of letters and numbers especially in those that may require additional support. 2. Upskilled staff in the teaching of writing. Improved understanding of the methodology of teaching writing. Improved confidence in writing amongst pupils. Improvement in writing attainment. 3. Greater choice from a wider selection of texts, engaging more pupils in reading. Enough texts for each ZPD so that pupils can choose genres they enjoy and have enough material to practise their reading. 4. Confident use of the outdoors by staff to support emotional health and wellbeing. Increase in pupil resilience and self-esteem. Sustainable programme that doesn't require outside agencies to deliver one off experiences with pupils.
Impact Measurements	<p>Feedback from training courses. Increase in staff motivation and use of the outdoors. Survey pupils about outdoor experiences using Leuven scale. Increased number of boys on track to achieve their level in writing. Tracking meetings indicate better progress of learners in aspects of literacy. Reduction in the number of pupils reporting that they don't have enough books to choose from for AR. Increased engagement in literacy activities in P1.</p>

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.

Key priorities for session 19 - 20

Priority 1 – Raising attainment and achievement

Priority 2 – Ensuring wellbeing, equality and inclusion

Priority 3 - Increasing creativity and employability

Action planning

Priority 1

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</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</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Priority 1 – Raising attainment and achievement	<p>Children at Crudie School will</p> <p>In reading</p> <ul style="list-style-type: none"> Have an increased level of enjoyment of reading. Improved reading skills. Make good progress and achieve appropriate level. <p>In writing</p> <ul style="list-style-type: none"> Have an increased enjoyment of writing. Improved presentation, grammar and spelling. Improved writing skills. Make good progress and achieve appropriate level. 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> Emerging Literacy assessments completed as a baseline and on-going throughout the session. Achievement of appropriate level or evidence of progress. Feedback from family engagement sessions. Monitoring of learning experiences. Accelerated Reader data from assessments. Tracking and monitoring data. Feedback from pupils. Improved attainment in literacy. 	<p>Funding used to support purchase of texts for AR, Touchtronic letters and numbers for early level, in-service training on reading and writing.</p>
Actions	<ul style="list-style-type: none"> In-service day input for staff by Anne Glennie on Reflective Reading. Continue to embed Emerging Literacy. Continue Emerging Literacy buddy network meetings to share good practice. 		

	<ul style="list-style-type: none">• Use of Literacy Week format from Emerging Literacy site to support planning.• Continue to embed Accelerated Reader. Collegiate time to reflect and assess progress and impact. Look at texts for each ZPD and fill gaps with PEF.• In-service day input for staff by Anne Glennie on The Story Kitchen.• Implementation of learning from Reflective Reading, Story Kitchen and Emerging Literacy.• Homework survey out to parents to gauge thoughts.• Development of Learning Packs for parents/pupils to take home for family learning. Progressive packs to develop core skills. Early level packs to support development in line with Emerging Literacy.
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Action planning

Priority 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection <u>2.2 Curriculum</u> 2.3 Learning teaching and assessment <u>2.4 Personalised support</u> 2.5 Family learning 2.6 Transitions 2.7 Partnerships <u>3.1 Improving/ensuring wellbeing, equality and inclusion</u></p> <p>Specific to HGIOS 4 <u>3.2 Raising attainment and achievement</u> 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>
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Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 2 – Ensuring wellbeing, equality and inclusion</p>	<p>Children at Crudie School will</p> <ul style="list-style-type: none"> Be able to adjust more easily to change. Be able to cope with a wide range of feelings in a positive way. Be able to access support when needed. Make good progress appropriate to their ability. 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> Increased use of the Help units. Tracking and monitoring data will show that pupils are making progress appropriate to them. Feedback from outdoor sessions 	<p>Funding used for training</p>
<p>Actions</p>	<ul style="list-style-type: none"> Development of ASD and emotional support trays. Further curriculum development to promote equality and diversity. Link work in with literacy. Look at Highland Literacy site for books and lesson plans from early through to second level to support this. https://highlandliteracy.com/equality-and-diversity-picture-books/ Formulate Anti-Bullying Policy to sit in line with Positive Relationships Policy and Internet Safety Policy. CLPL on using technology to reach all learners. With pupils, further develop the use of the wellbeing indicators in order to prioritise aspects of health and wellbeing. Re-evaluate the Health and Wellbeing resources currently in school and online. See cluster plans on development of a progressive HWB programme. 		

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| | <ul style="list-style-type: none">• Add HWB to tracking meetings recording sheets so that discussion around HWB can be minuted, tracked and impact assessed.• Training for staff in using the outdoors to support health and wellbeing. Implement this with pupils. |
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Action planning

Priority 3

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Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 3 – Increasing creativity and employability</p>	<ul style="list-style-type: none"> Improved learning and teaching by bringing real life contexts in to the classroom. Skills for learning, life and work embedded across the curriculum. Development of these skills in individuals. 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> Feedback on Enterprise activities. Pupils can talk confidently about the skills they are using. Pupils can confidently discuss employability and positive destinations. Feedback from careers fayre. Assessment of activities undertaken. 	<p>None</p>
<p>Actions</p>	<ul style="list-style-type: none"> Develop link with Siemens. Enterprising activities in classes. After school club to develop STEM – link with Siemens. Further develop links made in session 2018/19. Embed the discussion of the skills in all lessons, increase confidence in linking lessons to the world of work. Make homework more skills based so that pupils and parents can clearly see the purpose of the activities (see also IP1). Continue to work collegiately with King Edward and Fintry Schools, through the Career Education Standard. Develop opportunities for pupils to lead learning within career education. 		

- Further develop high quality learning experiences, linking and applying skills for learning, life and work.
- Careers fayre with King Edward and Fintry Schools.
- Work inspiration activities guided by local labour market information, individual interest and experience needed.
- Look at Skills Academy work developed by Busby Primary School. See how this could be implemented at Crudie School. Explore this project via <https://education.gov.scot/improvement/practice-exemplars/DYW%20Interesting%20Practice:%20Skills%20development%20at%20the%20core%20of%20the%20curriculum%20-%20Busby%20Primary%20School>
- Look at developing school displays and planning to link to career development. Use resources such as the “I can” statements from the Career Education Standard, within this.
- Ensure assemblies regularly include information on specific careers, making children aware of the range of employment opportunities on offer.
- Use of Education Scotland for ideas of best practice: <https://education.gov.scot/improvement/practice-exemplars/DYW%20e2%80%93%20Interesting%20Practice:%20Career%20education%20in%20the%20primary%20sector>

Wider Achievements

Memories are made of this:

Charities supported by the school over the last session included:

- Shelter
- Children in Need
- Comic Relief
- Rotary Boxes – providing presents at Christmas for disadvantaged children in other parts of the world.
- Archie Foundation
- Guide Dogs for the Blind
- CLAN
- Dementia UK

Pupils have benefited from extra-curricular clubs including Robotics Club, Storyteller Club, Animation Club and Music Club, run by members of staff in the school. There has also been opportunity to join a Street Dance Club and Stay and Play at Crudie, run by Active Schools. Pupils have volunteered and run their own lunch time clubs for litter picking, dancing and sports.

Both P1-4 and P5-7 benefitted from rugby training sessions and took part in an inter-school tournament at Turriff Primary School.

Pupils in P5, P6 and P7 took part in First Aid training at Monquhitter School, developing life-saving skills. They went to Turriff Pool and the Deveron Centre to take part in activities during Drowning Prevention Week.

Pupils had a very successful Christmas Concert – A King is Born. Money raised goes in to school fund to support educational trips which we can then provide without having to ask for a contribution from families.

We have had a number of trips this session. Our first one was to Techfest in Aberdeen where younger pupils built creations from K'Nex with Subsea 7 and learned about night and day in the TechFest dome. Older pupils tried their hand at code-breaking and found out about forces and the power of the wind. The Parent Council subsidised the trip to see Aladdin at the panto in Aberdeen at Christmas. The whole school went to Macduff Marine Aquarium as part of their learning about water and floating and sinking. P5-7 were invited to Turriff Academy to watch their production of High School Musical. The school session was finished off with a trip to the cinema donated by a member of the community in honour of Crudie School's 60th birthday.

We have welcomed a number of visitors to the school. Beth Dobson has spoken to pupils about the Boys Brigade. Iain Taylor has spoken with P1-4 about farming. The Planning Department came to work with P5-7 as part of the Youth Engagement Project. Pupils learned all about the planning process and got to plan and design their own development.

The National Danish Performance Team came out to Crudie and put pupils through their paces with a range of games and activities to get their heart rates up. PC Taylor came to speak to classes about Internet Safety. Fireman, Ronnie Simpson, judged the fire escape plan competition that the Health Heroes had set up and talked to us about how to minimise the risk of fire and what to do if there is a one. P5-7 have been learning about conservation and the Beach Litter Officer visited to talk to them about plastic pollution. This also followed up on a visit from Chris Rickard, diver at Macduff Aquarium, who taught pupils about diving and the effects of rubbish on our oceans. For work on renewables, Colette Flynn, from Siemens, has been speaking to the older pupils with particular focus on the off-shore wind farm being developed at Banff. The SSPCA got pupils learning about taking care of animals through their workshop where they had to programme robot animals. Visitors to the school

The Nature Nurturers have worked closely with the Crudie Community Garden Committee helping to plan floral displays for our pots and embarking on a project with local farmer to grow tatties.

The Robotics Club entered the Vex IQ Challenge and competed against other primary and secondary schools at Robert Gordon's. They were very successful and won the Judge's Award.

Wider Community Links

Crudie was the winning school in the annual Doric Neuk poetry writing competition. Many pupils in the P5-7 class got their poems published in the 2019 calendar and we were treated to a visit from Dr Fiona-Jane Brown of the University of Aberdeen who did lots of activities with us all about Doric.

We held our annual Burns Poetry competition. Community members judged the entries and presented the prizes.

We have hosted four Community Café's this session. Friends, family, playgroup and community members were invited along. We showcased our work with YMI and performed songs with the ukuleles at our summer café. Money raised at each of the café's has been donated to charities chosen by the pupils.

We commemorated the centenary of the First World War by making our own wreaths and writing poetry. We invited the local community to join us for a walk up to the Crudie war memorial where we had a memorial service.

Tesco has supported our inter school sports day providing snacks and water and a member of staff to help.

We now have pupil volunteers on the Crudie Community Garden Committee which has been valuable for everyone involved providing important links between the school and community.