

**Rothienorman School**

**Standards & Quality Report**

**2017-2018**

**&**

**School Improvement Planning**

**2018-2019**

# *School Forward*

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. 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 Rothienorman 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 Rothienorman 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.

Julie Symington

Head Teacher

1. **The School and its context**

**Our Vision**

Our vision is for Rothienorman School to be an ambitious, positive, challenging, inspiring community where all (pupils, parents, staff and community members) are valued, communicate well and contribute to improving what we do.

**Our Values that Underpin our Work**

We value the right to experience

|  |
| --- |
| **happiness** |
| **respect** |
| **honesty** |
| **safety** |
| **kindness** |
| **consideration** |
| **friendliness** |
| **fairness** |

**Our Aims**

Safe:

* to have a safe and supportive environment which encourages the building of self-esteem, understanding and concern for all.

Health

* to be as healthy (physically, mentally and socially) as possible and support others to make healthy choices too.

Achieving

* to be creative, risk-taking, determined and reflective in how we play, explore and learn and so strive to achieve our potential through a wide range of experiences both in and out of school.

Nurtured

* for everyone to feel cared for, supported, protected and valued.

Active

* to be actively engaged and motivated in our play and learning.

Respected

* For everyone’s opinions and unique qualities to be respected and valued.

Responsible

* for everyone to be proud of and take on responsibility in our community, both independently and through teamwork.

Included

* To overcome inequalities and for everyone to have a voice in the development of their own learning and the life of the school.

**Context**

The Village of Rothienorman is settled in an attractive rural location eleven miles north-west of Inverurie and 12 miles south west of Turriff. Within the village there is a shop, the Rothie Inn, hairdressers, restaurant/café, small industrial units, a well-utilised village hall, and a variety of other shops / businesses. There is also a well-supported football and bowling club with respective grounds. A picturesque church and play parks complete the picture.

The school is non-denominational and the catchment area is the village of Rothienorman and the surrounding rural area. The school’s current roll is 139 with an additional 32 pupils in nursery. We have a number of additional children due to join the nursery in January and April 2019. Rothienorman School provides education for children aged 3 – 12 i.e. from ante-pre school nursery – P7.

Rothienorman Primary School has 6 full time teaching staff, and a nursery teacher and 1 early year’s practitioner who works full time; and an early year’s practitioner who works part time. The Head Teacher is non class committed. We have an additional 2 part time teachers which provides class cover and supports the delivery of Art and Design, French, Music, ICT, Home Economics and Physical Education. We also have visiting teachers who provide support for learners each week. The school works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator assists us in providing a range of additional active and sporting activities for the children.

The staff are supported by 1 school administrator, 1 admin support assistant, 4 pupil support assistants and 5 kitchen staff, 3 cleaners and a full time janitor.

On leaving Rothienorman Primary School the pupils transfer to Meldrum Academy, Old Meldrum. Rothienorman School is part of the Meldrum Community Schools’ Network and works closely with the other 12 schools in the Network.

Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs. The school has a very supportive Parent Partner Group (PPG) which supports school improvement activities and raises additional funds to provide many extras for the pupils in the school.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

HMIe last inspected the school in 2011 and the Care Commission visited the nursery in May 2017.

In 2017 we received our first Eco Schools Green Flag Award. The school has also been recognised as a Bird Friendly School. In 2016 we achieved our Gold Sport Scotland Award and a Green Butterfly Award. In 2017 we received the Anne Frank award for our work on diversity.

SIMD profile

Analysis of the SIMD data shows that no child at Rothienorman School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 8 and 9 with a few in decile 7. Although Rothienorman Primary 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.

**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 2017-2018.

|  |
| --- |
| Priority 1: **Leadership and Approach to Improvement:**  |
| Progress | All nursery and teaching staff were involved in professional development with other early years, primary or academy staff. HGIOS4 and HGIOELC were used in monitoring and self-evaluation effectively. Parents were involved in and aware of children’s learning through visits, assemblies, shows, Glow, Learning Logs/Scrapbooks, outdoor learning, etc.Staff, parents and community members helped us to improve our approaches to Developing the Young Workforce (DYW). |
| Impact | Staff are more confident in the use of HGIOS4 and HGIOELC and have begun to use the new Care Standards.Pupil Council and EcoWarriors are engaged in aspects of school improvement planning and are seeing real successes such as awards, School Travel Plan completion, new recycling initiatives, Young Leaders, etc. Staff and parents are engaged in aspects of school improvement-planning such as reflecting on progress and next steps, ensuring everyone works together. Our DYW focus emphasised the importance of skills for learning, life and work.All teachers participated in collegiate cross sector working groups to share best practice and approaches to learning and teaching. All class teachers engaged learners in regular evaluation activities focusing on their own learning such as Personal Learning Plans (PLPs), Learning Logs and reflections on Glow. |
| Next steps | All teaching staff to participate in Visible Learning training with Osiris and take part in action research. All staff to work with pupils to achieve a better understanding of setting their learning targets, success criteria, feedbackk and evaluating their progress.Continue embedding HGIOS4, HGIOELC and Care Standards.Continue with Young Leaders, buddies, Pupil Council, BSL Ambassadors, EcoWarriors, Playground Helpers. Consult with all stakeholders about our approach to homework in order to make it as effective as positive whilst maintaining enthusiasm for learning. |

|  |
| --- |
| Priority 2: Learning, Teaching and Assessment |
| Progress | Our numeracy week, Maths is Magic show and numeracy assemblies raised the profile of maths and showed how it can be lots of fun. Our PEF funding was used effectively to provide intensive focussed support in numeracy. Jaguar CARS maths, Lego WeDo and Scratch were all used to encourage enthusiasm for using maths in different contexts. New science and technology resources were purchased and used. New assessments (Emerging Literacy, SNSA) administered and data used to guide teaching and learning. Authority provided guidance on tracking and monitoring late in the session and so we have begun to use the spreadsheet. Outdoor learning took place at Fyvie, Windyhills and Haddo as well as locally. Digital Learning club now running.  |
| Impact | Children are more enthused about numeracy learning in particular and understand how essential it is to many occupations and indeed to life in general. Digital learning now has a higher profile within the school.Outdoor learning confidence in teachers is growing and there is great enthusiasm from the youngsters. |
| Next steps | Continue to emphasise the relevance of maths in everyday situations.Barefoot Computing CLPL for all teachers.Build on work in Emerging Literacy, extending its use in nursery, P2 as well as P1. Continue with SNSA and attend further training in using the results more effectively as they provide more information. Extend our use of the tracking and monitoring spreadsheet. Begin to use holistic assessments. |

|  |
| --- |
| Priority 3: Ensuring Wellbeing, Equity and Inclusion |
| Progress | European Day of Languages event and P6 Celebration of Languages with Cluster. Relationships pilot project and implementation of SCARF health resources. Bounceback training. Work on BSL has continued. Involved in ‘Working on What Works’ project with educational psychologist to support children to develop a stronger sense of wellbeing and to be more resilient, confident and successful. Nurture training begun. |
| Impact |  Enthusiasm for languages, particularly at P6 event and for BSL. SCARF resources used effectively to improve relationships programme and health programme in general. WOWW programme was effective for most children in the class although was not enough for some children with significant additional support needs.  |
| Next steps | Continue to build on language learning e.g. further use of PowerLanguage, Camembert resources, continue with BSL. Encourage a more problem solving / detective type approach to language learning in the upper stages. Carry out another WOWW project. Carry out a Person Centred Planning (PCP) session with educational psychologist on how to become a more nurturing school. Provide Psychology of Parenting training for a number of parents. Implement the DEN (Developing Emotionally through Nurture) group and a number of other initiatives identified through PCP. Extend our understanding of autism and how to support and encourage our unique individuals. |

|  |
| --- |
| **Priority 4: Developing the Young Workforce**  |
| Progress | Increased awareness amongst all staff about skills for learning, life and work as well as the importance of gender equality. Whole school DYW calendar including variety of events and activities. Very successful ‘Let’s Talk Business’ event for P7 with lots of local businesses. Visits from parents, academy staff and other businesses to highlight importance of skills development.  |
| Impact |  Good discussions and increased awareness of DYW and gender equality. Pupils and parents more aware of importance of considering skills development and possible occupations. Pupils showed great skills in event organisation and maturity in their questioning of visitors at our Let’s Talk event.  |
| Next steps | Maintain our DYW calendar and activities. P7s to organise a similar event this session. Continue to ensure reading materials in nursery and school portray both girls and boys in a variety of roles, explore use of display to emphasise this. |

|  |
| --- |
| Priority 5 : Emerging Literacy |
| Progress | Emerging Literacy project discussed as part of P1 induction. Staff attended training, implemented assessments and used results to inform activities and practice. Informed discussion as part of transition from nursery. |
| Impact | Teaching and learning focussed on specific development areas as identified by assessments. Highland Literacy resources used effectively. Parents informed of new approach through induction evening, bulletins and open morning. Discussions with nursery staff were guided by Emerging Literacy Overview of Pre-School (4 year old) skills.  |
| Next steps | Continue with Emerging Literacy and extend to use more in P2 and in nursery. Improve how we share this with parents e.g. poster display of ‘Words Up’ in nursery, ‘Concepts of Print’ information to go home with P1, etc.  |

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): School leadership, Teacher professionalism, School improvementLevel of quality for core QI: 4 Good (HGIOS?4 1-6 scale) |
| Overview: All stakeholders have a shared understanding of the vision values and aims at Rothienorman School. There are clear tools for consulting with all on school improvement. Leadership roles are undertaken by staff and pupils. There is a clear drive for school improvement and team work/sense of collective responsibility is evident across the school. The strategic direction of the school is based on a sound analysis of data and other feedback.[1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:* The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values.
* Use of challenge questions from HGIOS 4 and HGIOELC as part of our monitoring, evaluations and identifying our next steps.
* Staff have been committed to taking lead roles in school improvement initiatives such as outdoor learning, Modern Languages 1+2, Developing the Young Workforce, mindfulness, emerging literacy, and digital technologies to benefit outcomes for all our young people. All staff are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to speak to them about any concerns.
* Children give their views about the school and take responsibility for improving aspects through Pupil Council, Eco Warriors (Transport, School Grounds, Litter, Waste and Recycling), P7/P1 Buddies, P2/P1 Playground Friends, BSL Ambassadors and Young Leaders, Playground helpers.
* Focused monitoring of plans and classroom practice and feedback is designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
* Engagement with all stakeholders through a range of evaluation methods e.g. open session, focus groups, comments, evaluations, consultations, etc.
* Staff engage with professional learning/CLPL opportunities through Aberdeenshire events and within the Meldrum Cluster. Professional Review and Development (PRD) and Employee Annual Review EAR procedures are implemented as per GTC and Aberdeenshire guidance and time allocated for staff to update and review professional learning.
* Children and young people are confidently engaged in reviewing their own learning and the work of the school through PLPs, Learning Logs, class Blogs on Glow, etc.
* Staff participate in professional dialogue and enquiry through our cluster collegiates based on the Tapestry model.
* Staff are using a wider range of assessment data, to inform planning, target support and ensure challenge.

Identified priorities for improvement:* All teaching staff to participate in Visible Learning training with Osiris and take part in action research.
* All staff to work with pupils to achieve a better understanding of setting their learning targets and evaluating their progress.
* Continue embedding HGIOS4, HGIOELC and Care Standards.
* Continue with Young Leaders, buddies, Pupil Council, BSL Ambassadors, EcoWarriors, Playground Helpers.
 |

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progressLevel of quality for core QI: 4 Good (HGIOS?4 1-6 scale) |
| Overview: The ethos of Rothienorman School encourages everyone to be positive and respectful and use restorative approaches when difficulties do arise. Staff work to ensure the needs of all children are met and are continuously exploring how to improve what we do. The quality of teaching is good. Staff plan collegiately and are increasingly using assessment information in order to track progress and identify next steps in learning.[2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:* Positive relationships in the school based on shared vision, values, aims and a respect for learning.
* All staff show commitment to the development and wellbeing of learners as individuals.
* Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
* Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise e.g. Visible Learning, When the Adults Change Everything Changes.
* Aberdeenshire Frameworks are used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners.
* Transitions are well-supported at all stages.
* Regular outdoor learning experiences have been incorporated in to the planning of the school (Nursery go to Fyvie weekly and all children use the local outdoors environment regularly) and children benefit from a wide and varied curriculum and learning experiences.
* Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children to be independent learners eg. Learning Logs, Glow Class Blogs, PLPs, citizenship groups, etc.
* Positive engagement with parents encourages them to take an interest in their child’s learning.
* ICT is used widely across the curriculum to support teaching and learning experiences e.g. RM Maths / Sumdog, Junior Librarian, Scratch, Tig Tag, Charanga music, etc.
* Aberdeenshire Benchmarks - staff are becoming more confident in using these and making judgements about children’s progress within a level.
* SNSA assessments have been implemented alongside other approaches to assessment. Teachers track children’s achievements carefully. They use group work and personalised tasks to give children appropriate support or challenge
* The high quality of personalised support based on application of clear information about learners and their needs e.g. very good working relationships with SALT, educational psychologist, health visitor, school doctor and nurse, RDA, IPT, PSW, Language unit, etc.
* SCARF resources now used to deliver sexual health education and other areas of health.
* Boxall profiles are used well to target nurturing support.

Identified priorities for improvement:* Extend capacity to support family learning – POPP (Psychology of Positive Parenting)
* Continue to build on language learning e.g. further use of PowerLanguage, Camembert resources, continue with BSL. Encourage a more problem solving / detective type approach to language learning in the upper stages.
* Carry out another WOWW project.
* Carry out a Person Centred Planning (PCP) session with educational psychologist on how to become a more nurturing school. Implement the DEN (Developing Emotionally through Nurture) group and a number of other initiatives identified through PCP.
 |

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance informationLevel of quality for core QI: 4 Good(HGIOS?4 1-6 scale) |
| Overview: Staff at Rothienorman School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support. Staff work very well with other professionals to meet pupils’ needs. [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:* Children at Rothienorman Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
* PEF funding is used well to target support and achieve progress for all.
* All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
* The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding aspects of the Equality Act.
* Children are generally enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally a focus on outdoor learning allows children to develop a wide range of skills and attributes.
* Standardised data and professional judgements are being used to track progress and identify areas requiring targetted support.
* The school has reading rulers, acetates, off-white paper, writing slopes, wiggle cushions, fidget toys, ear defenders, dividing boards, etc. more widely available.
* The inclusive and collegiate approaches of staff and pupils to meeting children’s needs.
* The profile of numeracy has been raised by showing the application and importance of it in everyday life as well as making it fun.
* Focus on gender equality and DYW throughout the school and community.
* Emerging Literacy project used successfully to improve outcomes for learners.
* Scratch programming club to raise profile of ICT and provide further opportunity for skills development.

Identified priorities for improvement: * To improve the social, emotional and mental health of all pupils.
* Continue to emphasise the relevance of maths.
* Barefoot Computing CLPL for all teachers.
* Build on work in Emerging Literacy, extending its use in nursery, P2 as well as P1.
* Continue with SNSA and attend further training in using the results more effectively as they provide more information. Extend our use of the tracking and monitoring spreadsheet.
* Moderation and sharing good practice at cluster collegiates on learning intentions, success criteria and effective feedback.
* Use of holistic assessments.
 |

|  |
| --- |
| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)Level of quality for core QI: 3 Satisfactory(HGIOS?4 1-6 scale)Sources of evidence/ evaluation activities undertaken:As per QA calendar, TMR system.* Analysis of standardised and other assessments to ascertain progress in literacy, numeracy.
* Use of Ferre Laever’s Wellbeing indicators in nursery.
* Opportunities to share and celebrate wider achievements for pupils
* Feedback from parents regarding progress of individual children

 Key strengths:* Attainment in the school is generally better than the Aberdeenshire average.
* A more detailed tracking system is in the process of being implemented although the varying numbers of children in year groups, and the movement of children in and out of the school means that it can be hard to compare trends from one year to another or one year group to another.
* Wider achievements are recognised and regularly celebrated through assemblies, Board of Achievements display, school bulletin and website.
* Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
* The outdoor environment is utilised to enhance pupils learning experiences both locally and at Fyvie, Haddo and Windyhills.
* The school has some strong partnerships in the local community to help maximise opportunities for young people. Work has been done to emphasise the skills for learning, life and work, how these are applied across the curriculum and beyond the formal classroom.
* The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people have appropriate plans in place to address these.
* Across the school pupils are encouraged to take responsibility in a range of leadership opportunities.
* Our pupils perform and do very well at the Meldrum Young Musician of the Year Awards

Identified priorities for improvement: * Continue to improve how we track attainment, including attainment over time to pick up trends, evaluate and use for identifying improvement priorities.
* Use PEF funding and support from other professionals to target additional support effectively and ensure pupils’ social and emotional health means they are in a state capable of learning.
* Explore how Ferre Laevers could be used in the early stages as well as in nursery.
* Use our knowledge from the Visible Learning project to improve understanding of targets, learning intentions, etc. and so have greater impact on learning progress.

  |

**P.E.F. 2018-2019**

|  |  |
| --- | --- |
| Identified gap | Meldrum Cluster has observed an issue with many children and the support that they require in order to engage with school and with each other in a positive way. There has been an increase in the number of referrals to Pupil Support Worker and Intervention and Prevention Teachers through the Local Management Group. There is a particular need for more ongoing support, often involving families too in order to make progress with these children. At Rothienorman School we have a cluster of children around our current (2017-2018) P3 and P4 who have issues concerning their self-esteem, ability to self-regulate and interact positively with others. We have carried out a number of observations with the educational psychologist and Boxall profiles which have helped us to prioritise who to target and then analyse the needs of these children and identify the support that is required. |
| Expenditure | In order to address the diversity of these issues and the impact that it has on both these children and the others in schools, we have decided as a cluster to pool some of our resources and fund a Pupil Support Worker. Rothienorman will contribute £2000 to this.Around £3600 will go to fund a Pupil Support Assistant who will work 8.5 hours a week for 40 weeks to support the nurturing of these identified children in a small group situation in a nurturing room The remaining £400 will be used to provide a snack and purchase any resources required for the set up of this room. Some of which may be as follows: puppets, mirrors, dark den kit, sensory resources, etc.  |
| Expected outcomes | More resilient children with greater self-esteem and confidence with the ability to increasingly regulate their behaviour and so engage more successfully with their learning.  |
| Impact Measurements | Although we have a number of children in mind for this project there is a referral process in place for PSW support which will be used at network level. We are in the process of setting up a referral process for our nurture room too to ensure it is a fair process which will benefit those most in need. When the children have the skills to return to class on a full time basis, other children will take their place having gone through the same process.Boxall profiles will be completed to monitor progress of children as well as feedback from staff, children and parents. |

**Capacity for improvement**

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

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

**Key priorities for session 18-19**

**Priority 1 – Leadership and Approach to Improvement**

**Priority 2 – Learning, Teaching and Assessment**

Priority 3 - Ensuring Wellbeing, Equity and Inclusion

**Action planning**

|  |  |
| --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) |
| * Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement  School leadership  Teacher professionalism  Parental engagement   Assessment of children’s progress  School improvement  Performance  | 1.1Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children’s progress 3.3 Developing creativity and skills for life  |
| Improvement Priority | Outcomes for learners | Impact Measurement | PEF |
| Priority 1**Leadership and Approach to Improvement** | Staff will* Build on our use of self-evaluation documents; ‘How Good is Our School 4 (HGIOS4) and How Good is our Early Learning Centre (HGIOELC).
* Increase use of evidence and research to support professional learning by engaging with the Visible Learning approach as part of Meldrum Cluster.

**(see detailed action plan)*** Use display more effectively in the nursery to illustrate the wealth of learning which takes place there.
 | Evidence of impact:HGIOS4 and HGIOELC consistently used in monitoring and self-evaluation.Focused development work having an effective impact on children’s learning.Learning conversations with children and their reflections on their knowledge and skills development.Parents more aware of learning experiences. |  |
| Priority 2 – **Learning, Teaching and Assessment** | Pupils will* Be able to articulate what and how they are learning and how that learning relates to their future and the world of work.
* Be aware of gender equality and skills for learning, life and work.
* Be able to identify (mindset) what they can do, what action they need to take to improve, who can help them to realise their goals.
* experience a cohesive and up to date programme of learning in technologies and be able to relate the relevance of their learning to their future, including the world of work.
* Experience quality outdoor learning experiences and extend use of loose parts.

Data analysis* Improve use of attainment data (including SNSA) to direct support and raise attainment.
* Ensure TMR system is robust and allows for effective analysis of data
* Continue to monitor attendance/lates – appropriate interventions

In literacy children will* Experience a strongly researched approach to the teaching of early literacy (emergent literacy) which will impact on attainment for all learners **(see detailed action plan)**
* Take part in holistic assessments
 | Display, books and visitors promote discussion among pupils, parents and staff showing gender equality and awareness of relevant skills.Data is used effectively to target resources for impactRaised attainment for pupils.Target setting (mindset focused) by children related to their academic, emotional and social goalsLearning conversations with children and their reflections on their knowledge and skills development. Barefoot Computing resources in use following CLPL.Children playing more interactively and creatively. Pupil need is more appropriately supported.Data is used effectively to target resources for impact. Raised attainment for pupils. Critical analysis of attainment and achievement data. Looking at what is working well in P.1 and thread this through future developments.  Continued identification of children requiring targeted support and interventions in place, measured and evaluated. Moderation |  |
| Priority 3 - **Ensuring Wellbeing, Equity and Inclusion** | * Build on our work on WOWW (Working on What Works)
* Extend our knowledge of nurture and work to improve how we meet children’s needs.
* Improved pupil participation and engagement.

**(see detailed action plan)** | Pupils focused on their targets.Improved behaviour and class focus.Pupils with a stronger sense of wellbeing and who are more resilient, confident and successful.Staff throughout nursery and school using the Leuven scale or equivalent effectively. Pupil needs met more effectively. | Funding used for Meldrum Pupil Support Worker (PSW) and for resources for The DEN (Developing Emotionally through Nurture), including a PSA. |

***Wider Achievements***

***Memories are made of this:***

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

Charities supported by the school over the last session included:

Children in Need

Poppy Appeal

Shelterbox Appeal

Sport Relief

Sports for Champions

Rotary Shoeboxes

This session we have had many different opportunities in order to promote the wider curriculum.

Pupils have benefited from a wide range of extra-curricular clubs and activities including football, dodgeball, running, computer programming and table tennis.

All of our classes took part in Enterprise Activities for our Christmas Fair.

We attended training in using the SCARF resources and worked alongside the ALEC staff to deliver a very effective programme for Primary 5, 6 and 7 pupils around Living and Growing.

Our pupils have been involved in improving our school through various activities through our Pupil Council, EcoWarriors, BSL Ambassadors, Young Leaders, Litter Group, Road Safety Group and School Grounds Group.

Our nursery pupils had an amazing experience visiting Newburgh beach to see the seals and some even spotted a whale.

Some of our primary 7 pupils took part in a Rotary Quiz with the Rotary Club. They competed against a number of other schools in the area and did very well.

We had very successful nativity / Christmas performances by our nursery and P1-3 pupils.

Our P4,5 pupils performed a super assembly on ‘Inventors’ for parents.

All of our classes exhibited some of their learning at our PPG coffee mornings.

Our P7 pupils achieved their John Muir Awards in recognition of the environmental work they participated in to improve the school grounds and surrounding area for plants and insects; bees in particular.

A lot of work was carried out on road safety which saw an increase to the number of children wearing helmets locally when cycling.

Our P5,6 class participated in an enterprise event where they had to design and construct vehicles as part of a science and technology project in Aberdeenshire.

**Wider Community Links**

We are fortunate enough to have a positive link with the Meldrum and District Rotary Club. Many of our pupils did extremely well at the Young Musician of the Year competition. The rotary also visited to demonstrate the Shelterbox to us at both assembly and for our football tournament where we fund-raised for this project.

We had a number of ex-pupils and parents who did a super job in leading our football teams, organising our tournament and even winning 2 of our trophies. The Rothienorman Football Club provide great support to the school, particularly in the organising of our annual tournament.

Our Parent Council (PPG), pupils and staff worked well to put on a successful Christmas Fayre. Our PPG work closely with the school to provide a number of events and opportunities for the children as well as fundraising for a variety of resources.

We have good links with the local church; Reverend Thorburn retired this session but Mrs Alicia Forsyth is our Locum until a new minister is appointed and regularly contributes to our assemblies. We played a significant role in the opening of our new Rothienorman War memorial in the Wetlands where the children provided some entertainment. The Pupil Council and P7 pupils then joined other people from the community for a lunch and some shared stories in the Greenview Centre.

Mr Graeme Smith from Bible Alive also regularly joins us for assemblies and organises a visit to the Bible Alive exhibition for P6 pupils each year.

Cllr Robertson and Cllr Forsyth both regularly attend our Parent Council (PPG) meetings and other school events and provide us with good support.

Our P7 pupils carried out an excellent enterprise project where they researched the occupations that they would like to find out more about and invited people along to their excellent ‘Let’s Talk Business’ event.

Our P5 pupils all participated in the Taste of Grampian competition with 3 teams getting into the final.