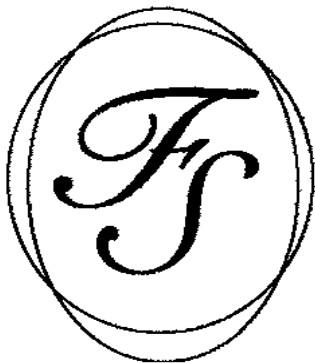




Fisherford School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021



Fisherford School
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School Foreward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Fisherford 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 Fisherford 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.

Marianne Raikes

Head Teacher

FISHERFORD SCHOOL SEPTEMBER 2020

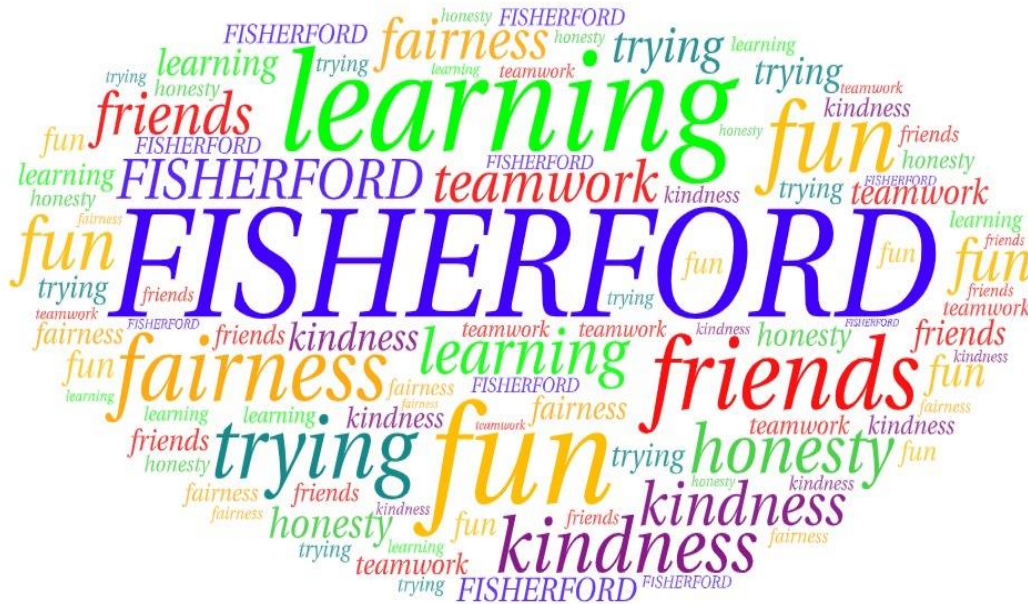
A safe nurturing environment, where everyone is valued and achievements are celebrated.



A Vision For Our School

At Fisherford School, learning meets everyone's needs for their future, enabling them to become successful, confident and contributing members of society.

Values that underpin our work



School Aims

Our pupils will be successful learners who are enthusiastic, motivated to learn, open to new ideas and are determined to succeed.

Our pupils will be confident individuals who have a sense of physical, mental and emotional well-being, who show respect, have ambition and have secure values and beliefs.

Our pupils will be responsible citizens who have respect for others and show commitment to participate in society.

Our pupils will be effective contributors who demonstrate enterprising attitudes and show resilience and self-reliance.

Fisherford School has a current roll of 10 pupils in a Primary One to Primary Seven class. The school is set in the hamlet of Fisherford in rural Aberdeenshire, amidst farms and fields. The main school building is a Victorian stone building and is comprised of one main classroom, plus a small hall/entrance area and staff office area. There is also a separate small canteen building. Both buildings are in a reasonable state of repair. Some external refurbishment work was undertaken between May and September 2020, which has improved the outside appearance of the buildings and school grounds. The grounds and garden are a good-sized area, the children have a pond and keep chickens.

A new headteacher came into post in April 2020. The class teacher/principal teacher has been in post for eight years. The school was closed to pupils from the 23 March until 12 August 2020 due to Covid-19 and is now in Recovery Phase 1.

Pupils are taught as a single multi-composite class.

We plan to prioritise well-being for all of our pupils and all staff during this recovery phase year. There is a need to re-establish routines and rebuild strong, positive and inclusive relationships which are based on respect.

We specifically want to engage more fully with our families, despite the challenges which the current circumstances are presenting in terms of being unable to welcome parents into the physical setting.

We want to plan a long-term curriculum which leads us out of recovery into a stronger position to provide progression, continuity and coverage of the Broad General Curriculum.

STAFFING

Position	Name	FTE and Teaching non- teaching hours
Headteacher	MARIANNE RAIKES	0.5 (shared head teacher with Easterfield School) 0.2 teaching 0.3 non-teaching
Principal Teacher 1	VICKY JOHNSON	1.0 0.8 teaching 0.2 non-teaching
Pupil Support Assistant	PAULINE PETRIE	27.5 hours
Clerical Support		8 hours
Admin Support	KAREN CAMPBELL	12 hours

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 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
Raising Attainment in Literacy and Numeracy	<p>It had been planned to employ an additional teacher for 0,1 FTE for 3 terms to provide intervention and support groups for literacy/numeracy.</p> <p>Under-achieving pupils will follow a programme of intervention</p> <p>Improved use of attainment data was planned.</p> <p>Use of Qamso moderation tasks for assessment</p> <p>Subscription to Lumio Use of Number Talks</p> <p>Introduce Accelerated Reader</p>	<p>The priority to raise attainment in Literacy and Numeracy will continue to be a key component of the next SQUIP.</p> <p>This was successful in term 2 and 3.but lockdown prevented this in term4. It is difficult to assess the impact now, due to learning loss after closure.</p> <p>This had begun in term 3. A change of SFL teacher and the need for reassessment of pupils after closure will be needed before appropriate interventions can be decided and recommenced.</p> <p>SNSA for P4 and P7 was not able to take place due to closure.</p> <p>This was not able to take place due to Covid lockdown</p> <p>In place impact limited due to staffing</p> <p>This was set up and pupils are making progress, especially reluctant readers, who are enjoying a wider choice of materials.</p>

<p>Pupil well being and Inclusion</p>	<p>Visible Learning CPD for class teacher</p> <p>Growth mindset Cluster CPD for all classroom staff</p> <p>Audit of classroom practice</p> <p>Consider new ways of communicating 'Learning Journey' with parents</p> <p>Parent workshop on Visible Learning and Growth Mindset</p>	<p>Class teacher undertook CPD on Visible Learning but has not had the opportunity to put this into practice due to lockdown.</p> <p>Did not take place</p> <p>Did not take place</p> <p>Pupils, parents and staff were using Seesaw- this was very successful over the closure period for most families. This is under review due to concerns about Seesaw privacy.</p> <p>Carried over to next session</p>
<p>Partnership with parents</p>	<p>Parents had requested that we work on improvements in P7 to S1 transition but no visits were able to take place.</p>	<p>Parents have remained positively engaged with the school during the difficult period of lockdown. Most were able to support their children with home learning activities through digital tools including Google Classroom and Seesaw. The school provided learning resource packs to collect for pupils, at parents' request.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Recovery from Covid19 make it difficult to assess progress. Some planning is in place for improvements, more detail is needed for a more effective impact.

How do you know?

What evidence do you have of positive impact on learners?

We have a much-reduced capacity to assess positive impacts from last session. Head teacher new to post, has experience of implementing improvement and leading change in a small rural school. Class teacher and PSA are able to provide vital continuity for our pupils in this uncertain time of changes.

What are you going to do now?

What are your improvement priorities in this area?

- Plan for the recovery phase including all stakeholders
- Renew our Aims and Vision Statement
- Write a Curriculum Rationale

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress
Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)

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

There is tracking of attainment in place- it needs consolidation.
There are some good resources in the school to support learning and teaching, The organisation of resources supports pupils' independence and teachers' efficiency.
There are currently 5 newer ipads and 4 ipads (3+years old) 2 laptops available for pupils' use in class and 3 desktops. This enhances the development of IT skills and especially the opportunities for word processing and presentations, eg Sway, Word, Powerpoint, Excel.
The quality of teaching is high, there are positive consistent expectations for pupils to achieve, the organisation of learning maximises all pupils' opportunities to do well. There is an environment of trust, nurture and respectful relationships.

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

Discussion with pupils, parents and staff,
Audit of resources
Scrutiny of handover documents

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

- Write a curriculum rationale which sets out our intentions for planning coverage, progression, and continuity
- Refresh our long-term planning for interdisciplinary learning and assessment
- Add to our maths resources to improve depth and problem-solving skills
- Continue to provide consistent, high quality learning experiences
- Consolidate tracking which allows the efficient monitoring of pupils' attainment.
- Make use of standardised assessments as available (SNSA etc)

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Most of our pupils come to school cheerfully.

All of our pupils say they have friends at school.

Most of our pupils say they are happy at playtimes.

Staff have a strong ethos of inclusion, fairness and consistency.

Pupil Support Assistant has long length of service at the school and a very positive and trusted relationship with school families.

Impact

The building has motivating displays which celebrate pupils' achievements and learning.

Positive and consistent expectations for behaviour are set in cooperation with parents and pupils. Rewards and sanctions are agreed. Expectation amongst staff is solid and mutually supported. Staff model appropriate social interactions.

How do you know?

What evidence do you have of positive impact on learners?

Discussion with pupils, parents and staff.

Equality:

What are you going to do now?

What are your improvement priorities in this area?

- **Put Support for Learning targets in place for some pupils in close cooperation with parents and SFL colleagues**
- **Improve pupil voice, growth mindset and strategies for resilience and recovery**
- **Build opportunities for parental engagement, including improved communications, school website etc**
- **Review of Fire Risk assessment and Emergency Plan**
- **Update of School Handbook to include current information for parents and Covid update information**
- **Improve transition P7-S1 in partnership with parents and Academy staff**

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI:4
(HGIOS?4/HGIOELC? 1-6 scale)

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

Most of our learners are achieving the expected level for their age/ stage.
Most learners appear engaged and are taking some responsibility for their own learning.
There are some formal arrangements in place for collecting evidence of attainment within school.
Attainment information for their child has been effectively shared with most parents.
Additionality of teacher time has been provided using PEF to enable small groups of pupils to have extra support in literacy and numeracy

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

Discussion with pupils, parents and staff.
Scrutiny of available assessment data

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

- **Assess pupils' attainment termly (plus continuous formative assessments)**
- **Consolidate tracking to monitor progress**
- **Share accurate attainment information with parents, in a sensitive and supportive way.**
- **Continue to build our pupils' ambitions to succeed and enable them to contribute to an ethos of whole school success.**
- **Continue to provide opportunities for pupils to have focussed support in literacy and numeracy.**
- **Provide increased opportunities for our pupils to take ownership of learning.**

Fisherford School Recovery Curriculum

Aims

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our pupils to allow them to become successful learners again by:



Recognising the experiences had by all



Restoring trust and relationships with staff



Re-establishing friendships and social interactions



Regaining structure and routine



Rebuilding a sense of community



Regulating their emotions and managing behaviours



Re-engaging them in learning



Supporting transitions

Curriculum

Our recovery curriculum will focus on...



Health and wellbeing



Outdoor learning



Short literacy and numeracy sessions



Sustainability



Expressive arts



Focus on skills for learning

Blended Learning



Classroom learning



Home Learning

This will be the focus of our main curriculum upon our return to school. For most pupils, this approach will meet the aims we have set out, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response.

The loss, of routine, structure, friendship, opportunity and freedom, during extended school closure can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. .”
(Barry Carpenter & Matthew Carpenter 2020)



PEF 2020-2021

In a school of 10 pupils, it will be appropriate for most interventions to impact on all the pupils, including identified pupils. There will be some directly targeted interventions related to additionality of staffing and the purchase of specific resources to meet pupils' needs directly.

Consideration has been given as to whether to continue to provide extra staffing for the classroom. In the previous school session, additionality was provided by a teacher weekly FTE 0.1. There was a carry-over funding deficit in this arrangement which has impacted heavily on the amount of PEF available for this session. It is difficult to robustly assess the positive impact of the teacher additionality at this point after several months of COVID closure. However, in a multi-composite P1-7 class, it is helpful to have the opportunity to divide the class into two age groups for some lessons during the week. Additional teaching staff can allow this. Interventions will be targeted to provide extra support for Literacy, Numeracy and Health and Wellbeing during Covid recovery phase 1. The head teacher will also provide some additionality to sustain this intervention into phase 2 and 3, as the PEF funding is not sufficient to provide this going forward.

We will also purchase digital updates to our numeracy resources, which will facilitate blended and home learning and homework.

The outdoor school environment has had a lot of repair and maintenance work undertaken recently and repairs to damage of the front gate and fencing is pending and has been undertaken from other budgets. However, to further improve a positive learning environment and to engage pupils in feelings of ownership, belonging and reengagement with school, we plan to paint a large outdoor mural and to improve the garden and pond areas. Some partner funding has been available from SSE for community projects linked to the electricity substation construction in Rothienorman.

In partnership with parents and members of the Fisherford community, we plan to set up a small book swap library in a local disused phonebox. Some PEF funding will be used to provide paint, seeds, plants in order to allow this project to go ahead.

2. Proposed Interventions and Impact Measurement

Intervention	Justification	Impact Measures	Who will benefit
Provide an additional teacher in the class 0.1FTE	To support interventions in literacy and numeracy during phase 1 of Covid Recovery	Assessment of pupils' attainment in September/ December Using Shoanel and SWRT and SWST	All pupils specifically identified pupils
Purchase maths resources including practical equipment and digital resources for teaching maths recovery	An audit of equipment in May 2020 showed that the school needed to update some maths teaching resources. To raise attainment in numeracy, practical resources, digital resources and some scheme materials are required. At present, pupils cannot share physical resources due to infection control, so the very limited amount of practical resources has to be increased, to allow an equity across all the class.	Assessment of pupils' numeracy attainment in September. Assessment of pupils' numeracy attainment in December. Assessment of pupils' numeracy attainment in March.	

	Digital resources will more easily allow a switch to blended learning, should that be required in the future.		
COVID recovery Purchase health and wellbeing resources	To provide opportunities for pupils to explore mindfulness, anxiety management and to develop improved resilience in times of change.	Pupils will have access to resources for enhancing all aspects of the curriculum especially creativity, pupil voice and 'make, tell, show do' aspects of formative assessment.	all pupils
Purchase 'loose parts' play equipment for pupils' outdoor experiential play. Purchase outdoor toys.	Shared Funding with Parent Council To provide opportunities for creativity and cooperative outdoor play. To provide opportunities for physical activity and practical problem solving. This intervention has been requested by pupils and parents as part of our consultation on school improvement.	Pupils will be seen to be engaging in structured play and experiential learning activities, which support attainment in Health and Wellbeing	all pupils
Purchase a ZOOLAB virtual visit	This is to enrich pupils' interdisciplinary learning on sustainability and protecting fragile environments. It replaces a school trip, which is not possible because of COVID restrictions. Pupils will gain increased awareness and respect for the diversity of creatures living in fragile environments (tropical rainforest) They will also share this resource with a partner school and have opportunities for virtual learning with peers in another setting.	Increased awareness will be assessed through observation, discussion and a shared virtual learning activity with peers in another school. Class teachers will jointly moderate this.	All pupils, plus shared with another school, in the cluster
Paint an outdoor mural and improve garden areas. Make a book swap library in the disused phone box just outside school.	Shared Funding with Parent Council and with Community Initiative Fund Scottish and Southern Electricity To provide a positive 'cared-for' outdoor learning environment. To promote a positive school ethos and to re-establish a sense of ownership and belonging for our pupils in Covid Recovery Phase 1 This is a project suggested and coordinated by our Parent Council. We aim to refurbish the disused phone box, which is owned by a community member. This will be done by our current P7 pupils and the cohort of last year's P7 pupils as a 'rite of passage' project contributing to the school community, as a Covid recovery initiative.	Photos of outdoor improvements on school website to promote a positive image of the school. Library will be used weekly by school pupils and members of the community. New article written by the P7 pupils for local paper and for TES.	All pupils- plus last year's P7 pupils.

Governance: Planned Expenditure

	Details, inc Supplier Name	FTE / HRS	Cost 2020-21
Teaching staff	Additional teacher to target Literacy and Numeracy attainment	0.1 FTE during Phase 1	Approx Deficit in carry forward from last year's funding -£800 (March) £800 (August) £600 (Sept)
Other	ZOOLAB virtual learning session		£22.50
Resources	Sumdog – numeracy digital resource – shared with Easterfield		£70
	Teejay maths resources update		
	Early level pack		£11.40
	Early Level Assessment pack		£70.00
	First Level 1a 1b		£140.00
	First Level Assessment pack		£70.00
	Second Level 1a 1b		£140.00
	Second Level Assessment pack		£70.00
			£140.00
			£140.00
			£781.40
	Teacher's Pet-Wellbeing Wednesdays digital resources		£19.99
	Hope -acrylic paint for outdoor mural and phonebox project		Shared funding
	Homebase- plants, seeds etc for school garden		Shared funding
	Homebase- paint for garden furniture		Shared funding
	Contingency/carry over		£58
TOTAL			£2350

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, and the improvement criteria set out in HGIOS4, so that we can see clearly 'what' we need to improve.

We will continue to look inwards at our own efforts at school improvement as we work on our targets and review our progress. We will look outwards to good practice within our cluster and in partnership with the Northern Alliance and Aberdeenshire. We will look forwards to prepare and equip our young people for their future, especially as we move through the recovery phases of Covid-19. We will continue to work in partnership with our parents, health professionals, and others to 'get it right' for every child.

We have consulted parents, pupils and staff to inform our priorities for improvement.

FISHERFORD SCHOOL IMPROVEMENT ACTION PLAN AND CALENDAR 2020-2021

Using self-evaluation tools such as HGIOS4, NIF, Aberdeenshire Improvement Plan etc we have identified the following priorities for this session.

	IMPROVEMENT PRIORITIES	REASONS
1	Improve pupils' health and wellbeing, especially improving self-esteem, self-control and engagement with learning. Prepare our P7 pupils more adequately for transition to secondary sector.	To promote equality and improve our pupils' life skills so that they can be confident individuals with positive destinations post-education. To help our pupils to develop more resilience and positivity.
2	Improve attainment in literacy and numeracy. Improve attainment across the Broad General Curriculum	To close the attainment gap by ensuring that our pupils have every opportunity to be successful learners, especially in key skills.
3	Improve engagement with pupils, parents and the wider community.	To improve our pupils' opportunities to be effective contributors and to engage with our parents in meaningful ways that support their children's progress.
4	Improve our expectations of robust self-evaluation and enhance our engagement with school improvement in partnership with all stakeholders.	To ensure that our progress is sustainable, appropriate, and effective and has a positive impact on our pupils.

Action 1

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u></p>		<p>Aberdeenshire Priorities:</p>	
<ul style="list-style-type: none"> 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 Teacher professionalism</p>	<p>1.3 Leadership of change 1.5 Management of resources to promote equity 2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment.</p>	
<p>Priorities:</p> <p>COVID RECOVERY</p> <p>TO IMPROVE PUPILS' HEALTH AND WELLBEING</p>		<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Covid school closure Need to raise ability to persevere and demonstrate resilience improve concentration skills re-establish school routines feelings of loss, change and lack of control more ownership for own learning 		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Prioritise re-establishment of relationships, routines etc in Phase 1</p> <p>Develop whole school ethos of Growth Mindset and positivity about learning Mindfulness and Growth Mindset activities are specifically timetabled and taught. Plus every opportunistic situation is used to promote a self positivity message</p> <p>Paint a large outdoor mural and refurbish garden areas- to promote whole school teamwork, and a sense of pride, belonging and security.</p> <p>Purchase new playground equipment</p> <p>Promote wider achievement</p> <ul style="list-style-type: none"> Set up school website and FB page <p>Work with cluster on improvement plan with targets linked to resilience and mental first aid.</p> <p>Engage with virtual shared activities with P7 pupils in other settings</p> <p>Prepare appropriate portfolio of evidence of achievement to inform curricular transition.</p>	<p>All school staff plus janitorial team</p>	<p>Aug 20 ongoing through session</p> <p>Phase 1</p> <p>Phase 2</p> <p>Phase 1-3</p>	<p>Observable improvements in engagement etc</p> <p>Boxall Profile for identified pupils</p> <p>Snapshot of pupils baseline views and mid session views</p>	

Action 2

<p>National Improvement Framework Priorities</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. <p>Key drivers of improvement School leadership Teacher professionalism Assessment of children's progress</p>	<p>HGIOS and ELCC</p> <p>1.2 Leadership for learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning teaching and assessment 2.6 Transitions 2.7 Partnerships</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. 		
<p>Priorities :</p> <p>TO IMPROVE PUPILS' ATTAINMENT IN LITERACY AND NUMERACY</p> <p>TO IMPROVE PUPILS' ATTAINMENT ACROSS THE CURRICULUM</p>		<p>Data/evidence informing priority:</p> <p>ASSESSMENT DATA GATHERED OVER 19-20 SESSION AND IN SEPTEMBER 2020</p> <p>SCRUTINY OF PUPILS' WORK PREVIOUS TO COVID CLOSURES</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Purchase maths resources including digital resources for teaching maths recovery</p> <p>To write a curriculum rationale and long term forward planning to provide a skeleton for progression and coverage of BGE</p> <p>Plan and deliver consistent, learning recovery experiences across Literacy and Numeracy</p> <p>Consolidate electronic tracking to monitor attainment in literacy and numeracy</p> <p>Plan and deliver targeted intervention for Support for Learning for some pupils in literacy and numeracy</p> <p>Plan for delivery of the BGE through interdisciplinary topics which link benchmarks and are assessed using holistic assessment</p> <p>Make effective use of assessment to plan next learning and to target appropriate interventions for pupils</p> <p>Pupils will make an individual portfolio of learning achievements. This will serve 3 purposes:</p> <ul style="list-style-type: none"> Evidence of attainment Celebration of achievement A way to communicate pupils' progress to parents 	<p>Teacher and head teacher</p> <p>SFL teacher</p> <p>Additionality teacher</p> <p>Class staff</p> <p>All class staff</p>	<p>Aug and Sept 2020 and ongoing through the session</p>	<p>Assessment of pupils' attainment</p> <p>Sep 20 Dec 20 Mar 21 Jun 21</p> <p>Copy of curriculum Rationale</p> <p>Teaching plans</p> <p>Attainment in Literacy</p> <p>Pupils' written work</p> <p>SFL planning and records</p> <p>Observed in the classroom</p>	

<p>Plan and carry out self-evaluation of teaching and learning including a learning audit in February</p> <p>Take part in cluster moderation of achievement of a level in writing</p>		<p>February 2021</p>	<p>In place and updated</p> <p>Discussion with pupils.</p> <p>SNSA Formative assessments Teacher judgement</p> <p>In school and cluster moderation</p> <p>Pupils will have a 'MY LEARNING' folder which is accumulated over the year</p> <p>Lesson observations Peer support</p>	
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<p>learning and to give input about growth mindset and positive self-image etc.)</p> <p>Set up a small lending library in a disused phone box, in cooperation with the community and past pupils.</p>	<p>PSA and other staff parents community and ex pupils</p>		<p>Library is operating and pupils are taken to use it regularly. They express satisfaction at having set up this facility. It is publicised through media and school website.</p>	
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Action 4

National Improvement Framework Priorities	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement Specific to HGIOELC</p> <p>3.2 Securing children's progress</p>			<p>Aberdeenshire Priorities:</p> <p>3. Developing leadership at all levels. 4 Improvement through self-evaluation.</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. <p>Key drivers of improvement</p> <p>School leadership Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p>Priority:</p> <p>TO IMPROVE OUR SCHOOL SELF EVALUATION</p>		<p>Data/evidence informing priority</p> <ul style="list-style-type: none"> Previous school improvement paperwork Pupils' attainment Staff morale and engagement 	
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<p>Engage with all stakeholders in initial self-evaluation consultation</p> <p>Identify key priorities for our RECOVERY SQUIP. These will be focussed, specific targets and actions which may not need to be repeated.</p> <p>Plan manageable school improvement, prioritising those which most effectively impact on pupils safety, wellbeing and attainment</p> <p>Plan a calendar of school improvement to take action on these targets</p> <p>Use Working Time Agreement to prioritise time carry out the actions identified</p> <p>Use Pupil Equity Funding (PEF) to fund these actions</p> <p>Review targets and progress at end of each Phase. Keep stakeholders informed.</p> <p>Plan and undertake a more normal cycle of self-evaluation which will replace our 'RECOVERY' plan as a sustainable 5 year forward plan of school improvement.</p>	<p>All stakeholders led by head teacher</p>	<p>Aug /Sept 2020</p>	<p>SQUIP in place and actions being taken</p> <p>Regular reviews and communication with stakeholders</p>	

SCHOOL IMPROVEMENT CALENDAR 2020-2021

	Specific actions	comments
JUNE /JULY	Audit health and safety of site with head janitor	
	Risk assessments up-date	
	Initial school self- evaluation (staff)	
	Organise essential outdoor repairs- fence/gate/pond	
	Plan for initial recovery phase	
AUG	Set up classroom	
	Carry out pupil assessments in literacy and numeracy	
	Audit learning resources	
	Consult with parents/ pupils and staff about school improvement	
	Establish classrooms routines	
	Establish baseline expectations	
	Set up behaviour expectations rewards/ sanctions	
	Ongoing school repairs on track	
	Evaluate pupils' assessments and self-evaluation feedback from parents/ pupils to inform NIF return / PEF/SQUIP	
	PEF plan consulted on and complete	
	Order resources for numeracy from PEF	
	Put up displays which celebrate pupils' achievements and re-establish the school ethos	
	Consult more widely on SQUIP including with pupils	
	Curriculum long term planning underway	
	Plan and paint outdoor mural	
	Arrange assessments for SFL pupils	
	Complete SCOTEXED data for uptake	
	Set up Pupil Council and maintain with weekly support	
	Emergency Plan update	
OCT	Set up 'MY LEARNING' portfolios	
	Communicate to parents: SQUIP progress so far	
	Continue curriculum long-term planning	
	Start-up work on school website	
	Virtual Parent Council AGM	
	Curriculum long term plan and termly plan updates	
	Review pupil tracking	
NOV	Reporting to parents – written and phone conferences	
	Audit of resources -updated	
	Painting of mural completed and put up	
	School website- ongoing	
	Emergency plan update	
	Health and safety risk assessment update	
	Plan mindfulness/ wellbeing interventions for Term 3	
DEC	Pupil assessment (all)	
	SQUIP progress review	
	Review of 'MY LEARNING' portfolios	
	School website- ongoing	

	School handbook update	
	Self-evaluation walk- staff and pupils and (virtually) parents	
JAN	SNSA -P7	
	Joint transition activities P7	
	Writing moderation activity	
	Budget audit	
	Phone box lending library set up and launch	
	Continue curriculum long-term planning	
FEB	Audit of learning and teaching	
	Review of school grounds and plans for summer work	
	Review of 'MY LEARNING' portfolios	
	Curriculum planning overview for 2021-22	
MAR	Pupil Assessment (all)	
	SNSA P4	
	Numeracy moderation activity	
	Professional reviews- all staff	
	HGIOS 4 audit- all staff – for NIF submissions	
	Review pupil tracking	
APR	Self-evaluation questionnaire for parents/ pupils	
	Wellbeing audit	
	Continue curriculum long-term planning	
MAY	Transition visits P1	
	Reporting to parents- written and parents' evening	
	Staff school self-evaluation and review of SQUIP -all staff	
	Review of 'MY LEARNING' portfolios	
	P7 prepare transition portfolios	
JUNE	Transition visits P7	
	Planning for new SQUIP	
	PEF planning priorities review	
	Review pupil tracking	

What do our pupils say?

Wider achievements

Although the current Covid-19 recovery circumstances make it challenging for pupils to have recognised wider achievements, we have been keen to hear regularly about their experiences in helping with family work, farming, horses etc. Many of their clubs and activities have only just resumed after the lockdown period.

Clubs and activities we do out of school (pre-Covid19).

We do rugby, shooting, Rainbows, Guides, gymnastics, karate, photography, swimming, football, helping on the farm, quad-driving, looking after horses, riding, trampolining, video games, art, cooking, table-tennis and cycling.

Things we like about ourselves.

We are funny, chatty, helpful, artistic, kind, generous, friendly, clever, shy, happy, fair, determined, active, brave, responsible, caring and honest.

Things we are proud that we have learnt to do.

We have learnt to swim, to shoot rats, to tie laces, to sew, to bake cakes, to drive a quad, to do an cartwheel and handstand, to improve our drawing, to feed calves, to do first aid, to fix cars, to make animations and to ride.

Things we like about our school.

We asked parents for their views and priorities for school improvement. This is what they asked us to consider.

- Transition especially P7-S1 should be improved so that pupils feel more confident and to reduce anxiety
- More joint activities with a range of other schools and chances for our P6/7 pupils to work with their peers
- Start and end times of the school day- most parents said they would be happy to have an earlier start and finish, a few felt this would not be desirable.
- Homework- some parents felt that the period of home learning had been difficult and asked for support in helping their child with home tasks
- More information about their child's progress.

Fun, we look after our chickens, we do interesting learning, we have computers.

school trips.

We would like a class pet.

Memories are made of this:

In October, 2019, the school's longstanding Headteacher, Mrs Kathleen Heggie retired. She received gifts from pupils and parents and a reception was held in the school to wish her well for her retirement.





Maths Talks and problem-solving tasks



Wider Community Links

The school has good links with the Church of Scotland minister and a lay preacher, who normally visit the school weekly (pre-Covid).

Parents are very supportive of the school. There is an active Parent Council which engages in school initiatives, fund-raising and partnership in learning and improvement.

A community project is planned to refurbish a disused phone box in the village and to turn it into a small lending library. This will be undertaken by our current and previous P6/7 pupils and parents and community members. It will provide a resource in the village for everyone to have access to.

At the present time, it is challenging to further develop community links, however it is hoped that the school facilities can be used again for lets and evening activities at some time in the future.

There are very good links with the Inverkeithney Community Council, who have provided resources and grants for the school.

Scottish and Southern Electricity have provided the school with very generous works to the grounds over the Summer 2020 through their Community Initiative linked to the construction of the substation at Rothienorman. They have replaced a garden fence, refurbished the pond and garden area to make it very accessible and safe for pupils to use as a learning resource, undertaken tree management and ground clearing.