



**St Andrews Primary School  
Standards & Quality Report  
2021 - 2022  
&  
School Improvement Planning  
2022 – 2023**



## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2021–2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our 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 St Andrews Primary 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 St Andrews Primary 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.

Roselynn Birnie

Head Teacher

## **The School and its context**

St Andrews Primary School's vision and values communicate our philosophy and beliefs for St Andrews's school community.

### **Vision for the school**

To provide a happy, safe and nurturing environment where everyone feels included, supported and challenged. All learners will have the opportunity to develop skills and knowledge for life to inspire them to be the best they can be.

### **Values that underpin our work**

#### **Our School Values**

**Kind      Included      Teamwork      Enjoyment**

### **What do we aim to achieve for our children/pupils?**

At St Andrews Primary School we aim to provide a curriculum that is both inclusive and ambitious for all. A curriculum that challenges pupil's in their learning and also provides opportunities to develop skills for learning, life and work. Our curriculum is based around the four capacities of Curriculum for Excellence to ensure our pupils are successful learners, confident individual individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Our curriculum will be adapted continuously over time to meet the needs of our pupils.

At St Andrews Primary School we celebrate achievements of all pupils in their learning and in their wider achievements in recognised activities like volunteering and participation in arts, sports and community based programmes. This approach supports the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools and Closing the Gap.

The curriculum within St Andrews Primary School is based around the national curriculum frameworks and benchmarks and the Aberdeenshire frameworks.

In our Early Learning and Childcare Centre we encourage planning to be pupil led and responsive. We are developing the use of floor books across the early stages. We are revising our Curriculum rationale along with our pupils, parents and staff, this will give information about our teaching and learning strategies, resources used throughout the school. Learning opportunities are being developed through links to local context and national priorities. Termly class newsletters are issued by class

teachers outlining the main contexts for learning. Our school website is updated regularly to provide information about our school to our parents, families and the wider community.

## **Aims**

**A**chieve best outcomes for all

**S**upport Rights Respecting behaviour

**C**elebrate Social and Cultural Diversity

**E**mbrace Pupil Voice

**N**urture the Health and Wellbeing of all

**D**evelop skills and knowledge for lifelong learning



## Context

**St Andrews Primary School** is a non-denominational school with a role of 402. This comprises of 327 primary pupils and 75 nursery pupils. Our Early Learning and Childcare Centre (ELCC) provides a provision for eligible 2 year olds and for 3 -5 year olds for the Fraserburgh Cluster. The school serves the Fraserburgh catchment area and is part of the Fraseburgh CSN. We are a split site school with an Infant building which holds P1-3 and a larger Main building which holds P4-7. We also have 2 nursery settings, one of which is in the Main building and the other is a separate Annexe building. Following a fire a few years ago that destroyed our additional accommodation we have now had two areas of the Main Building improved to provide GP areas used for art and technology.

We currently have 13 primary classes. These are mainly straight classes with two of each stage group and one composite classes this session P5/6. Our staffing for this session comprises 15 teachers (we have 2 probationer teachers, 2 ASL teachers (0.4/0.6FTE) and 11 pupil support assistants. We also currently have a Pupil Support Worker and 3 extra Pupil Support Assistants who have been employed using our Pupil Equity Funding to support raising attainment. We have pupils from a wide range of backgrounds and cultures, our EAL pupils and also pupils from SIMD deciles 1-10 in our school.

Our Early Years Team consists of an Early Years Senior Practitioner, 2 Early Years Lead Practitioners, 9 Early Years Practitioners and 1 Early Years Support Worker. Our ELCC provides 1140 hours and is open 50 weeks a year.

Our Management team consists of a Head Teacher who is non-class committed, a class committed Deputy Head Teacher and an Acting Deputy Head Teacher (0.4FTE) and a Depute Head Teacher (0.6FTE), non-class committed. Other members of our staff include 1 school administrator (job share 0.6/0.4 FTE) and 1 admin support worker. We currently have NCCT teachers for P.E (0.6 FTE) and Art/Modern Language (0.6FTE). The staff form a cohesive, supportive and effective team which aims to deliver high quality education.

Community Links are a valued part of school life and the children are making use of the local environment as part of their curriculum.

The school has a supportive Parent Council which encourages involvement of parents in the life and work of the school. Through the Pupil Council, pupils are involved in the work of the school and its improvement. Pupil Voice Groups and House Captains are developing leadership roles of pupils in our school.

## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

<b>Key priority 2021-2022</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2021-2022)</b>
<p><b>COVID Recovery plan to rebuild positive relationships with pupils, staff, parents/carers and community</b></p>	<p>Clear focus on Health and Wellbeing within the school through 'Emotion Works' programme.            Acknowledged and responded to the experiences of pupils and their family/community and provided support to meet the individual needs of our pupils.            Re-established positive and trusting relationships by engaging with the new routines and structures supporting pupils to become familiar and confident with them.</p>	<p>All within the school community – staff, pupils and parents/carers were supported to engage positively with the “new normal” in August.</p> <p>All pupils received appropriate support in a timely manner and felt safe, included and nurtured within the school environment.</p>
<p><b>Re-engagement with the Curriculum, Outdoor Learning and Play based learning.</b></p>	<p>Re-engagement with the curriculum in school with a key focus on literacy, numeracy and health and wellbeing.            Learning experiences building on strengths of what the pupils can do and not what they have missed.            Transitions supported appropriately.            Opportunities provided for outdoor learning in most classes.            Play based learning has been developed in Primary 1 and Primary 2, led by the teachers and supported by the senior leadership team.            Continue to support the use of technology in learning at school and online.</p>	<p>A key focus was placed on the delivery of the curriculum allowing all pupils to experience learning with a continued focus on:</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Health and Wellbeing</li> </ul> <p>Development of skills including technology            The benefits of outdoor learning experienced by some classes to support health and wellbeing in addition to literacy and numeracy.            Development of play based learning in Primary 1 and Primary 2 has supported pupils learning and independence also social skills and listening and talking.</p>

<b>PEF Planning, Tracking &amp; Monitoring</b>	Development of robust PEF planning, tracking and monitoring. Individual PEF planning and tracking pro-forma's Support teachers and staff is set and use of tracking and monitoring. Termly meetings to review progress and support to PEF pupils	Targeted support for PEF pupils Improvement in PEF pupils' achievement and attainment in targeted areas of literacy, numeracy and health & wellbeing. Opportunities for PEF pupils to take part in after-school clubs and record wider achievements. Teachers improved focus on tracking of PEF pupils.
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## How good is our leadership and approach to improvement?

### **QI 1.3 Leadership of change**

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

**Relevant NIF priority: All**

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

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

**How well are you doing?**

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

- There is a very positive ethos within St Andrews Primary school. All staff and almost all pupils can articulate the school values, learning disposition and rules which are used daily in learning conversations.
- The school is continuing to develop the curriculum rationale to ensure it reflects the uniqueness of our community.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.
- All teaching staff are effectively involved in school improvement planning drawing on a wide range of evidence. All teaching staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- St Andrews Primary school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices within our school. Moderation across the cluster has been restricted due to COVID.
- There are many opportunities for staff to take on leadership roles within St Andrews Primary School.
- Pupil voice used to identify areas of strength and development across the school.
- All staff at St Andrews Primary school know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- St Andrews Primary school works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- St Andrews Primary school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.



### How do you know?

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

- During session 2019-20 a full review of the school rules took place involving all staff, pupils and parents/families. Learning Dispositions were created by staff and pupils as part of our Visible Learning journey. They are displayed in all classes they are now embedded and referred to in weekly assemblies.
- St Andrews curriculum rationale was reviewed by all staff in February 2020 and November 2021. Due to COVID this now requires to be updated before sharing with parents.
- Social media is used effectively to share learning. Newsletters provide regular opportunities for parents to be involved in the school.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- QA evidence informs next steps. Stage partner planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- Visible learning cluster wide CPD programme to focus on high quality learning and teaching.
- All staff involved in nurture training to enable staff to provide effective support to all pupils.
- There are pupil groups in place for areas such as Rights respecting, Pupil Council and Eco Schools.
- Teaching staff have a range of leadership opportunities such as QAMSO, 1+2 languages and visible learning amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- With two other schools' opportunities have been provided for colleagues to engage in self-evaluation opportunities to share practice as well as engage in VSE activities within each school.

### What are you going to do now?

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

- Vision, Values and Aims reviewed and now to be fully embedded in the life of the school.
- Curriculum rationale review and opportunities provided for parents/families to engage in the review.
- Embed Visual Learning strategies and procedures acquired by whole staff participation in cluster wide Visual Learning initiative.
- Develop opportunities for effective leadership for all staff and pupils in the school.
- Tracking of wider achievements to be developed.
- Pupils, parents and staff to be more actively consulted in the self-evaluation process to inform school improvement priorities.
- Develop opportunities for Parents and community partners to contribute to the school through supporting World of Work/DYW/STEM.

## 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: Good**

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

**How well are you doing?**

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

- The learning environment in St Andrews School is warm, positive, nurturing and promotes mutually respectful relationships in line with our Positive Behaviour Policy and underpinned by our shared school vision, values and aims.
- Our school shows a commitment to upholding and promoting children's rights.
- Almost all pupils at our school engage well with learning experiences, are eager to learn, motivated and involved. Teachers have high expectations of their learners and there is growing evidence of appropriate pace and challenge across most classes.
- Almost all teachers use a wide range of learning environments, including outdoor and play-based learning and digital technologies, to create learning opportunities that are matched to the needs and interests of the learners.
- The majority of learners are beginning to take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning.
- All learners have the opportunity to share their achievements in and out of school at our weekly assemblies.
- All learners have the opportunity to contribute effectively to the life of the school and wider community through our Pupil Focus Groups and Pupil Voice Groups – House Leaders, Pupils Council, RRS and Eco Groups. They know that their views are sought, valued and acted upon.
- Almost all learners receive high-quality feedback. They are developing the ability to articulate what they are learning and why, and know what they need to do in order to become successful.
- There is consistent practice in place within most classes at St Andrews School linking to AIFL and feedback, using the St Andrews' Lesson framework. Differentiation exists across all classes.
- All pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is becoming consistent across most classes.
- Almost all staff make effective use of questioning during learning and teaching experiences, extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups.
- All teachers plan and clearly identify what is to be learned and assessed using the Aberdeenshire frameworks and national benchmarks and school progressions.

- Assessment approaches are identified at the planning stage and all teachers use a variety of assessment approaches, including pre and post assessments, to allow pupils to demonstrate their learning.
- A body of evidence is used to support assessment judgements and decisions about next steps including SNSAs, summative and formative assessments and the Aberdeenshire benchmarks.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with SLT to ensure timely action is taken to reduce any barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Most staff have developed more confidence in using a wide range of assessment data including standardised assessment results in Literacy, Numeracy and HWB. All staff use assessment evidence to track, monitor and report the progress of our pupils on a termly basis in Literacy, Numeracy and HWB and across all areas of the curriculum.
- Termly tracking supports pupils progress in learning. Our school tracking and monitoring processes are well understood by all teaching staff and provide clear information regarding attainment in Literacy, Numeracy and Health & Wellbeing and all other areas of the curriculum. They are used effectively to support improved outcomes including the most deprived children.
- Collegiate and stage partner working is used to moderate shared expectations within and across stages.
- Digital technology is used to support learning across all classes.
- The Parent Council and all parents are informed of their child's learning opportunities through a curriculum newsletter which is issued termly by each teacher via email.
- Learning contexts have been developed to ensure that there are opportunities for all pupils develop skills for learning, life and work, using the local area.

### How do you know?

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

- Quality Assurance processes, including surveys, SLT and peer classroom observations, jotter monitoring, pupil focus groups & termly planning and tracking meetings, take place throughout the school year.
- All pupils feel that they belong, are safe and that everyone is treated fairly and with respect at our school. (HGIOS Survey Theme 1)
- All pupils have the opportunity to be more aware of the rights upheld by the UNCRC. Regular focus and time is given to the UNCRC Article of the Week at our weekly whole school assemblies. Class charters created in each class at the start of the school year give all pupils the opportunity to choose 4-6 UNCRC Articles which are to be upheld and respected by all in the classroom.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. All staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- Sharing of good practice has been considered through the use of visible learning impact coaches.
- Our two probationers had the opportunity to share the results of their Visible Learning Impact Cycle on Feedback as part of their probationer enquiry.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where all pupils are in their learning.
- The majority of pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps through the use of learning ladders and, more recently, progression mats.

- All pupils agree that achievements are equally recognised and celebrated within our school. Achievements within the curriculum are celebrated in class as well as through weekly hot chocolate sessions linked to the Visible Learning Dispositions. Wider achievements are recognised and shared with other pupils at weekly assemblies.
- Twitter and Facebook are used to promote everyday learning and achievements.
- St Andrews School have developed an effective marking policy which includes Assessment and Feedback codes to ensure there is consistency across the school. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- St Andrews School has an agreed assessment calendar, including pre and post assessments, which shares key areas of focus throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced including the development of a breakfast club to support identified pupils, the use of emerging literacy resources used to support identified gaps in Primary 1, the use of PSWs to support identified pupils in the Nurture room and within class to develop their social and emotional wellbeing and the use of Literacy Programmes such as Nussy, Hornets and Wasps to enhance PSA targeted support.
- Professional dialogue is ongoing throughout the session.
- Termly tracking meetings are held with all teaching staff.
- Almost all staff implement Visible Learning approaches including Learning Ladders and more recently, progression mats to discuss what pupils are learning, how they have been successful and identify their next steps. All pupils are involved in choosing and leading their own learning using KWL grids and through class discussion around the planned experiences and outcomes, particularly in relation to the learning context.
- SNSA data is considered by all staff at P1, 4 and P7. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Effective use of laptops, chrome books and iPads to support and enhance learning opportunities. Technology is also used to support targeted interventions.
- The Infant Building outdoor area is very well used as a learning resource, by Primary 1 in particular, and is developing throughout the school.

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

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

- Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners with a focus on feedback, learning conversations and pupils leading in their learning.
- Continue to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities.
- Develop a range of assessment approaches, including holistic assessments, to allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum.
- Develop and use a wider range of learning environments including the outdoors across the whole school, building on what is already established in Primary 1.
- Continue to develop a play-based approach to learning in Primary 1 and Primary 2.

## 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: Good**

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

**How well are you doing?**

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

- Almost all staff at St Andrews have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are committed to ensure everyone is treated equitably and with respect. Almost all pupils build very positive relationships with staff, allowing them to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy. St Andrews has high expectations of behaviour and all staff work hard to ensure incidents are dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Some pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA), Pupil Support Worker (PSW) and ASL staff.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.

**How do you know?**

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- Results of Glasgow Motivational and Wellbeing Profile
- Annual update of GIRFEC/Child protection training carried out.

- Staff complete annual data protection, equalities and diversity training as provided by local authority
- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
- SCARF/Emotion work resources used.
- Pupils voice groups have been established focusing on RRS.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability.
- Dyslexia boxes are available in each class which provide a range of supports that pupils can access independently. The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
- Targeted support is provided by class teachers, IPT staff, Pupil support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- HT, DHT and some support staff are nurture trained and use this to support both staff and pupils.
- The school keeps an up-to-date ASL audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- DHT meets regularly with ASL staff and HT meets with PSW staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Fraserburgh Academy and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

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

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

- Use results of GMWP to plan how to support pupils specifically with aspects of self-determination – Affiliation, Autonomy, Agency and Safe. Review impact of interventions by post assessment using GMWP statements to ensure a robust Health and Wellbeing tracking and monitoring system is in place.
- Revise and further develop knowledge and understanding of SHANARRI so that almost all pupils are aware of and can discuss the wellbeing indicators.
- Continue to develop approaches and incorporate more opportunities to develop mental wellbeing and to review the impact of targeted interventions on our pupils over time, particularly PSA/PSW led interventions.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- Continue to build capacity as a team to ensure the needs of all pupils are met while embedding a whole school nurturing approach. Number of pupils requiring targeted interventions has significantly increased over past two sessions.
- Develop more opportunities to share and celebrate cultural diversity in our school.
- Curricular work, assemblies and wider community partnership should encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- Work with Pupil Voice groups such as Pupils Council and House Captains to discuss and plan how this area can be improved in St Andrews.
- RRS and Eco School Pupil Voice groups will be involved in Assemblies.

## 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: Good  
(HGIOS?4/HGIOELC? 1-6 scale)**

### How well are you doing?

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

- Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- Most staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to support the development of phonics and pre handwriting skills which in turn has an impact on reading, writing, listening and talking attainment in Early Years. It has also been used to support the development of effective pedagogy through the visible learning three-year cluster programme. St Andrews Primary School has also targeted PEF resources to support health and wellbeing through the formulation of a breakfast club run by a PEF Pupil Support Worker. The school has also used PEF to purchase Emotion Works, this is having a positive impact of the emotional and mental health of our pupils.
- Pupils' participation with their wider community is successful through developing partnerships by planting flowers in the community, donating money to the local food bank and Fraserburgh Heritage Centre.
- Achievements are recognised and shared across the school at weekly assembly. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities e.g. Rugby, Basketball, cricket, stay and play, arts & crafts as well as lunchtime clubs.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils

### How do you know?

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

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- SNSA data being used to support professional judgement and identify next steps for pupils.

- Universal supports exist in all classes. Dyslexia boxes have been developed to support this. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information is kept up to date termly.
- The school have engaged in moderation work in school, this is an area to be developed further with other schools in the cluster and self-improving school trio.
- Visible learning training and collegiate sessions have taken place over the last three sessions ensuring improvements in pedagogy and practice. Currently there is a focus on feedback. Visible learning impact coach supports development in these areas and also promotes leadership.
- Hot Chocolate awards are issued weekly linked to our learning dispositions and shared in assemblies.
- All pupils are encouraged to share wider achievement, celebrated at assembly.
- Staff and Active Schools run a variety of clubs after the school day which include dodgeball, rugby, basketball, arts & crafts and stay and play.
- Children's university achievements celebrated at assembly.
- Tracking of attendance and lates monitored by Head Teacher.

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

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

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- Staff engagement in QAMSO training to support assessment approaches across the school.
- Continue to familiarise all staff with the interrogation of SNSA data and track pupil progress over time.
- Further develop a more robust tracking system to track PEF pupils and identify targeted support, review regularly to ensure the right support in place to ensure pupil progress.
- Develop further opportunities for pupil leadership through pupil voice groups and house leaders.
- Develop Pupil Profiles to share pupil's learning and achievements through 'See Saw'.



## PEF 2022-2023

<b>Proposal Period</b>	2022-23
<b>Name &amp; Code of School</b>	St Andrews Primary School Fraserburgh Code: 5216729
<b>2022-23 Budget Allocation</b>	£71,050
<b>2021-22 Budget Carry Forward</b>	£46,060
<b>Total Budget</b>	£117,110

### Identified Gap

	<b>Numeracy</b>	<b>Reading</b>	<b>Writing</b>
<b>Early P1</b>	<b>24%</b>	<b>45%</b>	<b>48%</b>
<b>First P2-P4</b>	<b>33%</b>	<b>33%</b>	<b>23%</b>
<b>Second P5-p7</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>

### Expenditure

	<b>Details, inc Supplier Name</b>	<b>FTE / HRS</b>	<b>Cost 2022-23</b>
Teaching staff	DHT	1 x 21hrs	£16000
Support staff	PSW Time	1x 26 HRS	£23000
	PSA Time	1 x 27.5 HRS	£15500
	PSA Time	1 x 21 HRS	£12500
	PSA Time	1 x 15 HRS	£8000
	PSA Time	1x 9 HRS	£5000
	Admin Time		£1000
Supported study	N/A	N/A	0
Transport	N/A	N/A	0
Lets	N/A	N/A	0
Resources	<b>Literacy</b>		
	Pobble		£1000
	Nessy		£200
	Hornets		£200
	Wasps		£200
	Bug Club		£1399
	Talk Boost 2		£1000
	Education City		£1050
	<b>Maths</b>		£1850
	Mathletics		£1100
	Big Maths Online		£950
	Numicon Online		
	<b>Outdoor Learning</b>		£3361
	Equipment		
	<b>Play Based Learning</b>		£5000
	Resources/Equipment		

Other (add details)	AFCCT Community Project 1 day each week with after school club		£10,700
	Family Learning Signature		£1000
	Nurture Room BreakfastClub/Cooking Resources/lego/games		£3500
	Nurture Lego Training Nurture Boxall Profiles online		£1000 £100
	Outdoor Learning Loose Parts resources		£2500
<b>Total</b>			<b>£117,110</b>

### Proposed interventions & Expected Outcomes

Interventions	Proposals	Aim & Expected Impact
1. Early intervention and prevention	Emerging Literacy – Nursery (listening & talking, pre-writing and pre-reading skills) EYP/PSA to support in P1/P2 Outdoor Learning Play based learning	Develop improve literacy skills in Early years. Raise attainment in literacy.
2. Social and emotional wellbeing	Nurture Hub created PSW & PSA dedicated, Play therapy, social skills, seasons for growth, Lego therapy, Drawing/Art Therapy. Emotion Works Glasgow Motivational and Wellbeing Profile (GWMP)	Improve the social and emotional health and wellbeing, develop resilience and ability to deal with challenge. Improve concentration and ability to learn. Develop resilience. Track & monitor pupil wellbeing through use of the GWMP
3. Promoting healthy lifestyles	Nurture area to support breakfast club and life skills. Cooking club with target group.(COVID guidelines permitting)	To ensure children have a healthy breakfast and raise awareness of healthy eating. Develop life skills of cooking.
4. Targeted approaches to literacy and numeracy	Emergent Literacy – Whole School Approach Mental Maths and Reading for enjoyment. Active Learn Bug Club. Numicon Numicon Intervention	To develop emergent literacy strategies in early years and whole school and improve attainment. Encourage and develop a love of reading. To develop and improve numeracy and mental maths skills.
5. Promoting a high quality learning experience	Digital technology to support literacy and numeracy and engage all learners.	To provide support for learning through the use of technology to

		improve progress in literacy and numeracy.
6. Differentiated support	PSA support for identified individual support. Nessy & Hornet & Wasp programme.	To build confidence and concentration to make progress in learning.
7. Using evidence and data	Admin support to collate data. PEF Tracking	Tracking and monitoring of data to provide evidence of progress.
8. Employability and skills development	DYW – development of confidence and self-esteem. Cluster DYW event (COVID guidelines permitting)	Raise awareness of different careers and knowledge and skills required.
9. Engaging beyond the school	Family Learning Programme- involve community library, parents, wider community.	To encourage reading for enjoyment and community involvement, family learning.
10. Partnership working	EPS, CLD, NESCOL to deliver family learning.	Plan projects to encourage family learning.
11. Professional learning and leadership	Visible Learning Seasons for Growth Talk Boost Hornet & Wasps – PSA's Nessy – PSA's Outdoor learning. Emotion Works Play Based Learning	Whole cluster to engage in Visible Learning to develop pupil's knowledge and understanding of the language of learning and how to improve. Training to equip staff with knowledge and skills to support the social and emotional wellbeing as well as speech and language development.
12. Research and evaluation to monitor impact	Tracking and Monitoring System in place	Robust tracking and monitoring system in place to identify attainment and plan for improvement through targeted support.

## **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.

<b>Improvement Priority:</b> Improvement in Attainment in Literacy						
<b>NIF Priorities</b> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  <b>Linked to National Improvement Driver(s)</b> School Leadership    Teacher Professionalism    Parental Engagement Assessment of Children’s Progress    School Improvement    Performance Information			<b>Data/Evidence that improves this priority:</b> ACEL and SNSA data ASL Audit Teacher’s Professional Judgement Tracking & Monitoring Information			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 1.1 Self-evaluation for Self-Improvement    1.2 Leadership of Learning 1.3 Leadership of Change    2.2 Curriculum 2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> Attainment in Reading has improved by embedding a consistent, self-reflective approach across all stages. Evidence demonstrates almost all learners have improved attainment in Reading.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	
Analyse attainment data and survey staff to identify areas/stages of strength and gaps.	SLT Teaching Staff	X	INSET Collegiate Meetings	Areas of strengths/stages of strength and gaps identified.		

Collate views of staff and pupils on current practice and resources. Identify good practice and areas to be improved.				Good practice and development areas identified.	Complete	Views of staff informed planning of development in reading. CAT minutes. Action Plan.
Develop planning format to be used across all stages with Northern Alliance/Highland Literacy progression for reference.	SLT Teaching Staff	X	Collegiate Meetings Curriculum Development	Planning format agreed with clear progression and links to reading resources.	Complete	Systematic approach to planning reading in place.
Review and develop Comprehension Strategies to be embedded across all stages for shared language in learning.	SLT Teaching Staff	X	Collegiate Meetings Curriculum Development	Comprehension Strategies developed during Term 1 Novel Study by using Working Walls (P1 and P2) and 'Reading Mats' (P3-7).	Complete	Improved engagement and enthusiasm of students. Pupil and teacher feedback.
Expand choice of novels at each stage. Order books online from Old Meldrum. Purchase class sets of novels.	SLT Teaching Staff	X	Collegiate Meetings Curriculum Development	Reading resource reviewed and expanded. Reading resource inventory in place. Pupil given opportunity to select from a wide range of novels	Complete	Book banded supplementary readers, matched to main progression, provide variety and opportunity for pupil choice.  Detailed forward plans serves as Reading resource inventory.
Monitor progress and evaluate the effectiveness of Reading Mats used at least three times a week, 30-45 minutes per session by end of term 1.	SLT Teaching Staff	X	Classroom observations Learning walks Pupil learning conversations Staff survey	QA process to evaluate effectiveness of development and identify areas for further improvement.	Complete	Learning Visits
Baseline Assessment for all pupils In P2-P7 using GL Assessment in term 1. Baseline assessment results to be analysed along with teacher	SLT Teaching Staff	X	GL Assessment Tracking Meetings	Assessment results identify where pupils are in reading.	Ongoing	Results analysed and reading groups formed.  Results been shared with pupils and targets set.

professional judgement. Assessment strategies used to support pupil progress.				Results shared with pupils and next steps/targets agreed. Tracking updated		
Review and refresh implementation of Bug Club Reading and reading homework with supplementary resources. Review Assessment procedures – Bug Club Assessments at the end of every level.	SLT Teaching Staff Pupils	X	Curriculum Development Purchase reading books for Independent Reader. Survey pupils	Bug Club reading resources refreshed along with resources and assessment procedures to provide clarity to staff and ensure pupil progress.	Completed	Evidence - Nov Inset Power Point, Minute, Literacy Carousel Timetables and views of staff collated.
Amalgamate all banded reading resources and The Comprehension Boxes, Literacy Boxes, providing fiction and non-fiction supplementary materials to improve engagement, interest and depth.	SLT Teaching Staff	X	Curriculum Development Working group Collegiate Meeting	Reading progression/plan developed to provide a range of fiction and non-fiction texts with all reading resources linked.	Complete	Forward plans show progression, which includes all reading resources amalgamated.
Tracking and monitoring progress in reading using pupils focus groups, analysing assessment results.  Survey of staff, pupils and parents in term 4 to evaluate development in Reading.	SLT Teaching staff Pupils Parents	X	Tracking & Monitoring Assessment results Surveys	Tracking of assessment and progress of pupils demonstrates an improvement in attainment. Evidence of survey analysed and next steps in development agreed.	Complete	Progress and attainment will be tracked and monitored during the session. Term 4 – The development in Reading will be evaluated following QA procedures.

<b>Improvement Priority:</b> Improvement in Attainment in Numeracy						
<b>NIF Priorities</b> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  <b>Linked to National Improvement Driver(s)</b> School Leadership      Teacher Professionalism      Parental Engagement Assessment of Children's Progress      School Improvement      Performance Information			<b>Data/Evidence that improves this priority:</b> ACEL and SNSA data Tracking & Monitoring information			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 1.1 Self-evaluation for Self-Improvement      1.2 Leadership of Learning 1.3 Leadership of Change      2.2 Curriculum      2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement			
<b>Intended Outcomes: To improve attainment in Numeracy.</b> 75% of learners in P1, P4 and P7 will achieve a level in Numeracy. All learners will make progress in Numeracy. Attainment in Reading will improve by embedding a consistent approach across all stages. Evidence demonstrates almost all learners have improved attainment in Reading.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 3)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	
				Ongoing		
				No progress		

Analyse attainment data to identify areas/stages of strength and gaps.	SLT	✓	<ul style="list-style-type: none"> <li>- SNSA Data</li> <li>- Class Tracking and Monitoring Information/ Spreadsheet</li> </ul>	<p>End of Term 4 (2021/2022) Trends identified – info taking from class trackers in June.</p> <table border="1"> <thead> <tr> <th>NUMERACY (% EE, A or OT)</th> <th>Analysis</th> <th>PEF Analysis</th> </tr> </thead> <tbody> <tr> <td>Early</td> <td>89%</td> <td>76%</td> </tr> <tr> <td>First</td> <td>67%</td> <td>67% PEF</td> </tr> <tr> <td>Second</td> <td>66%</td> <td>66% PEF</td> </tr> </tbody> </table>	NUMERACY (% EE, A or OT)	Analysis	PEF Analysis	Early	89%	76%	First	67%	67% PEF	Second	66%	66% PEF	Complete	<p>Trends identified and 'Maths Action Plan' created. <u>Maths Action Plan</u></p>
NUMERACY (% EE, A or OT)	Analysis	PEF Analysis																
Early	89%	76%																
First	67%	67% PEF																
Second	66%	66% PEF																
Collate views of staff on current practice and resources. Identify good practice and areas to be improved.	SLT Teaching Staff	✓	<ul style="list-style-type: none"> <li>- School Improvement Microsoft Form June survey results collated</li> <li>- Menti.com INSET Day Survey results collated</li> <li>- Collegiate minute – 21<sup>st</sup> September</li> </ul>	Views of staff collated. Use of Heinemann Active, Numicon, TeeJay Mastery approach, Big Maths, practical resources discussed. Good practice and development areas identified.	Complete	<p>Feedback and Actions from School Improvement Planning Survey June 2022/INSET menti.com' shared with staff at Collegiate meeting 21<sup>st</sup> September.</p> <p>Identified areas of improvement shared with staff at Collegiate meeting 21<sup>st</sup> September and Actions Agreed.</p> <p><u>Staff Surveys.</u> <u>Collegiate Meeting Minutes.</u></p>												
Collate views of pupils on current practice and resources. Identify good practice and areas to be improved.	SLT Pupil Focus Groups	✓	<ul style="list-style-type: none"> <li>- Pupil Focus Group Questions</li> <li>- HGIOURS Questionnaire</li> </ul>	Views of pupils collated and action taken on identified areas for development.	Ongoing	<p>Identified areas of improvement actioned.</p> <p><u>Pupil Surveys.</u> <u>Pupil Focus Groups.</u> <u>Classroom observations and learning visits.</u></p>												



<p>Agree on planning format to be used across all stages with Northern Alliance progression for reference including matched resources.</p>	<p>SLT Teaching Staff PSA</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>- Northern Alliance Maths Progressions – Early, First &amp; Second</li> <li>- HAM Maths Resource</li> <li>- Numicon Resources</li> <li>- TeeJay Maths and Mastery Resource</li> <li>- Teacher development work from Collegiate sessions 2021/2022</li> <li>- Resource room/ cupboards</li> </ul>	<p>New Maths Planning formats have been created based on curriculum development work by teachers in Collegiate sessions 2021/2022. They are still a work in progress but so far we have created for Early, First and Second – P1-P7:</p> <ul style="list-style-type: none"> <li>- Number and Number Processes</li> <li>- Addition and Subtraction</li> <li>- Estimation and Rounding</li> <li>- Angle, Symmetry and Transformation</li> <li>- Properties of 2D Shape and 3D Objects</li> </ul> <p>All planners include:</p> <ul style="list-style-type: none"> <li>- Experience and Outcome</li> <li>- Benchmarks</li> <li>- Northern Alliance Progression Statements including examples</li> <li>- Suggested resources from HAM, TeeJay and Numicon matched to the statements</li> <li>- Suggested Pre and Post Maths Assessments e.g. TeeJay Diagnostic Assessments, TeeJay Review, Revisit &amp; Revise, HAM Question Banks</li> </ul> <p>Audit of resources in Infant &amp; Main Building to be carried out.</p> <p>It is hoped that this will tackle bureaucracy and moderate standards across primary stages.</p>	<p>Ongoing</p>	<p>Consistency in planning formats used across the school.</p> <p>Time and bureaucracy in Maths planning reduced and tackled.</p> <p>Use of Maths approaches consistent across the school.</p> <p>Consistency in use of resources available within the school.</p> <p>Resource list for both buildings to be created and HT to be made aware of gaps needing addressed.</p> <p><u>Monitoring of forward plans.</u> <u>Classroom observations and learning visits.</u> <u>Collegiate sessions.</u></p>
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<p>Clear and robust Assessment approaches for Maths consistent across the school.</p>	<p>SLT Teaching Staff</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>- Northern Alliance Maths Progressions – Early, First &amp; Second</li> <li>- HAM Maths Resource</li> <li>- Numicon Resources</li> <li>- TeeJay Maths and Mastery Resource</li> <li>- Teacher development work from CAT sessions 2021/2022</li> <li>- Big Maths</li> </ul>	<p>Suggested Pre and Post Assessments noted on new planners.</p> <p>Big Maths CLIC and BMBT to be used to develop and assess core numeracy skills and SAFE to be used as a checkpoint through the year for 'topic' Maths areas.</p> <p>GL Assessments to be bought and administered to create a baseline and end of year checkpoint in order to track progress in Maths.</p> <p>Aim to achieve 1 year's learning progress for 1 calendar year for each pupil.</p>	<p>Ongoing</p>	<p>Suggested Pre and Post Assessment materials will be useful and reliable.</p> <p>Assessment and moderation at each stage will be robust and in line with Northern Alliance Progressions &amp; CfE Benchmarks.</p> <p>GL Assessments will support in assessing progress over 1 calendar year and after a few years implementation, support analysis of attainment over time.</p> <p><u>Monitoring of forward plans/ assessment folders.</u> <u>Classroom observations and learning visits.</u> <u>Attainment Data</u></p>
<p>Develop targeted support in Numeracy for PEF pupils using PEF funded teacher.</p>	<p>SLT PSW PSA Pupils</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>- Stretch Aims P3,P4, P7 pupils</li> <li>- PEF pupils</li> <li>- Big Maths Learn Its</li> <li>- School numeracy planners</li> </ul>	<p>Raise attainment and stretch aims pupils to achieve expected level.</p>	<p>Ongoing</p>	<p>Pupils in the pilot group will make progress in Maths.</p> <p>Analyse data from class pre and post assessments &amp; GL Assessments.</p> <p><u>Assessment/ Attainment Data</u></p>

Introduce & implement Pupil Progression Mats.	SLT Teaching Staff Pupils	✓	<ul style="list-style-type: none"> <li>- Northern Alliance Maths Progressions – Early, First &amp; Second</li> </ul>	Pupils to use progression mats to know where they are at and their next steps in their learning in Maths in line with Visible Learning approaches.	Complete	<p>Pupils will know where they are at in their learning and their next steps.</p> <p><i>Pupil Focus Groups.</i></p>
Provide opportunities for staff to engage in Education Scotland's Numeracy Professional Learning Resources	SLT Teaching Staff	✓	<ul style="list-style-type: none"> <li>- <a href="#">Numeracy Professional Learning Resources   Learning resources   National Improvement Hub (education.gov.scot)</a></li> </ul>	Use the resources to support staff to identify opportunities for targeted learning and enhance the effective teaching of numeracy concepts and associated skills.	Complete	<p>Staff to self-evaluate teaching and learning in Maths.</p> <p>The teaching of Numeracy concepts and associated skills will be enhanced and more effective.</p> <p><i>Pupil Focus Groups. Classroom observations and learning visits. Assessment/ Attainment Data.</i></p>
Continue to develop a robust tracking system to track PEF pupils.	SLT Teaching Staff Admin	✓	<ul style="list-style-type: none"> <li>- Tracking Spreadsheet</li> <li>- Admin Support</li> </ul>	All PEF pupils identified, and support put in place for Numeracy. Reviewed termly to measure impact and plan next steps.	Complete	<p>PEF pupils identified and appropriate support in place.</p> <p><i>Pupil Focus Groups. Classroom observations and learning visits. Tracking Meetings. Tracking Spreadsheet. Assessment/ Attainment Data.</i></p>
All staff to continue to become	SLT Teaching Staff	✓	<ul style="list-style-type: none"> <li>- SNSA data</li> <li>- Tracking Spreadsheet</li> </ul>	All staff to use SNSA data effectively to provide support and challenge to learners & plan next	Complete	<p>SNSA Data being analysed effectively and used to inform the</p>

familiar with the interrogation of SNSA data and track pupil progress over time.				steps to make an impact on progress.		<p>SNSA Data being analysed effectively and used to inform the planning of teaching and learning.</p> <p><u>Classroom observations and learning visits.</u>  <u>Tracking Meetings.</u>  <u>Tracking Spreadsheet.</u>  <u>Assessment/ Attainment Data.</u></p>
Develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Staff engagement in QAMSO training to support assessment and	SLT Teachers	✓	<ul style="list-style-type: none"> <li>- QAMSO training</li> <li>- Cluster schools</li> </ul>	Staff to engage in moderation processes with cluster schools & a share understanding of standards developed. QAMSO assessment and moderation approaches to be shared with staff.	Ongoing	<p>- Staff regularly engaging in moderation processes with cluster schools and a shared understanding of standards developed.</p> <p>Staff familiar with QAMSO assessment and moderation approaches.</p> <p><u>Assessment/Attainment Data.</u></p>

moderation approaches.						
Seek views of staff, pupils and parents in Term 4 to monitor progress & evaluate improvements in Maths.	<ul style="list-style-type: none"> <li>- SLT</li> <li>- Teaching Staff</li> <li>- Parents</li> <li>- Pupils</li> <li>- Support Staff</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Collegiate Meetings</li> <li>- Staff Surveys</li> <li>- Pupil Surveys</li> <li>- Parent Surveys</li> <li>- Pupil Focus Group Questions</li> <li>- HGIOURS Questionnaires</li> </ul>	Views of staff, pupils and parents collated to create a picture of the impact of Maths improvements on the school community.	<div style="background-color: green; color: white; padding: 2px; text-align: center;">Complete for staff.</div> <div style="background-color: yellow; padding: 2px; text-align: center;">Ongoing for pupils.</div> <div style="background-color: red; color: white; padding: 2px; text-align: center;">No Progress for Parents</div>	<p>Analyse assessment/ attainment data. All pupils to have made at least 1 year's learning progress for each calendar year.</p> <p>Pupils, parents and staff to be feel improvements have been effective and have enhanced the learning and teaching of Maths.</p>
Develop 'Procedures in Numeracy & Mathematics at St Andrews School' to ensure consistency across all stages.	<ul style="list-style-type: none"> <li>- SLT</li> <li>- Teaching Staff</li> <li>- Parents</li> <li>- Pupils</li> <li>- Support Staff</li> </ul>	✓	<ul style="list-style-type: none"> <li>- Collegiate Meetings</li> <li>- Staff Surveys</li> <li>- Pupil Surveys</li> <li>- Parent Surveys</li> <li>- Pupil Focus Group Questions</li> <li>- HGIOURS Questionnaires</li> </ul>	Agree 'Procedures in Numeracy & Mathematics at St Andrews School'.	<div style="background-color: yellow; padding: 2px; text-align: center;">Ongoing</div>	<p>Agreed 'Procedures in Numeracy &amp; Mathematics at St Andrews School' adhered to.</p> <p>Analyse assessment/ attainment data. All pupils to have made at least 1 year's learning progress for each calendar year.</p>

**Improvement Priority:** Improvement in Learning, Teaching and Assessment – Increase practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements

<p><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><b>Linked to National Improvement Driver(s)</b></p> <p>School Leadership      Teacher Professionalism      Parental Engagement          Assessment of Children’s Progress      School Improvement      Performance Information</p>	<p><b>Data/Evidence that improves this priority:</b></p> <p>Aberdeenshire Priority to develop a consistent approach to Learning, Teaching and Assessment.          QA evidence</p>
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<p><b>Aberdeenshire Priorities</b></p> <ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4. Improvement through self-evaluation.</li> </ol>	<p><b>Relevant HGIOS 4 Quality Indicators</b></p> <p>1.1 Self-evaluation for Self-Improvement      1.2 Leadership of Learning          Leadership of Change      2.2 Curriculum      2.3 Learning, teaching &amp; assessment          3.2 Raising attainment &amp; achievement</p>
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**Intended Outcomes:**  
 Every learner at St Andrews School has the experience of a high-quality approach to learning, teaching and assessment.

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource		Complete Ongoing No progress	
Through regular evaluation of learning and teaching, there are consistencies in approaches to high	SLT	x	Learning Walks Monitoring learning & teaching	Agreed and consistent approach to high quality learning and teaching	Ongoing	Learning Walks and pupil learning conversations demonstrate improved approaches to high

quality classroom experiences for all learners.			Pupil learning conversations	established across the school.		quality learning experiences for learners.
Encourage, support and empower staff to be innovative and creative in their approaches to pupil learning by sharing good practice across the school and cluster. Focus on the development of play based learning environment in P1, P2 and upper stage classes.	SLT	X	Cluster collegiate/Collegiate meetings CLPL	Staff have developed confidence in meeting the needs of almost all learners through innovative and creative approaches. Almost all classes/pupils engaging in play based learning are demonstrating evidence of improved attainment.	Complete/ Ongoing	Development of play based learning in P1 & P2 has helped pupils settle in and engage in learning activities well, evidence of improved progress in learning.  Upper stages classes have developed skills groups, further improvements to be implement 2023/24  Play based approach to learning has been introduced in P3, ongoing development in 2023/24.
Quality assure the effective use of a variety of different assessment types used to ensure staff build a range of evidence to show learners progress and next steps. Develop a consistent approach to the use of different assessment types.	SLT	X	Monitor assessment approaches Pupil learning conversations	Robust, effective and consistent variety of different assessment types developed to show learner progress and next steps.	Ongoing	Pre & Post Assessment in Maths. Reading Assessment reviewed and clear guidelines agreed. Assessment calendar in place. Maths mats and reading ladders, GL Assessments. Targeted intervention groups supported by ASL.
Embed the consistency of feedback across the school by participating in Professional Enquiry. Learners will evaluate their own learning consistently across the school using a range of agreed AiFL Strategies.	SLT	X	INSET training and WTA collegiate meetings. Use of visible learning materials	Almost all learners can evidence and discuss the range of feedback they receive. Next steps in learning in planning documentation	Ongoing	Learning conversations with pupils provide evidence of the feedback they receive. The Majority of pupils know their next steps are in learning in writing, reading and maths using maths mats, Learn Its, reading ladders and writing standards.
Develop a robust system where in-depth analysis of current data,	SLT Teachers	X	Collegiate meetings	All staff have developed confidence in the	Complete	The majority of staff are developing confidence in the

tracking and monitoring informs targeted support, planning and practice.			Tracking and monitoring meetings	analysis of data and use this to inform planning and targeted support.		analysis of data from assessment and are using this to plan targeted support.
Pupil profiles to be developed to track and share pupil learning and achievements through 'See Saw'	SLT Teachers	X	Collegiate meeting CLPL Pupil Digital Leaders	All pupils have a profile on 'See Saw' where learning and achievements are shared with parents.	Ongoing	See Saw no longer available in Aberdeenshire. An alternative online profile has been introduced and will be implemented across the school in 2023/24. Staff have received training on this.
Develop a professional learning culture to influence the development of high-quality learning and teaching in every classroom with a focus on 'The Teaching Delusion' by Bruce Robertson	SLT Teachers	X	Collegiate meetings Professional reading and dialogue INSET Day	All teachers have engaged in the professional reading and discussion to develop a consistent approach to high-quality learning and teaching across the school.	Ongoing	INSET day presentation to introduce professional reading. 'The Teaching Delusion' issued to teachers with a plan to read agreed chapters and then discuss at collegiate.



<b>Improvement Priority:</b> Improvement in Health and Wellbeing of pupils						
<b>NIF Priorities</b> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people  <b>Linked to National Improvement Driver(s)</b> School Leadership    Teacher Professionalism    Parental Engagement Assessment of Children’s Progress    School Improvement    Performance Information			<b>Data/Evidence that improves this priority:</b> Weekly Assemblies recorded on Teams celebrating Wider Achievements. Minutes from Pupil Voice Group Meetings, GWMP survey results			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 1.1 Self-evaluation for Self-Improvement    1.2 Leadership of Learning 1.3 Leadership of Change    2.2 Curriculum 2.3 Learning, teaching & assessment 3.1 Ensuring wellbeing, equality and inclusion    3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> Almost all learners have an understanding of wellbeing and the children’s rights. Almost all learners feel listened to and feel secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource		Complete Ongoing No progress	
Develop consistent approaches to reviewing the impact of targeted interventions on our pupils over	SLT PSA/PSW	X	Seasons for Growth Anger Management literature/programmes Emotion Works	Almost all learners feel listened to and feel secure to discuss personal and sensitive	Complete Ongoing	Pupil focus groups HGIOURS P1-3, P4-7 survey demonstrates most pupils feel listened to and secure to discuss personal and

time, particularly PSA/PSW led interventions.			Breakfast Club Boxall Profile	aspects of their lives because they feel cared about.		sensitive aspects of their lives as they feel cared for. Use of Emotion works has had a positive impact on supporting pupils. PSW/PSA interventions has improved attendance, self-regulation, playground behaviour, breakfast club.
Develop a more robust Health and Wellbeing tracking and monitoring system. This will be based on the Glasgow Motivational Wellbeing Profile which also measures impact.	SLT Pupil Parents staff	X	GWMP Pupil Survey Tracking system	Health and Wellbeing tracking and monitoring in place. Classes/Individual pupils wellbeing needs identified and support implemented to improve and review effectiveness.	Ongoing	GMWP survey base line assessment complete, pupils require to be reassessed. At Tracking & Monitoring meetings all staff are effective at identifying pupil wellbeing needs. Referrals made to PSW to target support. PSW/PSAs trained in lego therapy and bereavement support.
Develop pupil knowledge and understanding of the Wellbeing Wheel and the Indicators (SHANAARI).	SLT Teachers		Assemblies HWB lessons	Almost all pupils can talk about the wellbeing indicators and relate them to their own lives.	Complete/ Ongoing	SHANARRI focus in weekly assembly. Almost all pupils are familiar with and can talk about the wellbeing indicators through class discussions and throughout the curriculum.
Emotion Works to be implemented across all stages to share a consistent language of emotions across the school to support pupils with Mental and emotional health and wellbeing	SLT Teachers PSA PSW	X	Emotion work Training Emotion works lessons and materials	Almost all pupils understand the language of emotion works and refer to the displays to support discussion about feelings and emotional wellbeing. Almost all pupils are confident in	Complete/ Ongoing	Emotion works lessons in each class. Almost all pupils are familiar with the Emotion Works cogs and displays around the school and are developing confidence in using the cogs. Parents have given feedback in the use of language and the impact this had on pupils.

				using the emotion works cogs.		
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## ***St Andrews Primary Wider Achievements***

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

As a school we place 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. We celebrate wider achievements at assemblies and display our pupils' achievements on our Success Walls.

Pupils at our school are also aware of the needs and plights of other 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  
Save the Children – Christmas Jumper Day  
Red Nose Day  
Soccer Aid

We have had many different opportunities in order to promote the wider curriculum.

Pupils have benefitted from a wide range of extra-curricular clubs and activities football, basketball, junior jogger, dodgeball, yoga, board games, rugby, arts and crafts and stay and play.

Children's University where pupils achieved awards at a special graduation ceremony at NESCOL.

At Christmas all classes in P1-7 took part in a virtual Christmas Concert for P1-3 and P4-7. This was recorded professionally and shared with parents and families.

The P7 pupils took part in and enjoyed a range of activities in their 'Leavers Activities Week' – trips to Codona's Aberdeen, cinema in Peterhead followed by Aiden Country Park, trampoline park in Inverurie, bouncy slide and toxic run, silent disco and a water fun day. The P7 pupils planned all the activities in and took part in fund raising to pay for the week. They performed a leavers assembly and a school leaver yearbook was presented to them by the Parent Council.

P7 Pupils were also took part in a 3 day residential trip to Dalguise after the COVID restrictions relaxed. They really enjoyed the experienced and embraced the challenges presented to them.

## **PARENTAL ENGAGEMENT**

We are working hard to increase opportunities for our parents to engage positively with our school. We have a hardworking Parent Council who organise very successful fundraising events, the work of the Parent Council was restricted in 2021-22 due to the COVID pandemic.

In term 4 we were able to invite parents into school again for a 'Book Look' and 'Sharing the Learning session in P1. We've had parents helpers involved in school trips, P7 activities week trips, P7 leavers assembly and our end of year service.

## **WIDER COMMUNITY LINKS**

The whole school took part in the COP26 Climate Change Conference competition and some of pupils work was displayed in the COP26 summit in Glasgow.

P2 pupils took part in a book and games sale in school and the money raised was donated to the Fraserburgh Heritage Centre.

P3 pupils created platinum jubilee butterflies and the money raised was donated to Fraserburgh Heritage centre.

P4 pupils organised an afternoon tea for their parents and families, where they made sandwiches and baked cakes. The money raised was donated to the local food larder.

P7 pupils took part in a variety of fundraising activities in the community to raise funds for their Dalguise trip and leavers activities week.

On World Book Day, all pupils took part in the world book day activities.

We had a dress down day to raise money for Ukraine. The money raised was donated to our Violin tutor who was also having a concert to raise money for Ukraine.

## **COVID**

Recovery from COVID lockdowns has had a massive impact on the whole school community, learning and teaching and health and wellbeing. It has been an extremely challenging time for us all and I feel it is important to recognise how well everyone in our school community has supported each other.