



St Andrews Primary School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 202–2023 and our School Improvement plan for the current session 2023 -2024. 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

Achieve best outcomes for all

Support Rights Respecting behaviour

Celebrate Social and Cultural Diversity

Embrace Pupil Voice

Nurture the Health and Wellbeing of all

Develop skills and knowledge for lifelong learning



Context

St Andrews Primary School is a non-denominational school with a role of 394. This comprises of 320 primary pupils and 74 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 12 primary classes. These are mainly straight classes with two of each stage group and three composite classes this session P2/3, P5/6 and P6/7. Our staffing for this session comprises 12 teachers (we have 1 probationer teachers, 2 ASL teachers (0.4/0.6FTE) and 11 pupil support assistants. We also currently have a Pupil Support Worker and 2 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 a Deputy Head Teacher (0.4FTE) and a Depute Head Teacher (0.6FTE), 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 2022-23.

Key priority 2022-23	Key actions undertaken	Impact (achieved throughout 2022-23)
<p>Attainment in reading to be improved by embedding a consistent, self-reflective approach to reading and comprehension strategies across all stages.</p>	<ul style="list-style-type: none"> • Attainment data analysed, areas of strengths and gaps identified and views of staff collated to identify good practice and areas to be improved. • Planning format agreed with clear progression and links to reading resources. • Reading resources reviewed and expanded. • Comprehension strategies and reflective reading mats developed and embedded across all stages with a shared language of learning. • Reading assessment procedures reviewed along with teacher professional judgement. 	<p>Systematic and consistent approach to planning, learning and teaching and assessment of reading in place. Pupil and teacher feedback indicates improved engagement and enthusiasm of students due to use of comprehension strategies and reflective reading mats. Reading progression provides variety and opportunity for pupil choice. Assessment results shared with pupils and pupils know their next steps linked to reading ladders and progression. Planned interventions have been put in place to support identified children. (supported by PEF.) Next steps continue to monitor attainment in reading.</p>
<p>Attainment in numeracy to be improved by embedding a consistent approach to planning, teaching & learning and assessment across all stages.</p>	<ul style="list-style-type: none"> • Maths planners created to reduce and tackle time and bureaucracy. • Pre and post assessments created for each stage to streamline assessment procedures. • Pupil progress mats introduced and implemented for all maths concepts. • Engagement in Education Scotland numeracy professional learning resources including effective questioning, mastery approach, anchor tasks and retrieval practice. • Refocus on Big Maths Learn Its. 	<p>Teacher survey indicates that the new planners have reduced and tackled bureaucracy. Pre and Post assessments are effective in monitoring and showing progress. Most pupils use the progression mats to know where they are in learning and next steps. Teacher survey indicated that the professional learning was worthwhile, the anchor tasks and retrieval practice methods are working well. Pupils enjoy and are engaged in lessons with the improved structure. Pupils are making progress with Big Maths learn Its. Attainment results indicate numeracy will be a priority in 2023/24.</p>

<p>Increase practitioner confidence and skills to deliver high quality learning experiences for all children.</p>	<ul style="list-style-type: none"> • Learning walks and QA processes used to evaluate quality of learning and teaching. • Continued development of playbased learning environment in P1 & P2, play based approach to learning introduced on P3. • P1 & P2 shared good practice with the whole school on playbased learning at INSET day. • Assessment calendar created, pre & post assessments in maths developed. Reading assessment reviewed and guidelines agreed. • All staff attended INSET training by Shirley Clark on Formative Assessment and in lesson feedback. • Pupil profiles developing through use of 'Learning Journals' 	<p>Learning Walks and pupil learning conversations demonstrate improved approaches to high quality learning experiences for learners.</p> <p>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. Play-based approach to learning has been introduced in P3, ongoing development in 2023/24. P4-7 have developed skills groups, to be further developed in 2023/24.</p> <p>The majority of pupils know their next steps in writing, reading and maths using maths mats, reading ladders and writing standards.</p> <p>Staff have engaged in professional reading of 'The Teaching Delusion' by Bruce Robertson.</p>
<p>Increase pupil understanding of wellbeing and children's rights.</p>	<ul style="list-style-type: none"> • Develop pupil knowledge and understanding of the wellbeing wheel and SHANARRI indicators through assemblies and health and wellbeing lessons. • Emotion works implemented across all stages. Consistent language of emotions shared across the school. • Children's rights promoted at weekly assemblies. Playground charter linked to rights created by RRS pupils voice group. Class charters created and referred to throughout the year. • Approaches to targeted interventions reviewed. 	<p>Pupil focus groups, HGIOURS P1-3, P4-7 survey demonstrates most pupils feel listened to and secure to discuss personal and 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 including breakfast club has improved attendance, self-regulation, playground behaviour. PSW/PSA's trained in Lego Therapy and Bereavement support. At tracking and monitoring meetings all staff are effective at identifying pupil wellbeing needs.</p> <p>Next steps: pupils to use the SHANARRI indicators to set health and well being targets.</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: Good

(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 all pupils can articulate the values which are embedded. Staff wear lanyards which show our school values and the values are referred to in daily discussions and conversations. The vision, values and aims are referred to in classrooms and are on display in every classroom and in shared areas across the school. The vision and values are in line with GIRFEC and UNCRC, are embedded in our curriculum rationale and are embedded in the life of the school. They are relevant and were created by our school community.
- The school has a clear curriculum rationale in place ensuring it reflects the uniqueness of our community. Teaching staff have been involved in creating our unique rationale.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school including Sharing the Learning Events, Parents' meetings and surveys.
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life an improvement through the use of surveys and Sharing the Learning Events.
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All 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. All classes are observed regularly, peer observations are planned for and there is consistency in practice across most classes within the school.
- Regular CLPL opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been some opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster.
- Pupil Voice including HGIOURS pupil focus groups are used to identify areas of strength and development across the school.
- There are some opportunities in place for pupils to drive forward improvement and ensure their voice is heard. All pupils have focussed responsibilities linking to skills for learning life and work; P1-3 through play, P4-7 through Skills Groups.
- There are many opportunities for staff to take on leadership roles within St Andrews Primary 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 2018-2019 a full review of the vision, values and aims took place. All stakeholders were involved in this. A new motto was developed, and a competition was held with pupils creating a graphic to illustrate our vision and values. The vision, values and aims are referred to in everyday classroom practice.
- St Andrews Primary School curriculum rationale was reviewed by all staff in Feb 2020 and refreshed and launched to all teaching staff in May 2023. Opportunities for parents/carers and community to review this will be provided in August 2023.
- You said, we did approach is used in our monthly newsletter.
- Newsletters provide regular opportunities for parents to be involved in and provide feedback to the school.
- The school engage with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching e.g. DYW and Enterprise.
- 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. Team 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 CLPL programme – All PSA staff involved in nurture training to enable staff to provide effective support to all pupils. All teaching staff involved in Shirley Clarke training on effective feedback.
- St Andrews Primary School has a pupil council and pupil voice groups that supports work in this area. We have set up pupil focus groups to engage with How good is OUR school in order to support this practice.
- There are pupil groups in place for areas such as Rights Respecting, Eco and digital leaders.
- Teaching staff have a range of leadership opportunities such as Play-based learning, 1+2, PE and Visible learning amongst others.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CLPL 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?

- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.

- Continue to embed and revisit V,V,A in line with any new staff pupils, families etc.
- Curriculum Rationale to be launched in August 2023 to all stakeholders to ensure that everyone in our school community is aware of it.
- Shared learning sessions are planned for each year which centre around aspects of the school improvement plan.
- Develop opportunities for effective leadership for all staff and pupils in the school.
- Continue to develop opportunities for parents and community partners to contribute to the school through supporting the World of Work, DYW and 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: Satisfactory/ Good
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- The ethos of St Andrews Primary School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across the majority of classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use, particularly in P1&2 and through Learning Context throughout the school.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful using Reading ladders, Writing standards and Maths Progression Mats.
- Most pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within most classes at St Andrews Primary School linking to AIFL and feedback. Differentiation exists across most classes.
- Almost 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 consistent across the school. In all classes' pupils are involved in co constructing success criteria with staff.
- Most 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 classes have opportunities to work with other classes.
- Most learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- Almost all staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Most staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform in P1, to be developed across the school – Learning Journals

Most staff and pupils use a wider range of learning environments including the outdoors, as well as ensuring there are opportunities to develop skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- St Andrews Primary School has developed an effective feedback and marking policy to ensure there is consistency across the school. Materials from Shirley Clark, John Hattie, Bruce Robertson and Mark Burns have been used as a focus for development in this area.
- Almost all pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Most pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through the use of Play-based and Active approaches.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. All taff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- St Andrews Primary School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced. (e.g.) the development of a breakfast club, PSW and nurture room to support identified pupils with social and emotional wellbeing, Lego therapy training programme, LIAM, Seasons for Growth, targeted literacy groups and talk boost used to support identified gaps.
- Professional dialogue ongoing throughout the session, linked to improvement priorities, collegiate and tracking and monitoring meetings.
- Termly tracking meetings are held with all teaching staff.
- Almost all staff implement and use a visible learning feedback code, reading ladders, writing standards and Maths pupils progression mats to discuss what pupils are learning, how they have been successful and identify their next steps.
- SNSA, GL Assessment & ASL data is considered by most staff. 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. Session 22-23 there has been a key focus on Reading & Numeracy following interrogation of data.
- St Andrews Primary School is beginning to introduce digital leaders and effective is used made of laptops/iPad/SMART boards and blogging skills groups. Technology is also used to support targeted interventions using Nessy and other educational programmes.
- Feedback from parents/carers around the use of Sharing the Learning Events to share learning, progress and feedback is very positive.
- Facebook is used to promote everyday learning and achievements.
- St Andrews Primary School have developed DYW skills groups and have made some informal links with local businesses. This linked to Enterprise.

What are you going to do now?

What are your improvement priorities in this area?

- Embed agreed processes and practice in relation to feedback to support pupils appropriately.
- Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Evaluation of pupils' groups such as pupil council/parliament in order to ensure this work is having an impact.

- Embed the practice around co-construction LI/SC is in place in order to ensure there is consistency across all classes.
- Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. Continue training for staff around assessment incorporating support from local authority QAMSOs.
- Continue to familiarise all staff with the interrogation of SNSA data.
- 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 the use of Holistic Assessments to allow pupils to apply skills in new and unfamiliar contexts.
- Continue to develop play-based approach to learning throughout the school, building on the work in P1&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?

- All staff at St Andrews Primary have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy 'The St Andrews Way' which is underpinned by the UNCRC. High expectations of behaviour with incidents 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. Most 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
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing
- 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 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), PSW and ASL staff.
- Class teachers work closely with ASL teacher and DHT to plan targeted interventions. DHT with ASL remit offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development.
- 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.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- ALEC/SCARF and Emotion Works resources used.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability.
- 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, Pupils 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.
- Some staff are nurture trained and use this to support pupils
- The school keeps an up to date 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.
- SLT meets termly with ASL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1.
- The cluster has a comprehensive transition programme run in partnership with Fraserburgh Academy. 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?

- Continue to develop approaches and incorporate more opportunities to develop mental wellbeing including the use of Lego Therapy, LIAM, Seasons for Growth, Emotion Works and Drawing and Talking Therapies.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA/ PSW led interventions.
- Continue to build capacity as a team to ensure the needs of all pupils are met. Number of pupils requiring targeted interventions has increased over the last two years.
- Continue to embed whole school nurturing approaches. Staff will be given opportunity to attend twilight and INSET day training. Staff will be given ongoing opportunities to cascade any information from training received.
- P7 pupils to act as buddies for new P4 pupils in Term 1.

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: Satisfactory/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 robust 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 play-based learning on P1 & P2, reading and numeracy and maths skills which in turn has an impact on attainment although further development planned. It has also been used to support the development of effective pedagogy through the visible learning three-year cluster programme. St Andrews has also targeted PEF resources to support health and wellbeing through Emotion works, LIAM, Seasons for Growth and Lego therapy training.
- St Andrews pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon and will inform the Pupil Improvement Plan in 2023/2024. All pupils are involved in whole school development focus groups and a strong pupil voice forms part of self-evaluation activities.
- Pupils' participation with their wider community is successful through developing partnerships with local business and community groups/organisations.
- Achievements are recognised and shared across the school. 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, junior joggers, science club, choir, stay & play, yoga, art club 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 almost all 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.
- Universal supports exist in all classes including ICT support. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- SLT regularly reviews specific cohorts of pupils, as well as considering the impact of PEF on identified pupils.

- The school has engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level within St Andrews Primary School. St Andrews School staff have also made a start on tracking life skills.
- St Andrews school engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- 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.
- Parental volunteers support with school trips around Fraserburgh and a range of learning environments.
- Pupils involved in pupil groups including Pupil Council, Rights Respecting and Eco group.
- Pupils also have opportunities to take ownership and share their learning through Sharing the Learning events, Art Gallery, Sports Day and Book looks.
- Partnership working with community groups such as Active Schools, NESCOL, Fraserburgh Library and Fraserburgh Community Council and local businesses.
- Wider Achievements are celebrated at whole school assembly and Hot Chocolate awards are linked to school values, school rules and learning dispositions.
- All pupils are encouraged to share wider achievements. Pupils in P4-7 are developing their skills for learning, life and work through our life skills programme.
- Staff run a variety of clubs after the school day which include Art club, choir, basketball, football, junior joggers, science club and stay and play. Pupils have been trained as Play Leaders and run lunchtime games; pupils also have the opportunity to take part in lunchtime clubs.
- Tracking of attendance and lates are monitored at main entrance daily.

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. Continue training for staff around assessment incorporating support from local authority QAMSOs
- Continue to familiarise all staff with the interrogation of SNSA data and GL Assessment data.
- Pupil leadership opportunities to be developed further across the school.
- Pupil Parliament and a pupil friendly improvement plan to be created using HGIOURS self-evaluation data. This work will be displayed on pupil group display boards in the school.

PEF 2023-2024

Identified Gap

	Numeracy	Reading	Writing
Early P1	22.5%	28.7%	28.7%
First P2-P4	33%	46%	29.7%
Second P5-P7	36%	28%	37.7%

Expenditure

	Details, inc Supplier Name	FTE / HRS	Cost 2023-24
Teaching staff	Teacher 0.4FTE	1 x 14hrs	£12500
Support staff	PSW Time	1x 14 HRS	£10350
	PSA Time	1 x 21 HRS	£14040
	PSA Time	1 x 15 HRS	£9500
Resources	Literacy		
	Pobble		£1000
	Nessy		£200
	Bug Club		£1399
	Talk Boost 2		£1000
	Talk for Writing		£1000
	Reading Books		£2000
	Maths		
	Sumdog		£450
	Numicon Online		£950
	Leckie Leckie		£2000
	Learning Journals		£550
	Ipads/IT		£6558
Outdoor Learning			
Equipment/loose parts		£1000	
Play Based Learning			
Resources/Equipment		£1000	
Other details) (add	Nurture Room		£1500
	BreakfastClub/Cooking Resources/lego/games		
	Playground/lunchtime games/equipment		£500
	Aberdeenshire Council		£3553
Total			£71050

Expected Outcome & Impact

Interventions	Proposals	Aim & Expected Impact
Early intervention and prevention	Emerging Literacy – Nursery (listening & talking, pre-writing and pre-reading skills) EYP/PSA to support in P1/P2 Talk for Writing Outdoor Learning Play based learning	Develop improve literacy skills in Early years. Raise attainment in literacy.
Social and emotional wellbeing	Nurture Hub with PSW 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
Promoting healthy lifestyles	Nurture area to support breakfast club and life skills. Cooking club with target group. Food in the Community project.	To ensure children have a healthy breakfast and raise awareness of healthy eating. Develop life skills of cooking.
Targeted approaches to literacy and numeracy	Talk for Writing Reading for enjoyment. Active Learn Bug Club. Mental Maths - Sumdog 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.
Promoting a high quality learning experience	Digital technology to support literacy and numeracy and engage all learners. IT devices allocated to each class.	To provide support for learning through the use of technology to improve progress in literacy and numeracy.
Differentiated support	Targeted Support PSA support for identified group support. Nessy programme.	To build confidence and concentration to make progress in learning.
Engaging beyond the school/Partnership working	Family Learning Programme- involve community library, parents, wider community.	To encourage reading for enjoyment and community involvement, family learning.
Professional learning and leadership	Talk Boost Outdoor learning. Emotion Works Play Based Learning Talk for Writing Sumdog	Training to equip staff with knowledge and skills to support the social and emotional wellbeing as well as speech and language development.

Research and evaluation to monitor impact	Tracking and Monitoring System in place. Use data to evidence improvement in attainment/pupil progress.	Robust tracking and monitoring system in place to identify attainment and plan for improvement through targeted interventions.
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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.

Improvement Priority: Improvement in Attainment in Numeracy	
<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education.6 Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>Data/Evidence that improves this priority: ACEL, SNSA & GL data. Tracking & Monitoring Teacher’s Professional Judgement Targeted Intervention data</p>
<p>Aberdeenshire Priorities</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	<p>Relevant HGIOS 4 Quality Indicators</p> <p>1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised support 2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement</p>
<p>Intended Outcomes: To improve attainment in Numeracy.</p> <ul style="list-style-type: none"> Attainment in numeracy to be improved by embedding a consistent approach to planning, teaching, learning and assessment across all stages. Improvement in pupils’ Mental Maths recall (using Big Maths Learn Its) and in tackling problem-solving questions. Creation and implementation of ‘Procedures in Numeracy & Mathematics at St Andrews School’ including Retrieval Practice, Anchor Tasks & Mastery Approach. 	

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 <i>How do we know?</i> (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)												
		PEF / SAC	Resource		Complete		Ongoing	No progress										
SLT to analyse attainment data to identify areas/stages of strength and gaps.	SLT	✓	<ul style="list-style-type: none"> - NSA Data - GL Assessment - Pre/Post Assessment - Class Tracking and Monitoring Information/ Spreadsheet 	<p>Trends identified – info taking from class trackers in June.</p> <p>End of Term 4 (2022/2023)</p> <table border="1"> <thead> <tr> <th>NUMERACY (% EE or A 2022-2023)</th> <th>Analysis</th> <th>PEF Analysis</th> </tr> </thead> <tbody> <tr> <td>Early</td> <td>84.2%</td> <td>77.5% PEF</td> </tr> <tr> <td>First</td> <td>68.8%</td> <td>76.5% PEF</td> </tr> <tr> <td>Second</td> <td>68.2%</td> <td>76.5% PEF</td> </tr> </tbody> </table> <p>Aim for 75% of pupils to have achieved First and Second Level. 80% of pupils to have achieved Early Level.</p>	NUMERACY (% EE or A 2022-2023)	Analysis	PEF Analysis	Early	84.2%	77.5% PEF	First	68.8%	76.5% PEF	Second	68.2%	76.5% PEF	Ongoing	
NUMERACY (% EE or A 2022-2023)	Analysis	PEF Analysis																
Early	84.2%	77.5% PEF																
First	68.8%	76.5% PEF																
Second	68.2%	76.5% PEF																
Teachers to plan daily Mental Maths sessions which focus on Mental Maths strategies and recall, using Big Maths Learn Its.	SLT Teaching Staff PSAs	✓	<ul style="list-style-type: none"> - Big Maths Learn Its - Big Maths Beat That Challenges - Big Maths Power Points 	<p>Daily Mental Maths sessions will be planned and delivered in each class with a clear focus on pupils knowing their Big Maths Learn Its.</p> <p>A consistent and regular approach to Mental Maths strategies and recall will be evident across all classes.</p>	Ongoing													

				All pupils will be encouraged to and will make progress through the Big Maths Beat That Challenges.		
Teachers to plan weekly Retrieval Practice slots which focus on Maths concepts that have been taught previously to improve retention.	SLT Teaching Staff	✓	<ul style="list-style-type: none"> - Retrieval Practice – Education Scotland Numeracy Professional Learning Glow Tile - Maths Planners - New Leckie Leckie Resources – Problem Solving 	<p>Retrieval Practice will continue to be planned and delivered once a week e.g. Memory Monday, Turnback Tuesdays, Wayback Wednesday, Throwback Thursdays, Flingback Friday, with a focus on concepts that have been previously taught.</p> <p>Pupils' retention of Maths concepts will improve.</p>	Ongoing	
SLT and teaching staff to review and develop Problem Solving Strategies across the school. Problem Solving will be a regular focus in Maths lessons across all classes.	SLT Teaching Staff	✓	<ul style="list-style-type: none"> - Problem Solving – Education Scotland Numeracy Professional Learning Glow Tile - Maths Planners - New Leckie Leckie Resources – Problem Solving 	<p>Staff will have increased confidence in how to create and deliver Problem Solving/Holistic Questions. These will be a regular focus in Maths lessons across all classes.</p> <p>Pupils will have improved confidence when tackling Problem Solving/ Holistic Questions.</p> <p>Pupils will show progress in Assessments – GL, NSA, Pre/Post.</p>	Ongoing	
Teachers and Pupils to continue to use Pupil Progression Mats and Maths Ladders so that pupils know where they are at in their learning and their next steps.	SLT Teaching Staff Pupils	✓	<ul style="list-style-type: none"> - Pupil Progress Mats - Maths Ladders - Learning Journals 	<p>Pupils will continue 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.</p> <p>Pupils will share achievements and next steps in Maths using Learning Journals.</p>	Ongoing	

Achievements and next steps in Maths to be profiled and shared with parents.						
Variety of Assessments to be used to by teachers to track and monitor progress and inform next steps in teaching and learning, as well as identify opportunities for targeted support/ challenge during 'consolidation week'. SLT and teachers to develop a Holistic Approach to Assessment to give pupils the opportunity to apply skills in different contexts – start off with once a term.	SLT Teaching Staff PSAs	✓	<ul style="list-style-type: none"> - Pre and Post Assessments - GL Assessment - NSA - Big Maths BMBT - Holistic Assessment – Active Learn Context Assessments and/or Leckie Leckie Maths Resources 	<p>Pre and Post Assessments will continue to be used at the beginning and end of each Maths concept to assess understanding and plan next steps in teaching and learning. Post Assessments will identify opportunities for targeted support during a consolidation week every 6/8 weeks. More able learners will be challenged through problem solving activities.</p> <p>Big Maths BMBT Challenge Scores will be used to assess and develop fact recall as well as identify pupils who need targeted support to improve mental recall of Learn Its.</p> <p>Holistic Assessments from either Active Learn, Leckie Leckie or teacher will be introduced once a term to allow pupils to apply skills in different contexts.</p>	Ongoing	
SLT to encourage staff to engage with professional learning resources on the Numeracy and Mathematics national community for practitioners Glow site.	SLT Teaching Staff	✓	<ul style="list-style-type: none"> - Numeracy and Mathematics PLC - Home (sharepoint.com) 	Staff will regularly self-evaluate their own teaching and learning in Maths and make improvements using information, resources and professional learning on the site – this should be related to the SQUIP.	Ongoing	

SLT and teaching staff to continue to use our robust tracking system to track and target support towards PEF pupils and those who need additional support to achieve a level.	SLT Teaching Staff Admin	✓	<ul style="list-style-type: none"> - Tracking Spreadsheet - Admin Support 	All PEF pupils and those who need additional support to achieve a level in Numeracy will be identified and support will be put in place during Maths lessons and consolidation week. Reviewed termly to measure impact and plan next steps.	Ongoing	
QA and moderation processes and practice to be effectively used to enhance learning and teaching in Maths, share good practice and further develop a shared understanding of standards.	SLT Teachers	✓	<ul style="list-style-type: none"> - Cluster schools - Cluster Collegiates - Collegiate Meetings - QA Calendar – Learning Walks, Observations, Peer Observations, Jotter Monitoring, 	Staff to engage in moderation processes within school and with cluster schools. A shared understanding of effective learning and teaching approaches in Numeracy and Mathematics will be developed and consistent across all classes. All teachers are supporting each other with good practice identified and shared at collegiate meetings.	Ongoing	
Seek views of staff, pupils and parents to monitor progress & evaluate improvements in Maths. Parent Workshop for Numeracy and Mathematics to be arranged in Term 1 to explain improvement plan for Maths and to get parents on board with practising Learn Its at home.	<ul style="list-style-type: none"> - SLT - Teaching Staff - Parents - Pupils - Support Staff 	✓	<ul style="list-style-type: none"> - Collegiate Meetings - Staff Surveys - Pupil Surveys - Parent Surveys - Pupil Focus Group Questions - HGIOURS Questionnaires 	Views of staff, pupils and parents collated termly to create a picture of the impact of Maths improvements on the school community. Parent Workshop arranged and parents engaged and involved in practising Learn Its at home.	Ongoing	

<p>SLT, in consultation with staff, to develop 'Procedures in Numeracy & Mathematics at St Andrews School' to ensure consistency across all stages.</p>	<ul style="list-style-type: none"> - SLT - Teaching Staff - Parents - Pupils - Support Staff 	<p>✓</p>	<ul style="list-style-type: none"> - Collegiate Meetings - Staff Surveys - Pupil Surveys - Parent Surveys - Pupil Focus Group Questions - HGIOURS Questionnaires 	<p>Create and agree 'Procedures in Numeracy & Mathematics at St Andrews School' with staff, pupils and parents.</p> <p>Procedures embedded and consistent across all classes.</p>	<p>Ongoing</p>	
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Improvement Priority: Improvement in Attainment in Literacy - Writing	
<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>Data/Evidence that improves this priority: ACEL and SNSA Data ASL Audit Teacher’s Professional Judgement Tracking & Monitoring</p>
<p>Aberdeenshire Priorities</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. 	<p>Relevant HGIOS 4 Quality Indicators</p> <p>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</p>
<p>Intended Outcomes: Almost all learners to have improved attainment in writing. Almost all learners can evidence and discuss the range of feedback they receive in writing and plan next steps.</p>	

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	
All teachers to attend 'Talk for Writing' professional development training to inspire and increase knowledge and confidence and to bring fun and enjoyment into writing.	SLT Teachers	X	Twilight training sessions. WTA collegiate meetings. Use of Talk for Writing learning materials.	All teachers have an increased professional knowledge of 'Talk for Writing' framework and are inspired with the approach.		
Whole school approach to curriculum planning/progression developed to ensure consistency of learning, teaching and assessment from P1-7.	SLT Teachers	X	Twilight training sessions. WTA collegiate meetings. Use of Talk for Writing progression and resources.	Whole school progression framework for TFW developed. All teachers are following the progression, evidence of a consistent approach.		
Baseline assessment used to identify what the pupils can do independently based on their prior learning. Use assessment results to inform planning of teaching and learning the whole class, differentiate and adapt the model text to meet learners needs.	SLT Teachers	X	WTA collegiate sessions. TFW progression Model texts.	Assessment results identify where pupils are in writing. Results shared with pupils and next steps planned. All teachers are planning learning based on the results with differentiation of the model text.		

Teachers to introduce and implement the 'Talk for Writing' approach to learning, teaching and assessment of writing from P1-7. Develop grammar expectations and develop short burst writing.	SLT Teachers	X	Twilight training sessions. WTA collegiate meetings. Use of Talk for Writing progression and resources.	All teachers have agreed on the unit to start the TFW approach and are clear about what progression of text and language features look like with grammar built into lessons.		
QA – Learning walks to see Talk for Writing in action across the school. Book Look/jotter monitoring and learning conversations with pupils and teachers.	SLT	X	Learning Walks Jotter monitoring Learning conversation	All teachers are delivering learning using the TFW approach, consistency across the school. Evidence of almost all pupils making progress in writing.		
Monitor progress and evaluate the effectiveness of Talk for Writing across the school for consistency. Collate views of staff and pupils, identify good practice and areas to be improved.	SLT Teachers		Learning Walks Jotter monitoring Learning conversation WTA collegiate meetings	All teachers are supporting each other with good practice identified and shared at collegiate meetings.		
Embed the consistency of feedback on writing 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 Teachers	X	WTA collegiate meetings. Use of Talk for Writing resources 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		
Assessments to be moderated across stages to ensure consistency, progress and quality of writing.	SLT Teachers		WTA collegiate meetings. Pupil writing assessment	All teachers engage in moderation to identify consistency, progress and quality of writing and areas that need to continue to be developed.		

<p>Tracking and monitoring progress in writing using pupil focus groups, analysing assessment results. Share good practice of improved attainment to further develop consistency across the school.</p>	<p>SLT Teachers</p>	<p>X</p>	<p>Tracking & Monitoring Assessment results WTA collegiate meetings</p>	<p>Tracking of assessment analysed, progress of pupils demonstrates an improvement in attainment. Next steps for development agreed.</p>		
<p>Parent workshops to include them in the development of the talk for writing approach. Survey parents in term 4 to evaluate the development of writing.</p>	<p>SLT Teachers</p>	<p>X</p>	<p>TFW presentation TFW resources Examples of pupil work Survey</p>	<p>Most parents attend the curriculum workshop. Results of survey are positive with improved attainment in writing, next steps in development agreed.</p>		

Improvement Priority: Inclusion and Equality To meet learners needs, remove all barriers to learning and improve outcomes for all learners.					
NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. Key drivers of improvement School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School and ELC improvement Performance Information			Data/Evidence that improves this priority: ACEL, SNSA & GL data. ASL Audit Tracking & Monitoring Teacher's Professional Judgement QIV feedback Targeted Intervention data Parent requests		
Aberdeenshire Priorities <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 			Relevant HGIOS 4 Quality Indicators 1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised support 2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement		
Intended Outcomes: All staff to use the Circle Framework to self-evaluate and identify areas to be used to support the inclusion of all learners. Evidence of the 6 skill areas used to support the pupils within each class. Impact of barriers to learning removed and improved attainment in literacy and numeracy.					
	Who?			Progress	Actual Impact How do we know?

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Complete	(Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Ongoing	
					No progress	
SLT to participate in CIRCLE Framework training to develop a knowledge and understanding of the resource to then be effectively implemented throughout the school.	HT	X	CIRCLE Framework training for SLT. Collaborative discussions with cluster colleagues and other professionals.	All staff are trained and are familiar with the CIRCLE framework. All staff have an awareness of inclusive practice and their responsibilities to meet learner needs.		
SLT and Staff to Working within an Inclusive Classroom. Look at materials on developing an inclusive classroom, then evaluate their own classroom using the Circle Inclusive classroom scale (CICS) v1. Identify areas to be developed to support an inclusive classroom for all learners. Staff to complete circle planning page. Discuss points and reflect on areas identified.	DHT	X	WTA collegiate meetings. Collegiate discussions. Use of CIRCLE Framework learning materials. CLPL	All staff have completed CICS ratings and have identified the criterion statement to be developed further. All staff have set targets, implemented actions and review progress.		
Staff to look at and discuss the (CPS) measurement tool and how to use the CSP document. Staff to use the (CPS) measurement tool to identify pupils' areas of strength / areas that require development. Staff then to use the circle framework CPS to assess barriers to learning. Staff to interpret the results of the CSP. The baseline measure can be used to evaluate input based on	Staff SLT	X	WTA collegiate meetings. Collegiate discussions. Use of CIRCLE Framework learning materials. CLPL	All staff have been able to use the tool to measure areas of strength and areas that require development. All staff to interpret data and identify barriers to learning. Staff to use the baseline to evaluate input and monitor progress. Staff to		

follow up assessment and be used to support discussion.				discuss and share at collegiate sessions.		
Staff to be split into working groups to look at the strategies – identify more and be able to share with the rest of the staff practical activities / supports that would support learners of St Andrews School. The areas of support are - Attention and concentration, Organisational and Planning skills, posture and mobility, dexterity manipulation, social, emotional and relationships, verbal, and non-verbal communication.	SMT / Staff		WTA collegiate meetings. Collegiate discussions. Use of CIRCLE Framework learning materials. CLPL School Resources Working groups	Almost all staff will be able to work collaboratively and construct resources / strategies that would support learners at St Andrews School. Identify resources that may be required or discuss resources that could be used that is available. All staff will be able to share findings and SMT will be able to collate findings and provide staff with feedback.		
Staff to share the strategies and supports identify with others. Staff to discuss and collaborate. Staff to then complete the planning page so that they can support the areas of development and review progress.	SMT / Staff	X	WTA collegiate meetings. Collegiate discussions. Use of CIRCLE Framework learning materials. CLPL	All staff will be able to complete the planning page and use the resources / strategies that were suggested for the area that has previously been identified. Agree a date that this will be reviewed.		
Staff to share the strategies / plan with SMT so that they can observe and monitor progress / interventions put in place.	SMT / Staff	X	Circle Framework Monitoring / Feedback forms WTA collegiate meetings. Collegiate discussions.	All staff will have taken on board expectations and will be willing to be observed to show progress or strategies out in place to meet learner needs. Almost all staff will		

			Use of CIRCLE Framework learning materials. CLPL	be monitoring progress and will be able to share with SMT.		
SMT to train PSA staff and make them aware of the circle resource. Look at interventions / supports and resources to meet needs of all learners using a whole school collaborative approach. PSA's to provide interventions for pupils to support learning and reduce attainment gap. SMT to support and identify groups and support with planning appropriate interventions.	SMT / PSA Staff	X	CIRCLE framework PSA staff	All PSA staff have received training on meeting learning needs and are demonstrating in their practice when working with learners.		
Reflect on the supports that has been working and share with staff to assess and / review impact. Evaluate.	SMT / Staff	X	Share good practice Evidence of impact	All staff to share practice / supports and review impact – provide evidence. Note and record evidence using photos / notes / pupil questionnaires / feedback etc.		
All staff to aware of ASN website materials available. SMT to deliver training on IEP's Include other agencies that can support. (Educational Phycologist). All staff to engage and work collaboratively and produce an IEP including cognitive targets. Staff to agree a way to use IEP's as working documents and ensure pupils are aware of their IEP targets and next steps.	SMT / Staff	X	WTA collegiate meetings. Collegiate discussions. Use of CIRCLE Framework learning materials. CLPL	All staff to engage in training sessions and to work collaboratively to produce an IEP including cognitive targets that are SMART. Share IEP's with others and moderate. SLT to review IEP's and give feedback		

<p>Staff to use data and assessments to identify target groups and plan interventions to support pupils. SMT to track, monitor and give feedback. SMT/ASL to look at data to identify impact as we progress onto the new term.</p>		X		<p>SLT / ASL to look at data and plan targeted interventions to meet pupil needs. All staff to track, monitor and review progress and adapt as and when required. ASL to support this. All stages to work collaboratively to review impact and make appropriate changes.</p>		
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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 our four capacities display.

Pupils at our school 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

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

- Pupils have benefitted from a wide range of extra-curricular clubs and activities such as football, basketball, junior joggers, yoga, Choir, rugby, arts and crafts and stay and play.
- P1-3 enjoyed a special performance by the Scottish Opera Puffy MacPuffer and the Crabbit Canals’.
- P1 – 7 took part in British Science Week and enjoyed lots of learning opportunities linked to Science.
- P1 – 7 had lots of fun celebrating the Coronation by taking part in Coronation Art and Construction competitions and enjoying a Coronation Tea Party.
- At Christmas all classes in P1-7 took part in a Christmas Concert for P1-3 and P4-7. Some of our classes took part in our Christmas service at the local AOG church. Parents and families were invited to come along and watch.
- P1 – 7 dressed up and took part in various activities to celebrate World Book Day.
- P1 – 7 classes have all delivered a ‘Sharing the Learning’ Assembly to share the learning taking place in class with parents/families.
- P1-3 pupils enjoyed trips to Macduff Aquarium and Duff House Park, as well as enjoying a K’nex Dinosaurs Workshop which was delivered by Techfest.
- P1 pupils have enjoyed trips to the cinema. They also enjoyed ‘Cooking Club’, planting in the school planters, a ‘Burn’s Supper’ and taking part in an Easter Egg Hunt.

- P2 pupils enjoyed putting on a Paddington Tea Party for their parents/carers as part of their Book Study on Paddington.
- P3 organised a science fair and invited parents to attend.
- P4 enjoyed a trip to Haddo House and organised a successful plant sale as part of their enterprise and learning context.
- P5 visited the Aberdeen Science Centre and the local Lana Lou's cake shop as part of their enterprise.
- P6 visited the Aberdeen Science Centre and took part in a sponsored walk.
- P4-7 pupils took part in Skills groups where pupils were involved in the planning of the skills activity and chose the group that suited their interest.
- The P7 pupils took part in and enjoyed a range of activities in their 'Leavers Activities Week' – trips Greenwood Loch, Dunes Driving Range, Fraserburgh Academy School Show, cinema in Peterhead followed by James Ramsay Park, Zipline trampoline park in Inverurie, 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. They really enjoyed the experience and embraced the challenges presented to them.
- School Art Gallery where all pupils from P1-7 chose two pieces of artwork to be displayed and shared with parents.

Wider Community Links

P1 pupils took part in DYW community walk, a Beach clean up with a Park Ranger, seasonal visits to the local park, a Litter Pick Up and Play as part of a Play, Scotland Competition and visits to the local shops as part of cooking club.

P2 pupils enjoyed a trip to the local Farmfoods shop to recycle plastic bottles as part of their Learning Context.

P1 – 7 classes enjoyed weekly/fortnightly trips to our local library.

P1-3 have enjoyed regular visits from Childsmile.

P4 made fantastic links with the Fraserburgh Community Council, Local Councillors, Police Scotland Youth Volunteers and visitors to talk about their jobs. They also planted flowers in the town centre planters and took part in a litter pick in the community.

P5 had regular visits to Faithlie Care Home to talk about their jobs and careers and they played games with the residents. They also visited the local refillery shop 'Wholehearted' as part of their enterprise.

P6 took part in science lessons delivered by NESCOL. They took part in Cricket PE sessions with a local cricket coach. Police Scotland visited to educate about online safety and dangers of knives.

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.

Health Week involved local sports coaches coming into school to deliver sessions including – Kessock Park Football Club, Basketball, 610 Dance and Dunes Golf Centre.

DYW week involved pupils learning about the world of work through class lessons and a DYW assembly where parents came into school to talk about their careers and the skills required for their job.

Sports Day took place at Fraserburgh Running Track.