



Arnage School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022

School Forward

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

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

Mike Craig

Head Teacher

The School and its context

Vision for the school

'Arnage School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.'

We have started the process of revisiting and refreshing our vision, values and aims. Unfortunately, the Coronavirus pandemic meant this work was unable to be completed last year. However, despite the difficulties faced during this time, it has brought out the best of our community and focused our minds on what is really important to us. This can only benefit us as we go forward to complete our new vision, values and aims this year.

Values that underpin our work

The positive **ethos** at Arnage School is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council, House Captains, Digital Leaders and School Garden groups children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. This is going to be further enhanced this year with pupil voice being one of our key improvement priorities.

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

At Arnage School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

Context

At Arnage School pupils come from a range of farming and commuting families, providing a large cultural mix in a small community school. The school currently has two classes: P1-4 consisting of 19 pupils and P5-7 consisting of 15 pupils. There is a full-time Head Teacher (class committed), three members of teaching staff (all part-time) between the two classes, one full-time Pupil Support Assistant and one part-time Pupil Support Assistant. Arnage School is part of the Ellon Community School Network - pupils in primary 7 transfer to Ellon Academy.

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 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2021-2022)
Priority Terms 1 and 2: Recovery	<ul style="list-style-type: none"> ● Outside learning prioritised with classes being taken out most days – weather permitting ● SCARF online learning being used in smaller class tied to SHANARRI indicators (Safe, Healthy, etc). In older class SCARF ‘Me and My Relationships’ programme being implemented, ● My World of Work online profiling tool being used in P5-7 class to focus on skills development and recognise wider achievements ● Education City, MyMaths, Seesaw and Google Classroom continued – main platform for homework and teacher-parent communication ● Collegiate planning with ASL and Education Psychology teams ongoing and interventions being put in place to provide additional support for individuals and groups to reduce gaps in learning and/or address emotional wellbeing concerns following the Covid-19 changes. 	<p>Use of outside space enhanced children’s sense of physical and mental wellbeing. Focus group discussions and teacher observation showed children felt more relaxed outside and found it easier to work with others in structured activities.</p> <p>Continued use of virtual environment to share learning tasks and for live assemblies allowed parents to feel much more informed and engaged with their children’s learning and the school throughout periods of lockdown and when the children were back in school.</p> <p>Continued very positive feedback from parents around use of SeeSaw to share learners achievements in school – again helping them feel closer to their children’s learning and progress. Children are beginning to use it more independently to share their work and recognise their own achievements (use of QR code login to app really helped with this). SCARF lessons helped children relearn how to interact socially with others again, how to get support when</p>

		<p>they needed it and how they could support others through freindship.</p> <p>My World of Work provided a focus for children to reflect on targets and achievements and the online profiling tool with the animal me was an effective means of helping the children reflect on their own learning style.</p> <p>Collegiate planning very effective in identifying learning gaps and all learners were supported or appropriate interventions put in place.</p>
Priority 1: Vision, Values and Aims	<ul style="list-style-type: none"> • November in-service was used to focus on parent and pupil feedback on school vision, values and aims and to plan for pupil engagement through house competitions related to this. • House competitions held using central theme of key values of Kindness, Respect and Responsibility. • Further reinforcement of values and sharing with parents through live, online assemblies throughout the year and values awards given out 	<p>Children and parents had a much higher awareness of these values and importance of them in day-to-day interactions in the school.</p> <p>Staff able to base learning and relationship/wellbeing conversations with class groups/individual pupils around values which helped children reflect on their behaviour/approach to others and learning.</p> <p>Parents were keen to nominate their children for achievements tied to the values.</p>
Priority 2: Assessment	<ul style="list-style-type: none"> • Reassessed planning format as it became clear it wasn't robust enough to integrate meaningfully with assessment. Rewritten our long and medium term planning strategy • Listening and talking focus this year for cross cluster work. Produced 'skills cards' to aid planning and assessment activities in this area. • Summative assessment calendar completed 	<p>AifL strategies being used daily in the classroom, giving children more opportunities to reflect on their learning and evaluate their progress.</p> <p>Formative and summative assessment activities allowed for more robust learning conversations with children and reporting on progress with parents.</p> <p>Planning for next steps better informed by more robust assessment.</p>

	<ul style="list-style-type: none"> • Classroom obs in T1 focused on assessment – HT discussed with CTs and informed practice • More robust SNSA analysis with CTs carried out 	<p>Staff have a better understanding of SNSA reports and are able to analyse data to extract useful information to inform next steps.</p>
<p>Priority 3: Digital Learning</p>	<ul style="list-style-type: none"> • Digital leader group engagement increased • Google Classroom used for planning and sharing learning. • Online maths resources introduced – MyMaths • Google meet used for remote ASL and PSA support. • Northern Alliance Virtual learning live lesson program carried out by P7s related to DYW program • Regular live, virtual assemblies • P7s class created to link P7s from across smaller schools 	<p>Children more confident in use of digital technology to support learning – especially digital leaders group. Group also supported other learners and developed communication and team working skills.</p> <p>Parent feedback very positive around posting of lesson plans and homework online as it meant they could see what their children were learning and engage more with them.</p> <p>MyMaths online platform improved pupil motivation to do maths and also increased independence as children could revisit lessons at their own pace.</p> <p>Virtual PSA and ASL support enabled this to continue during Covid and engagement of learners was high.</p> <p>Northern Alliance lessons improved learner motivation and engagement. Run through new P7s small schools Google classroom allowed P7s to meet and support wider cohort.</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:

(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 Arnage school and across the community. Most typical comments from parents and pupils involve words such as: community, friendly, welcoming, inclusive, fairness.
- During Covid-19 there has been clear evidence of the school providing a focus for the wider community to come together and support one another. Parent comments have reflected their appreciation of the work of staff and their efforts to provide meaningful learning and teaching during lockdown.
- Work has started with staff on developing a clear curriculum rationale which reflects the results of our development work on our vision, values and aims.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement. Much of this has been done digitally over the last year, including regular online live assemblies.
- 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.
- Arnage school now has a more robust quality assurance process 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 the school. Last year a new QA calendar was put in place
- 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 both within our own school as well as opportunities across the cluster and in a small schools group within the cluster
- Through the pupil council, pupil voice is used to identify areas of strength and development across the school.
- There are many opportunities in place for pupils to drive forward improvement and ensure their voice is heard. These include the house system and the digital leaders group.
- There are many opportunities for staff to take on leadership roles within Arnage School.
- All staff at Arnage 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.

- Arnage school works effectively with schools within their cluster to identify common areas for improvement. A working group has been set up for 20-21 involving Head Teachers across the smaller schools in the cluster.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Cluster HTs worked as a very effective team, with regular communication, shared ownership and support during the lockdown period to ensure all children in the cluster were able to access learning and to ensure schools were able to open for the children of key workers.
- Arnage school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster, though this was on hold last session due to Covid.

How do you know?

What evidence do you have of positive impact on learners?

- During session 2019-2020 a full review of the vision and values took place. Though we were unable to complete this we took some of the values: kindness, respect, responsibility, and based a series of House competitions around them. Engagement from children was 100% and feedback from all parents and pupils was very positive.
- Staff and parent focus groups are ongoing.
- You said, we did approach is used.
- Social media (facebook)/Online surveys (MS Forms) are used effectively to seek opinion. For example, in our vision and values work. Newsletters provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan.
- Community were consulted on the vision and values. The school engage with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching. An example of this is our partnership with a local building firm around sponsorship and engagement in the Race for Life event.
- The whole school quality assurance calendar was used throughout 20-21, this clearly documents processes to review and improve school work and was referred to regularly by all staff
- 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 continues to be a clear focus on AifL and teacher CPD on Talk Less Teaching continues to be effectively applied in the classroom.
- Our summative assessment calendar is being used to scaffold a more robust approach which has made it easier to gather evidence and plan future learning.
- There is a digital leaders group in place, alongside the pupil council and house captains group. They hold regular meetings and feedback to the HT.
- Teaching staff have taken on a range of leadership opportunities including; bereavement counselling, Big Maths and long term planning amongst many others.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year, at school and cluster level. The small schools moderation group have produced new listening and talking materials which are due to be trialled in class in 2021-22
- Some of the feedback from parents around lockdown learning: *"I would like to take this opportunity to thank each and every one of you at the school who is working so hard to ensure the children's education doesn't suffer. We are very lucky to have you all."* Parent X

"From the start we have felt supported and very much part of the school community. It was great getting the resource pack home along with the iPad. The daily interaction has been great and we've never felt pressured to attend or complete tasks ASAP everything has been well thought out and we are very happy with how it's all gone." Parent Y

What are you going to do now?

What are your improvement priorities in this area?

- Arrange curriculum rationale is to be created and reviewed by all staff, parents/carers and community
- The new vision and values, in line with GIRFEC and UNCRC, need to be established and inform our new curriculum rationale with a longer-term goal of embedding this in the life of the school.

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:

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

How well are you doing?

What's working well for your learners?

- The ethos of Arnage School is warm, positive, nurturing and promotes mutually respectful relationships. All pupils engage well with learning experiences, are consistently eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- The majority of pupils are now more independent in their learning.
- There is consistent practice in place within all classes at Arnage linking to AIFL and feedback. Differentiation exists across all classes and is reflected in long and short term plans.
- All pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are used to support pupils in their learning the majority of the time. In both classes pupils are involved in co-constructing success criteria with staff a minority of the time.
- 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. Staff plan for classes to have opportunities to work with each other (this has been changed to take account of current restrictions and technology is being used now to share experiences).
- All learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT and ASL team to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- All staff have confidence in using a wide range of assessment data including standardised assessment results. Discussions around specific types of assessment are built into the shared teacher calendar.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across both classes. Children are becoming increasingly independent in their use of this.
- Parents/carers and pupils share learning through the use of digital platforms – Seesaw and Google Classroom

- All staff and pupils are making much greater use of our outdoor learning environment.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes timetabled and taking place throughout the school year.
- Instant formative assessment opportunities based on ideas from Talk less Teaching are used regularly in both classes.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- In learning conversations the majority of pupils are able to identify their learning strengths and next steps. The P5-7 class are using the My World of Work online profiling tool to focus on skills and identify strengths.
- Collegiate working and sharing of good practice have been considered through the Ellon cluster small schools group. Listening and talking materials have been produced for use in class
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff 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. These are tracked in our school attainment tracker.
- Arnage school assessment calendar is reviewed each year and updated to reflect key areas of focus throughout the school year. This makes planning for assessment much clearer and more robust.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is analysed by all 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. Last year's small schools cluster focus on listening and talking will continue into 21-22 following interrogation of data.
- Arnage has digital leaders and effective use is made of PCs/iPads/Chromebooks. Coding features on the P5-7 curriculum. Technology is also used to support targeted interventions planned for primary 5,6 and 7 pupils using TextHelp Read Write – this ties in with resources being used at Ellon Academy.
- Feedback from parents/carers around the use of Seesaw to share achievements, learning, progress and feedback is very positive.
- Facebook is used very effectively for P1 transition, with positive feedback from all new parents.
- Member of teaching staff has done initial training with Grampian Child Bereavement Network.
- Some parent comments on volume and content of online learning:
 - “Very good structure, especially for the standardised subjects i.e. maths. english etc...”
 - “The amount of work seems right however what is more important is the ability to just do what you can in terms of children’s ability/ attention span or parents ability/ attention span without worrying about being judged by the school. I think you have achieved this very well at Arnage.”
 - “I am really happy with the structure. The detailed timetable is broken down to cover daily tasks and the information provided is useful and allows us to work through at our own pace.”

What are you going to do now?

What are your improvement priorities in this area?

- Provide more opportunities for children to have a greater say in the direction of their learning and whole school developments. Increase pupil voice and sense of ownership.
- Focus on self and peer-assessment to improve pupil's ability to become more independent learners
- Embed formative and summative assessment more fully into the planning process and delivery of lessons
- Continue to develop moderation processes and practice through the small schools' cluster group to promote effective learning and teaching in listening and talking.

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:

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

How well are you doing?

What's working well for your learners?

- All staff at Arnage have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All staff 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 has an ethos of high expectations of behaviour with incidents dealt with promptly and effectively. Parents are engaged promptly, and staff work effectively with children and parents to resolve any issues.
- 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. Pupils have an awareness of the wellbeing indicators and a few 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 others
- During lockdown periods, the school remained open and children of key workers and vulnerable children were offered support through places in school
- 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. During lockdown all our assemblies were live online to try to include all families.
- A range of universal supports are available in all classes. All staff have a very open attitude to engaging in CPD to increase their professional understanding of specific needs within their class
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs are in place for individual pupils and are developed with pupils, as appropriate, and parents to improve outcomes for learners. Where full IEPs are not necessary, less formal plans are drafted and shared with parents.
- 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) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct

intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps.

- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held for ASN pupils changing teacher. During lockdown, these have continued as much as possible through online offers or taking meetings outside where possible.
- Dyslexia friendly classrooms have been developed over the year.

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.
- 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 resources used – pre and post assessment questionnaires completed by pupils.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, and Bikeability. Good links established with Grampian Child Bereavement Network.
- The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners. Posters from this are displayed in classrooms and the staff room.
- Dyslexia friendly classrooms evidenced through greater use of widget symbols, improved access to IT for learners, differentiated teaching approaches and targeted support of PSAs. Children and parents have reported increased confidence and decreased anxiety over literacy and numeracy tasks in particular.
- 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. Feedback from almost all parents recorded at MAAPMs and meet the teacher events has been very positive.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- A member of staff is trained in child bereavement and uses 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.
- New GIRFEC SAAPM and MAAPM process and documentation being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- HT and teachers meet termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis.
- 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. P7 pupils act as buddies for new P1 pupils in term1. Once again this year, effective use Facebook enabled us to continue to reach out to families and new P1s during Covid.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Ellon 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.
- Parent comments: "... the new head teacher has added to the caring dynamic of the school and ... a genuine empathy."; "We feel that the school is a safe environment. It is clear that XXX feels respected and has a sense that she should respect herself, others

and that others should respect her.”; “We have had great guidance and support from all staff, lovely home from home atmosphere. Feel welcome.”

What are you going to do now?

What are your improvement priorities in this area?

- Improve pupils’ knowledge and understanding of UNCRC and increase pupil voice, both individual and collective, across the whole school community
- Staff to undertake CLPL in trauma informed practice and universal support

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:

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

How well are you doing?

What’s working well for your learners?

- There is a positive picture of attainment for Arnage School. Last session, despite Covid, most pupils attained expected levels in literacy, numeracy and health and wellbeing. A minority of children exceeded 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.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Last session we were able to successfully use our new non-fiction books (having identified a gap in attainment (in reading and writing) in this area in previous years).
- Almost all Arnage pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved or closely represented in whole school development groups and a strong pupil voice forms part of self-evaluation activities
- Pupils participation with their wider community is successful through developing partnerships. This is strongest in the P7 group.
- Achievements are recognised and shared across the school through a very popular lanyard cards and house points system. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.

- Parent engagement in sharing their children's achievements outside of school is actively and regularly encouraged.
- The whole school community is able share in celebrations of achievements through live, virtual assemblies.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.
- Attendance levels are generally high, exclusion rates are low (zero), and inclusion is successful for almost all pupils

How do you know?

What evidence do you have of positive impact on learners?

- Overall 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.
- Universal supports exist in all classes. The P5-7 class promote the use of TextHelp Read Write software. PSAs work with pupils on a daily basis in close collaboration with class teachers and ASL plans. 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.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of ASL interventions on identified pupils.
- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Arnage and with neighbouring schools. Closer integration and shared moderation with the smaller schools in the cluster is facilitated through our Small Schools Cluster PLC
- Arnage school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Many pupils involved in pupil groups including house captains, pupil council, digital leaders and P7 fundraisers.
- Whole school action points and development work is shared through pupil council work. This work is then displayed on pupil group display boards in the school. There are further opportunities for pupil leadership through buddies. When Covid restrictions allow, pupils also have opportunities to take ownership and share their learning through shared learning events and community cafes. During Covid, pupils have continued to share learning during live assemblies.
- Partnership working with community groups such as Maud and Savoich Church, CLD links are actively promoted with parents.
- Ongoing praise stickers and shared value awards are issued in assemblies and the Seesaw online platform is also used to share achievements and praise.
- All pupils are encouraged to share wider achievement.
- Staff and parents run a variety of clubs after the school day which include Junior Jog and code club. Parents also support school football teams in local tournaments. Pupils also have the opportunity to run lunchtime clubs for others, these include times-tables club and book club. Pupils take part every year in the Rotary quiz (when Covid restrictions allow).
- Tracking of attendance and lates is monitored by the HT.

What are you going to do now?

What are your improvement priorities in this area?

- Improve opportunities for pupils to contribute to the life of the school through wider participation in pupil groups

- Improve engagement with the wider community through the pupil groups
- Improve teacher knowledge and understanding of universal supports through whole cluster developments using CIRCLE resource.

PEF 2020-2021

Identified gap	No PEF funding this year
Expenditure	
Expected outcomes	
Impact Measurements	

Capacity for improvement

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

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child. This year we are prioritising pupil voice in recognition of new Scottish government legislation to incorporate the UNCRC into law.

We have a good capacity for improvement thanks to:

- High levels of commitment and leadership by all staff

- Young people in the school who show a respect for and commitment to learning
- The positive ethos in the school
- A commitment to professional learning that supports all staff and leads to improvements for learners
- Productive partnerships with parents , other schools and services and a range of contacts in the local community

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive destinations <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>			<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment</p> <p>2. Partnership working to raise attainment</p> <p>3. Developing leadership at all levels</p> <p>4 Improvement through self-evaluation</p>	
<p>Priority 1 : To improve pupil involvement and sense of ownership in their learning and the wider life of the school</p>		<p>Data/evidence informing priority: QA processes, CT and HT observation. Focussed discussions with parent council, pupil council and class groups. Pupil survey using HGIOS 4.</p>				
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Actual impact/Next Steps (date feedback)</p>	<p>Progress</p>	
					<p>On Track</p>	
					<p>Behind Schedule</p>	
					<p>Not Achieved</p>	

<p>Establish pupil groups for all pupils in three areas: RRS, Eco, Charities/Fund Raising.</p> <p>Establish protocols to ensure pupil voice is embedded into day-to-day operation of the groups.</p> <p>Facilitate opportunities for groups to engage with wider community with events led by the children</p> <p>Engage at least one parent to be on the committee for each group</p>	CTs, HT	Term 1	RRS and Eco Schools have pre-established criteria by which we can measure progress. Can use this model for Charities group.		
CLPL for all staff around pupil leadership of learning, personalisation and choice	CTs	Term 3	Discussion with pupil groups. Pupil audit. Teacher observation feedback		
Ensure pupil voice is incorporated into LT and A policy and new curriculum rationale.		Term 4	Evidenced in documentation itself. Impact will be seen in class obs of L and T. Pupil's will report a stronger sense of ownership and involvement, which will also be evidenced by their participation in decision making processes		
Review current practice in light of UNCRC (and its incorporation into Scottish law) and ensure it is fully embedded in the ethos and practice of the whole school – ensure there are references to this in relevant school policies	All stakeholders	Term 4	Produce an audit that can be shared with all stakeholders. VVA and curriculum rationale will all evidence our commitment to UNCRC. Will also be evidenced daily in pupil and staff interactions		

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</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>Priority 2: To improve our school vision, values and aims by ensuring they are aspirational, shared and reflective of our unique context</p>		<p>Data/evidence informing priority: Engagement with pupil, teacher and parent groups and feedback from survey work already undertaken as part of this improvement last year.</p>				
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Actual impact/Next Steps</p>	<p>Progress</p>	
					<p>On Track</p>	
					<p>Behind Schedule</p>	
					<p>Not Achieved</p>	

Following values work done last session, hold pupil vote on most important values (use dotmocracy approach)	Learners	Term 1	Full participation in voting. Conduct learning conversations with all pupils to ensure understanding		
Review all feedback from last session and also in light of lockdown experience produce a draft VVA document (poster/booklet?) Share with all stakeholders for review (meeting or survey?)	Staff Learners	Term 3	Feedback groups (pupil, staff, parents) to accompany distribution of draft		
Complete final draft	Staff, Learners	E.O.T.3	Final draft shared in launch event, open to all. Have some kind of 'exit pass' to get initial feedback		
Investigate ways of displaying and embedding new VVAs. Put in strategies to make them an explicit part of learning and teaching, in the classroom and in engagement with parents, partners	Staff, Learners	Term 4	Challenge questions/surveys to pupils, staff and parents should evidence that children know what they are and how they impact learning		
Link new values to achievement award system	Staff/ Learners	Term 3	Record of achievements awarded will be tracked		
Review practice through follow up questionnaires and interviews; how well do we know our new VVA? Who knows it? Is it affecting our practice? How will we sustain it?	All stakeholders	Next session	Questionnaires, focus groups		

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>			<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p>Priority 3 : To improve the integration of our assessment protocols and evidence into the planning cycle to more effectively meet the needs of all learners</p>		<p>Data/evidence informing priority: QA processes carried out as part of last year's improvement plan which we were unable to complete.</p>				
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Actual impact/Next Steps</p>	<p>Progress</p>	
					<p>On Track</p>	
					<p>Behind Schedule</p>	
					<p>Not Achieved</p>	

Update new planning format – to explicitly include references to new summative and formative assessment documentation	HT/CTs	Term 1	Documentation produced. Feedback discussions with staff		
Create a formative assessment checklist/toolkit	CTs/ Pupils	Term 1	Documentation produced. Class observation. Pupil focus groups		
Investigate and attend further CPD in AifL, training in effective use of assessment/ how to ensure evidence is useful/ etc (Talk Less Teaching)	Teachers, PSAs	November in-service	Staff increase level of implementation of strategies in class. Evidence of strategies built into planning. Observed in peer and SMT visits		
Evaluate and develop and trial holistic assessments in literacy and numeracy	School/ Cluster level	Term 3	Holistic assessments will be produced and trialled for literacy and numeracy at E, 1 st and 2 nd level. Attainment results - SNSA		
Continue to review formative assessment strategies in class practice, peer visits to observe.	Staff/ Pupils	Terms 2-4	Learning walks. Formal observations show evidence of use in everyday classroom practice. Language children use to talk about their learning		
Develop rubrics for shared standards in formal assessment activities	Staff	Term 3	Rubric used/displayed in classroom and evidenced in planning		
Using formative assessment toolkit explicitly teach the language of self-assessment to increase children's meta-cognition and ability to evaluate their progress.	CTs	Term 4	Class obs. Pupil focus groups, pupils will be able to identify strengths, weaknesses, next steps		

Wider Achievements

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. We held regular achievement assemblies throughout the year, even during lockdown when assemblies were broadcast live via Google Classroom.

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

Despite the second lockdown we still managed to support the following charities over the last session:

WWF – we sponsored a cheetah

Cancer Research

Children in Need

Macmillan Cancer Relief

Blytheswood Shoebox Scheme – (Another fantastic response to the Rotary Club appeal)

Advent Food Bank

Memories are made of this:

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

Pupils have benefited from extra-curricular clubs and activities including Code Club and Junior Jog.

We managed to get Level 1 Bikeability completed with the P6 and P7s despite Covid restrictions.

Both classes took part in the school play at Christmas. This year we made a film of the nativity in and around the school. We had a movie premiere and invited the wider community to this virtual event to share the children's talents and achievement. The film will be an enduring reminder of this time at Arnage for children and parents.

We were one of the very few schools in the country to be able to provide our P7s with a series of offsite learning and social opportunities. We had three extremely successful activity days – two at Lochter Outdoor Centre, involving go-karting, raft building, and air rifle shooting among other things; and one day at Huntly Nordic Ski Centre, where the children learned roller skiing, team building and bushcraft skills.

Our primary 7 pupils also managed to organise a virtual community coffee morning fundraiser.

During the lockdown we had some memorable online assemblies, this year with the children in their classrooms and parents joining us from home.

We were able to take full advantage of our wonderful outdoor space and invite the P7 parents in(out!) for the leavers' assembly. We were also able to invite them to see their children compete in sports day and we filmed the event so that the other parents could share in the event as well.

We stepped up a level with the online learning this year with more regularly timetabled live-learning sessions with the teachers and PSAs and the P1-4 teachers made video lessons to share with the children. We had daily online registrations and afternoon check-ins which were well attended by both classes. The children enjoyed the opportunity to stay on and have a blether with their friends after the check-ins.

A highlight of the final term was our Samba Drumming performance. This followed five weekly workshops delivered by class teachers using instructional videos posted by our partners from the Youth Music Initiative. The two classes performed their drumming repertoire live in front of a virtual audience of other schools across Aberdeenshire who had also completed the workshops. They also performed live a second time for our parents during our end of year virtual assembly.

Wider Community Links

Considering we had to run it virtually once again, health week was a great success with a high level of uptake across the school.

Unfortunately, we weren't able to invite any visitors into the school this year because of Covid restrictions but we take part in some online events with other schools across the Northern Alliance. Notably a series of virtual live coding classes and a six-week block of animation classes run in conjunction with National Galleries of Scotland.

The Parent Council were limited in what they could do to raise funds this year with social distancing rules still in place but they still managed to organise events. Most notable was the Halloween pumpkin competition with entries displayed in the chairperson's garden. Funding from the parent council and grant application allowed us to buy a sensory/nurture tent for the outdoor classroom.

The amazing fund-raising efforts from the previous year enabled us to have a state-of-the-art projector and sound system installed in the school hall. This came in to its own at Christmas when Santa joined us live from Lapland!

Many individual parents were coming into school up to lockdown. The many special events and school developments, that could not have taken place without their support, are guaranteed to be the ones the children will remember for the rest of their lives. We are looking forward to the time we'll be allowed to have you back in the school again.