Exemplar School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 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

We would like all children to leave Arnage school feeling secure in who they are and their place in our community. Equipped to become citizens of the world with a sense of responsibility to others and to the planet, with our values of Kindness, Honesty, and Determination at the core of who they are.

Values that underpin our work

Kindness, Trust and Honesty, Determination

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

We want learners at Arnage school to:

- Be motivated and confident
- Feel safe and happy
- Be inspired to love learning
- Feel valued by everyone in our community and in turn look out for each other and be inclusive
- Be curious and creative, to express their own unique personality
- Be critical thinkers – to be open-minded and thoughtful in their opinions
- Be resilient and adaptable to a changing world
- Know their rights and defend the rights of others

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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
To improve pupil involvement and sense of ownership in their learning and the wider life of the school	Established pupil groups to increase pupil voice Embedded UNCRC into curriculum through weekly RRS Right of the Week assemblies Beginning to enshrine pupil voice into Learning, Teaching and Assessment practice across the school UNCRC incorporated into new school vision, values and aims	Groups well established, children participated in all decisions and determined direction and actions of each group. Pupils and parents reported greater sense of involvement in their learning and the life of the school Two parents appointed to Eco committee involved in working more closely with pupils to plan events. Community engagement achieved by fund raising group through direct communication and fundraising for local charities IDL topic work planning had a strong emphasis on pupils leading learning. Choosing what to learn, how to evidence learning, who to work with and how to share with parents. Improved use of technology to get pupil voice, e.g using Padlets to do KWL was successful in gathering every child's views and was easy to share across the class for discussions of next steps and for review.
To improve our school vision, values and aims by ensuring they are aspirational, shared and reflective of our unique context	Pupil, staff and parent consultation completed and new values for the school chosen by the pupil vote New vision and aims based around parent and pupil consultation written and approved by all stakeholders Achievement awards system and assemblies being integrated more closely to promotion of school values	Children have a strong sense of ownership of the new school values, they have been involved in establishing them through the whole process. Engagement with parents has been ongoing and they recognise and value the pupils input into establishing the new VVA. There is strong support through the parent body for them. All stakeholders have a good understanding of what our new values are and what they mean for everyday actions in the school. Staff are using the values when having pastoral conversations with the children which is reinforcing the message about what is important to our community. As a

	so that exemplification of these values is recognised and celebrated.	result children have a better understanding of the expectations and aspirations the school has of them.
To improve the integration of our assessment protocols and evidence into the planning cycle to more effectively meet the needs of all learners	Updated new planning format – to explicitly include references to new summative and formative assessment documentation

Created a formative assessment checklist/toolkit

Using formative assessment toolkit explicitly teach the language of self-assessment to increase children's meta-cognition and ability to evaluate their progress

SNSA data analysed and accessed by individual teachers through glow link. Downloaded data shared in collegiate meetings to discuss gaps and to inform SIP | Staff report having a clearer idea of all children's progress at any one time in the classroom.

Most children are beginning to be able to talk about their progress to date, to recognise areas they are doing well in by saying what they can do well and also what they need to do to improve.

Changing monthly rota of formative assessment strategies keeps children engaged and emphasises importance in all lessons of ensuring all children are actively thinking. Also allows teachers to evaluate how well different strategies work with their class.

Staff working together to look at class planning but also more widely at whole school developments. Trend data being used more effectively where possible. |

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 was clear evidence of the school providing a focus for the wider community to come together and support one another. We were able to build on this last year with opportunities for face to face parental engagement and whole school events such as the summer show and the outside carol event. Parent comments have reflected their appreciation of the work of staff and their efforts to continue regular engagement around their children's learning.
- Work has started with staff on developing a learning and teaching strategy 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. We have continued much of the good practice where this was done digitally during Covid. We still broadcast end of term assemblies to reach as wide an audience as possible.
- 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. We review our QA calendar yearly to ensure it reflects local and national concerns.
- 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
- Pupil voice is used to identify areas of strength and development across the school through the pupil council and this year through some of the work done in our school committees: Eco, RRS and Charity
- 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, in addition to the committees mentioned above.

- There are many opportunities for staff to take on leadership roles within Arnage School. Staff take on ownership of one priority of the SIP.
- 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. The working group set up for 20-21 involving Head Teachers across the smaller schools in the cluster has continued this year and developed a resource for teaching and assessing listening and talking.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Cluster HTs work as a very effective team, with regular communication, shared ownership and support post Covid to meet the health and wellbeing needs of all children in the cluster to support recovery.
- Arnage school is involved in a self-improving school partnership with two other schools in Aberdeenshire outside of the local cluster. We managed three meetings last year with a focus on self-evaluation based around the core QIs from HGIOS 4.

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

- During session 2020-2021 we completed our renewal of our vision values and aims. This involved children at every stage and has had a positive impact in that children are able to talk about values and exemplify them in school. Parental response to the whole process has been extremely positive as well. Parent comments received: *"We loved that the values were chosen by the children and that they have developed the aims. We feel that this enables them to take ownership and feel proud of both themselves, their school and wider community." "The children are very much involved." "I think it's very important for kids to understand who they are not feel they have to fit a mould. As long as they respectful to others then they should have a voice and an opinion. I think the [vision] statement has incorporated this"* Pupil Comments: *"Trust and honesty is a good value and that's my favourite one it's a good value to learn about." "I am happy with the new schools values and I thought everyone got a chance for a fair vote." "they make the school better"*
- Staff and parent focus groups are ongoing.
- 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.
- The wider school community were consulted on the vision and values. The school engage with the community to expand learning opportunities and classes regularly plan community links relevant to learning and teaching. An example of this was the Eco group organising a community litter pick at Balmedie beach and working with parents and the countryside ranger.
- The whole school quality assurance calendar was used throughout 21-22, this clearly documents processes to review and improve school work and was referred to regularly by all staff. Aspects of the calendar are recorded in the teacher calendar that is used weekly.
- 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 this has been more closely integrated into the planning process.
- 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 were three pupil committees set up this year: Eco RRS and Charity. These run alongside the Pupil Council and House Captains group. They hold weekly meetings and are very much led by the views of the children in the groups.
- Teaching staff have taken on a range of leadership opportunities including; sensory classrooms, FASD and autism, formative assessment strategies and increasing learner voice.
- 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 rolled out the new listening and talking materials which have been trialled in some schools this year.

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

- Our vision, values and aims journey isn't t quite finished – we have to create child friendly versions of our vision and aims and make them more visible and embedded around the school, the community, and in our everyday practice by looking more explicitly at how they relate to our learning, teaching and assessment.

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. Teachers are skilled and experienced in leading learning in multi-composite classes to provide appropriate pace and challenge for all learners.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. This has been enhanced this year with the introduction of our pupil committees.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- There is consistent practice in place within 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 highlighted by parents as a strength in our school during our recovery from Covid.
- 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 and assessment is now more closely integrated to the planning and teaching cycle.
- 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. We have an assessment calendar which is used regularly in discussions around specific types of assessment and 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 continue to share learning through the use of digital platforms – Seesaw and Google Classroom
- Staff and pupils make good use of our outdoor learning environment.

- QA processes timetabled and taking place throughout the school year.
- Instant formative assessment opportunities are a constant feature of all lessons. Each class focusses on a different formative assessment strategy each month. This strategy is displayed in the classroom.
- 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.
- Collegiate working and sharing of good practice have been considered through the Ellon cluster small schools group. New listening and talking materials contain assessment checklists for teachers and pupils to use.
- 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. Planning documents are reviewed for effectiveness every year.
- National benchmarks and local frameworks are used to support professional judgements 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 pupil progress 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 from SNSAs are used appropriately to inform future improvement planning..
- Effective use is made of technology to track and evidence progress, for example in Google Classroom, using the Big Maths online resource, and through the SeeSaw app.
- Technology is used to support targeted interventions planned for primary 5,6 and 7 pupils using TextHelp Read Write, Clicker and other apps. Many of these tie in with resources being used at Ellon Academy which help with P7 to S1 transition
- 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.
- Some parent comments on LTA this year: *"From restrictions have lifted I am seeing more and more happening at school again which is lovely, school community." "We really like that the whole school get to interact with nature and that Mrs Wheeler [our cook] is an important part of this learning. We also like that each class get to spend time together and learn from each other." " We love the eco group and the working garden (cottage garden). We also like that the children spend a lot of time outside." "We feel that all the learning from P1 onwards is helping the development of skills and knowledge of what is needed to move into the world of work."*
- Comments from children: *"I like learning at trips. especially TechFest" "i like learning about tec and playing on it and nature" "I like writing and reading" "I like big maths and i enjoyed*

going to the scottish orchestra." " everybody explains it clearly for me to understand of looking after the plant and the world and the animals and the school is doing a great job of it actually"

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

- HT, teachers and support staff to engage with the new resources from Aberdeenshire's Learning, Teaching and Assessment group, initially to begin conversations with staff and take first steps in formulating our position on what high quality LTA looks like.
- HT to focus CLPL on mentoring/coaching with aim of fostering a strong culture of CLPL across the school

Following consultation with teachers, pupils and parents we have identified a gap in children's learning with respect to skills development. As a result we are going to:

- Prioritise professional learning opportunities related to skills development.
- Improve pupils knowledge, understanding and application of skills for learning, life and work

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 and almost all pupils have a good knowledge and understanding of the UNCRC and how it relates to them and their rights in school and in the wider community
- All staff are clear on principles and processes in relation to GIRFEC. All pupils have an awareness of the wellbeing indicators and the majority 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. We use SCARF resources to tie in with CfE and GIRFEC.
- 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. We have continued with online assemblies at the end of term following very positive feedback around this during lockdown. This enables more families to join us and share their children's learning and achievements.
- 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. The Circles resource is being embedded into our practice following positive engagement in cluster training opportunities last year.
- 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.
- 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.
- Part of our 100 days funding is being used to provide extra social skills support for target pupils.
- 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.
- Staff regularly engage in CLPL to meet the needs of all learners. This year, two members of staff completed a workshop on Sensory friendly classrooms and the learning from this has been shared with other staff and applied in the classroom.
- Working closely with the parent council we planned events carefully to ensure that all children could afford to participate or could access extra activities for free and without stigma.

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 record 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 all parents recorded at MAAPMs and meet the teacher events has been very positive.
- SHANARRI surveys conducted throughout the year with pupils rate consistently high in all areas.
- 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 to support pupils. Teachers have provided positive feedback on the Circles resource as a tool for auditing and planning for this.
- 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. Effective use of Facebook enabled us to continue to reach out to families and new P1s during Covid and the good practice from this has continued to be used this year, in addition to our face to face events. Pupils settled in quickly and very positive feedback came from all parents at meet the teacher event towards the start of the year.
- 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.
- The P7s and P6s were able to join Ellon Primary School this year for two very successful residential visits. Friendships made there have continued over the holidays and into the academy for the P7s.
- Parent comments: *"Very grateful for .. the inclusive approach you have used" "Its so nice for families to get back into the school and get a real feel for Arnage again" "When there is an issue because of the knowledge around children's rights, these issues are resolved easier and with more understanding of each other's rights, responsibilities and respects." "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."*
- Children's comments: *"I am in the rights respecting commitee so I know quite a lot about my rights" "i think i do get my rights and i respect people the way they want to be treated the way they want to.children have the right like the right to have a roof over my head and healthy water and food and the right to good learning education." "You have a right to be cared for and loved by other people … you have to learn to tell people when I don't like it or I do like it."*

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

- Ensure the principles of the UNCRC are firmly embedded in our school ethos through our VVA, our behaviour policy and our every day practice.
- Ensure our learning, teaching and assessment policy is informs and is informed by our VVA

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. In the previous school sessions, despite recovering from Covid, most pupils attained expected levels in literacy, numeracy and health and wellbeing.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- Staff are using CIRCLES resource to audit and target improvements in our universal 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.
- Moderation built into collegiate planning timetable
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Our recently acquired non-fiction books have helped us close a gap in attainment in reading and is starting to feed into improving writing across different genres.
- Almost all Arnage pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. All opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups (Eco, RRS and Charities) and a strong pupil voice forms part of self-evaluation activities
- Pupils' participation with their wider community is successful through developing partnerships. This worked well last year with our committees, including engagement with the local church around Blytheswood Shoe Boxes, the local countryside ranger, local gardening businesses and Scripture Union
- Achievements are recognised and shard across the school through a very popular lanyard cards and house points system.
- Parent engagement in sharing their children's achievements outside of school is actively and regularly encouraged.
- The whole school community is able to share in celebrations of achievements through live, virtual assemblies.
- Pupils are 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?

- Parental feedback at or following shared celebration assemblies has specifically praised our lanyards achievements recognition scheme
- Children independently using Seesaw to share and comment on their learning demonstrates pride and recognition in their achievements
- Overall professional judgements of CFE levels show progress for all learners. School tracking systems evidence consistent high levels of achievement in literacy, numeracy and HWB.
- 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 updated 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 an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Pupil feedback from pupil committees demonstrates an increased sense of ownership of their learning in these areas and recognises their achievements over the year.
- 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 and the pupil committees. The P7s organised and ran a number of fundraising events engaging the whole school and the wider community.
- Partnership working with community groups such as Maud and Savoch Church, CLD links are actively promoted with parents.
- Ongoing achievement cards are issued in assemblies and the Seesaw online platform is also used to share achievements and praise.
- A new 'values tokens' has been introduced which recognises achievements specifically related to our new school values.
- All pupils and parents are encouraged to share wider achievement though our lanyard scheme
- Parents support many one-off events such as inter-school runs, fun runs, football tournaments. Pupils also have the opportunity to run lunchtime clubs for others. The P5-7s all completed Playground Leaders training
- 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 attainment in writing across the school.

PEF 2022-2023

Identified gap Linked to barriers identified through analysis of data	Numeracy – a portion of our funding will go towards our online Big Maths subscription. This pedagogy supported by this program and online digital tools have proved very beneficial to targeted learners in the school. Parental engagement and Personal Achievement – using Seesaw for schools has proved invaluable in raising the level of home-school communication for targeted children and led to them taking more pride in their work and sharing achievements with home. HWB - Access to outdoor learning and a wider range of learning experiences for target group who benefit from alternative experiences offered by outdoor learning.
Expenditure	PEF Allocation: £1225 Spent towards: • Big Maths subscription • Seesaw subscription • External training provider (NESOLG) to train up a teacher in the school to deliver outdoor learning
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	Renewed BM subscription will allow us to continue with established learning practice which has proved successful in engaging targeted learners and improving attainment (moving up two scheme levels over the course of the year) Renewal of Seesaw, we would hope to see a continuation in high level of engagement from both targeted children and home. Would also be aiming for the targeted children to be initiating the sharing of learning at least once a week (rather than being prompted by the teacher). With increased access to outdoor learning experiences we would hope to see target group have increased awareness of their own skills and abilities, show more curiosity and willingness to participate in activities, demonstrate pride in their achievements, and cooperate more frequently with peers in class and recreational activities.
Impact Measurements How will you know the change is an improvement?	Big Maths contains built in assessment tools including a weekly summative Beat That challenge that is a very accurate way of measuring progress Seesaw learning journal allows us to keep a record of the frequency and quality of engagement of both child and parent over the year With the outdoor learning we would measure impact through HWB assessments based on the SHANARRI indicators and teacher feedback based around Circles Participation Scale

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. In recognition of new Scottish government legislation to incorporate the UNCRC into law, we will continue our journey of increasing pupil voice so that they aren't simply heard but also meaningfully engaged in determining future developments in our school.

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

ARNAGE SCHOOL IMPROVEMENT PLAN 2022-2023

Action plan 1

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
• **Improvement in attainment, particularly in literacy and numeracy.** • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement **Assessment of children's progress** School improvement **Performance Information**	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 **Learning teaching and assessment** 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion 3.2 **Raising attainment and achievement** 3.3 Increasing creativity and employability	1. **Improving learning, teaching and assessment.** 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 1 : To improve attainment in writing across the school.	Data/evidence informing priority: SNSA results, teacher observation, teacher self-evaluation based on HGIOS4 questions, summative assessments from Big Writing

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress: Impact and next steps (date feedback)
				On Track
				Behind Schedule
				Not Achieved

Audit and review current practice in taught and daily writing across the school	CT/ Pupils	Term 1/2	Regular (monthly) mini-assessments in classes, SNSA results and end of term assessments	
Research formal grammar schemes/progressions				
Create a grammar progression for the school and a rubric for teaching writing skills		Term 3	Teacher and pupil feedback after going into P5	
Incorporate transition expectations from P4 to P5 into policy so it is managed well		Term 4	Termly assessment data. Pupil group discussions. SNSA data	
Update recommendation for class timetables for taught writing			Pupil survey. Teacher observation Class obs.	
Create a guide on pedagogy for teaching self-assessment, and re-drafting skills		Term 3		
Research and improve integration of technology to build skills and as a tool to motivate writing		Term 3	T feedback based around confidence at judging a level and moderated across schools	
Revisit Assessment and Moderation calendar to ensure termly big writing assessments are used for moderation across the school and aim for a moderation session with other schools in the cluster		Term 4		
		T2/3/4		

Action plan 2

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National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

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HGIOS and ELCC

1.1	Self-evaluation for self-improvement
1.2	Leadership for learning
1.3	Leadership of change
1.4	Leadership and management of staff/ practitioners
1.5	Management of resources to promote equity
2.1	Safeguarding and child protection
2.2	Curriculum
2.3	Learning teaching and assessment
2.4	Personalised support
2.5	Family learning
2.6	Transitions
2.7	Partnerships
3.1	Improving/ ensuring wellbeing, equality and inclusion
3.2	Raising attainment and achievement
3.3	Increasing creativity and employability

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Aberdeenshire Priorities:
1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

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Priority 2 : To improve pupils knowledge, understanding and application of skills for learning, life and work

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Data/evidence informing priority: teacher observation, pupil and parent feedback based on HGIOS 4 questionnaires, HT informal audit of current practice

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Key actions

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When?

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Progress: Impact and next steps (date feedback)

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	By whom		How will we evaluate impact? (Measurements of success)	On Track
				Behind Schedule
				Not Achieved
Audit current explicit and implicit skills teaching practice, pupils understanding of skills, and opportunities to develop skills through the year	CT/Pupils	Term 1		
	CT/HT	Term 1-4	All staff will have a clear idea of what is meant by 'skills' – from feedback/discussion	HT and CT have signed up for Northern Alliance skills course – 6 sessions throughout the year.
Engage in CLPL with all staff around skills for learning, life and work. Look at these specific areas: i) cooperative learning/social skills ii) metacognitive skills iii) creativity/critical thinking skills			Evaluation of children from class observation, focus groups and individual feedback and ongoing assessments targeted specifically at talking about and demonstrating skills	
	CT/HT	Term 4		
Incorporate skills learning explicitly in LTA policy.

Look at increasing parent and community engagement to bring the world of work into school | CT/ Parents/ Local community | Terms 2/3 | Skills teaching will be observed as everyday part of classroom practice and targeted SLT observations

Level of engagement of parents, children able to connect what they are learning from parents to skills they learn in school. | |

Action plan 3

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National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

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HGIOS and ELCC
1.1 Self-evaluation for self-improvement
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Aberdeenshire Priorities:
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Priority 3: To improve integration our new school vision, values and aims so that they are at the heart of our learning and teaching and inform all our actions as a school community	Data/evidence informing priority: Engagement with pupil, teacher and parent groups and feedback from survey work already undertaken as part of this improvement over last 2 years.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress: Impact and next steps (date feedback)
				On Track
				Behind Schedule
				Not Achieved

Renew school behaviour policy to integrate VVA. Look closely at rewards/house points system (rainbow idea)	HT/CT/ Pupils	Term 1	Policy rewritten with explicit mention of values. During pastoral and learning conversations, staff and pupils regularly refer to values to exemplify good behaviour.	
Create a new school display for VVA and new Values characters with values reward display	CTs/ Pupils	Term 2	Children will earn values tokens and faces displayed on values display for whole school to see their achievements. This can be tracked and monitored by staff. Regular reference to this will encourage others to aspire to similar achievements and make language of values a regular part of life of school.	
Create displays of VVA for classrooms		Term 1		
Create child-friendly version of values and aims statement	HT/ Pupils	Term 3		
Have a school competition to learn the VVA	HT/Pupils	Term 3		
Incorporate VVA celebration into every assembly	HT	From T1	Children will be able to talk meaningfully about the VVA and what it means to them and their actions.	
Create a VVA leaflet that can be shared with new pupils/teachers/community		Term 4		
Review practice through follow up questionnaires and interviews; how well do we know our new VVA? Who knows it? Is it affecting our practice?	All stakehold ers	Term 4	Pupils have a stronger sense of their identity as an Arnage pupil and their importance in achieving our vision for the school. This can be measure through observation of their actions, through pupil surveys and focus group discussions.	
Create guidance for staff to show how we can use the VVA in everyday practice to ensure it becomes embedded	CTs	Term 3		

When formulating new Learning Teaching and Assessment policy ensure VVA are integral to it	CTs HT Pupils	Start Term 3		

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 hold regular achievement assemblies throughout the year and following good practice from lockdown we have continued to broadcast end of term assemblies live via Teams.

Pupils at our school are also aware of the needs and plights of others within their community and more globally, this is reflected in their caring attitude and especially through the efforts of our fundraising committee. Our school is not restricted to four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with global issues. A statement around this has been incorporated into our new school vision and aims statement.

Thanks in the main to our charities committee we managed to support all of the following charities over the last session:

WWF

Save the Children

Children in Need

Macmillan Cancer Relief

Blytheswood Shoebox Scheme

Ellon Advent Food Bank

There were some notable individual fundraising efforts last year as well. In particular, two girls in P3 raised over a £1000 for the Ukraine appeal and featured in the local paper.

The P5-7 class took part in a UK wide pilot art project called The Superpower of Looking, run by Art UK. They piloted a series of four lessons around the appreciation of art, improving confidence to access art and their ability to engage with art more critically. Each lesson was followed up with a creative activity inspired by the artwork studied. One of these activities along with examples of the children's work has now been added to the Art UK Superpower of Looking website, and is being used across the UK.

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 playground games, Scripture Union and Junior Jog.

We completed Level 1 and 2 Bikeability with the P6s and P7s.

The children gave an outdoor carol concert at Christmas that was a hit with the whole community.

With the easing of Covid restrictions we put on our first summer show in a long time – The Greatest Show. Two sell out performances were a huge success. We also had brilliant help from parents which contributed to the spectacular.

Thanks to the generosity of Ellon Primary School we were able to provide our P6s and P7s with outdoor residential experiences at Alltnacriche near Aviemore. P7s made friends that they have kept throughout their transition to Ellon Academy.

Other memorable visits during the year included: Techfest, Aberdeen Arts Centre Panto, The Scottish Orchestra, Aberdeen Science Centre, and Ten Pin Bowling.

Our primary 7 pupils also organised some very successful community fundraisers, including their hugely popular ice cream stall and an Elf Shelf shop.

With the money they raised, the P7s put on a leavers party to remember – hiring a giant bouncy obstacle course for the playing field.

We were able to host our first fully attended sports day in over two years. Of particular note was the P1 giant welly race.

In addition to the charities committee achievements mentioned above, the RRS group wrote to Childline and invited them in to give some workshops on staying safe and speaking out. The Eco group organised a one-planet picnic and litter pick at Balmedie beach.

In term 4 we held a Beetle Drive to commemorate the Queen's Diamond Jubilee. Our cook, Mrs Wheeler, made royal cupcakes and the P7s served tea to parents.

A highlight of the final term was our Jazzamatazz performance. This followed 10 brilliantly engaging, creative and informative workshops delivered by a professional jazz musician. The improvised performance featured in our end of year assembly which all parents had the chance to access virtually.

Wider Community Links

Through the Blytheswood shoe box appeal we were able to keep our connection with Maud and Savoch church. They also sent us a video for use at Christmas time for our end of term assembly.

Towards the start of the school year, we got involved in the COP26 conference that was happening in Glasgow. We engaged in a series of live interactive online learning experiences based around contemporary events and climate change education.

We made full use of the Northern Alliance virtual classroom offer and had lessons delivered by experts in a range of disciplines including: coding games, microbiology, children's non-fiction illustrators, climate scientists and engineers.

This year we have been able to invite into the school the following organisations: Childline, the RSPCA and Aberdeen Law Project (for two workshops – a mock trial and drug awareness).

We've started to build stronger links with our local playgroup again and it was a pleasure to be able to invite them to our summer show this year.

Once again, the Parent Council did some wonderful work in the school and local community. Over the summer they organised a window poster competition with many of the shops in Ellon. When Covid restrictions were still in force they organised community wellbeing walks.

Through our Eco group we established connections with our local garden centres and the countryside ranger. Alongside this we worked with the local council to organise a beach litter pick. We reached out to Aden Country Park and Haddo House following storm Arwen to offer our field as a place for a tree nursery to help replenish the trees that had fallen during the storm.