



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

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021- 2022 and our School Improvement plan for the current session 2022 - 2023. This report forms part of our quality improvement framework and provides important information regarding our 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 Drumblade school. We continue to develop our practice in making robust use of evidence as a basis for planning for improvement, to ensure the best outcomes for 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 Drumblade 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.

Moirá Berry

Head Teacher (Acting)

Our School & Nursery Vision

Drumblade is a **WELCOMING** School where we **LEARN** to **REALISE** our **POTENTIAL**. We **RESPECT** and **INSPIRE** one another to achieve our **BEST**.

Our School Vision

At Drumblade Primary and Nursery we aim to help everyone **Realise** their **Potential** through **Learning** together as part of a **Welcoming** school. We strive to ensure that our school is a fully inclusive environment in which we **Inspire** each other through setting good examples, trying to achieve our **Best**. Sharing and showing **Respect** to each other as unique individuals and members of our school team.

What do we aim to achieve for our children

Successful Learners

- Celebrate all achievements
- Encourage perseverance and independent learning

Confident Individuals

- Foster a safe, nurturing and supportive environment
- Build resilience and positive attitude

Responsible Citizens

- Promote responsible and respectful attitudes
- Help everyone make informed choices and decisions

Effective Contributors

- Every child's voice is valued
- Pupils, staff, parents and community members are given opportunities to be included in the work of the school in a variety of contexts

Context

Drumblade School is part of the Huntly Cluster of schools and serves the catchment area of Drumblade and its surrounding rural area. Drumblade school and Nursery provides education for children aged 3-12 i.e., from ante-preschool nursery to P7. P7 children transfer to The Gordon Schools, Huntly after their primary education and take part in a comprehensive transition experience.

The school has good grounds for outdoor activities with a fully resourced park including a Willow tunnel, Eco area, a developing Outdoor Classroom, which will be in full use this academic year. We have an enclosed Nursery area which boasts an excellent mud kitchen and beautiful areas to sit with many fruit trees and shrubs all around school. At Drumblade we also use our local area for outdoor learning with regular visits up to the local wooded area and on occasions the Leith Hall estate.

Drumblade Primary and Nursery has a committed and strong team of staff who work very well together to lead the school, take developments forward and provide a rich and varied learning environment for pupils. There is currently an (Acting) Head Teacher who has class responsibilities on two days and three managerial days. We have two full-time teachers and one part-time. The Nursery team is led on by an Early Years Senior Practitioner which we share with Rhynie School & Nursery. The Nursery is supported by three part-time Early Years Practitioners and a fulltime Early Years Lead Practitioner to help develop the Nursery which now offering the 1140 hours. However due to the parent need the nursery runs term time only and the pupils usually attend 9am to 3pm. The school is well supported by two part-time Pupil Support Assistants, a ASN teacher visiting twice weekly, one part time Administrator and two part time Clerical assistant. There are also two catering staff, a part-time cleaner and a janitor that is on site Friday mornings. There is a strong collegiate ethos between all staff. We are currently fortunate to have visiting specialist in Art, Music and a NCC Teacher who covers RME.

Creating an ethos of achievement is central to what we do, and we work hard to establish a happy environment in which all our pupils and staff can fulfil their potential. This positive ethos in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, considering the needs and interests of our pupils. Children's opinions and ideas are listened to and valued and through our Pupil Council which the pupils named L.I.T (Learning Improvement Team). Pupils are encouraged to develop their leadership skills as L.I.T. members, House Captains, The Eco Warriors group, the Drumblade Rag group, and the Website club. The Primary 6/7 pupils are challenged to develop these skills as the 'Drumblade Buddies' for the school they have responsibilities of promoting positive play times, facilitating games and display good positive restorative skills (This was being implemented in the 2021/22 session). The children are encouraged to be involved in developing the work of the school and thus have an engagement in and positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.

Drumblade is a community school and the links with the community are a valued part of school life. Lunchtime clubs led by parents under the auspices of Active Schools run during the week. COVID mitigations may have prevented these from running and our parents were unable to play their part in this physically they did help from afar with other projects: our Outdoor Classroom project, the Digital Newspaper: The Drumblade Rag, and Our Food Fund project. Slowly we have started to reintroduce parental help with the start of Jog club and parents assisting with class trips. We previously had a Toddlers' Group is also based within the school building allowing for close partnership working between this group and the school's nursery we hope to restart this in the new school term. The school has an active Parent Council and encourages the involvement of parents in the work of the school, they are particularly good at fund raising most recently holding a Spring Fayre, that was hugely successful with the local and wider community joining in on the day.

All pupils at Drumblade are at SIMD levels 6,7 or 8 but we are aware that there is vulnerability in the community and PEF spending reflects planning to meet the needs of those children.

The use of the Pupil Equity Funding (PEF) at Drumblade School is targeted towards supporting literacy in particularly talking and listening to embed sound vocabulary knowledge and Health and Well specifically through introducing new learning approaches and resources to support and raise attainment, including more IT devices. As a cluster we continue to focus on Health and Wellbeing. As a rural school we celebrate our surroundings and utilise them well within the pupils learning.

Strengths of the school include:

Engaging and active learning experiences

At Drumblade School and Nursery children behave well and work hard. Almost all children are engaged and enthusiastic during lessons and respond well to the wide range of learning and teaching opportunities delivered both in and out of the classroom. A strong community and vision to achieve and thrive. We are particularly good at whole school learning which demonstrates quality collegiate team planning and a fully inclusive ethos.

Levels of performance

Learning is delivered, in Drumblade, in a variety of ways allowing our children to continue to make positive gains in a breadth of curriculum areas. Each year we are asked to present performance data for analysis and comparison purposes; this data is reflected through ACEL (Achievement of a Level) and based upon

teacher professional judgement in June and the results of the SNSA data for 2021/22. Drumblade's performance levels in Literacy and Numeracy show that most children are attaining appropriate levels. Those that haven't achieved the level have made appropriate progress given their individual learning needs.

ACEL data for 2022

ACEL data from 2021-22 shows 81% of our P7 pupils attaining Level 2 in Reading. 82% of our P7 pupils are attaining level 2 in Listening & Talking. Level 2 Writing was 64% and in Numeracy 84% achieved level 2.

Data shows 67% of our P4 pupils attaining Level 1 in Reading. In Writing and Listening & Talking Level 1 was achieved by 100% and 50% in Mathematics

P1 data shows 66.7% achieved Early level in Reading, Writing, Listening & Talking and Numeracy.

Staff continue to be more robust in their application of the benchmarks to gauge achievement of a level and this may also have some impact upon the variation in percentage figures from previous years.

The individual needs of children within each year group also vary and the school has clear tracking showing the measures that are being put in place to support children with additional support needs and the progress that they are making.

The inclusive and nurturing ethos-Wellbeing of paramount importance

Supportive, caring, respectful relationships characterise both the school and nursery with children benefitting from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive ethos. Drumblade uses Restorative Approaches to build relationships and address conflicts in a positive manner. We are developing new skills in our P5/6/7's to promote leadership and using their initiative on the playground, in a blended role of responsibility of Play Leader and Prefect, the pupils are currently voting on the name for this important role. It is clearly understood that it is everyone's right to feel safe, valued and included.

The quality of support provided

School and nursery staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across literacy, numeracy and health and wellbeing, constantly assessing whether children are

making progress and providing appropriate support. Children are aware of their achievements and can see their progress through the use of profiling and formative assessment methods such as self and peer assessment. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. The head teacher meets regularly with staff throughout the year to review individual and class progress and to plan next steps.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Drumblade School and Nursery demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. The Head Teacher leads staff in engaging with the Pupil council-known and named as the LIT group (Learning Improvement Team), house captains and with the Parent Council to involve all stakeholders in the business of the school and its improvements. The school has focused on developing more events for the community to enjoy and now build in these events to the yearly calendar which is shared with families and ties in the experiences to the children's learning. All Stakeholders are asked to share their thoughts digitally via an online Questionnaire form which allows their contributions to be heard during the constraints of COVID- 19, however we are now moving towards being able to invite parents in, to curriculum/learning sessions and look forward to working with them.

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 2020-21.

Priority one- Improvement in attainment, talking and listening.		
Key priority 2020-21	Key actions undertaken	Impact (achieved throughout 2020-21)
<p><u>Key Priority One-To Improve in Attainment, Talking & Listening</u></p> <p>Improvement in attainment; literacy and numeracy -1.1,1.2,1.3, 1.4,1.5,2.2,2.3,2.4,3.1, 3.2, 3.3</p>	<p><u>Language of Learning-</u></p> <p>1. Reading-In Daily 5: Pupils continue to have free choice over books with plenty of opportunity to free read, shared reading, they have book conversations with the class teacher or their peers. Drumblade Pupils have a healthy appetite for reading some have an insatiable appetite for reading. Pupils that have Additional needs, although Reading is not their strongest skills however they all have access to books of varying ability and interest, in audio, graphic novels and shorter high interest texts. We will continue to build our library of these varying texts. The</p>	<p>1. Reading Daily 5: We have found that this variety of options daily has raised motivation especially when the pupils have a certain degree of choice when where and with whom they read. These sessions give many opportunities for book talk, sharing great vocabulary and opportunities to discuss the deeper meaning and use of language. This daily ethos of reading will feed nicely into the Talk for Writing work, continuing to encourage pupils to talk about the wealth of language in books and then feeding into their writing.</p>

	<p>pupils are able to complete reading tasks in a variety of combination: independently, listen to reading, read with an adult or read with a peer or group of peers.</p> <p>2. Talk for Writing Training (working along with two other Cluster schools) Because COVID was still very much an issue we did not have workshops face to face nor did we join the other two schools, (they felt they were not ready for this step in their journey and would be doing this the next academic year.) Drumblade however felt it was time to advance, so we signed up for remote workshops which Were six weeks for KS2 then six weeks later in the year for Early Years/KS1</p> <p>Talk for writing -implementing the skills learned within the whole school over two-year period to embed the skills and practise.</p> <p>3. Ninja Vocab for challenging all learners especially pace and high achievers and Spelling Shed to fill</p>	<p>2. Talk for Writing Workshops with other schools: We continued ourselves which meant we were not delayed.</p> <p>The two series of workshops gave all teachers in school a good understanding of the theory behind 'Talk for Writing' and how we can implement it into lessons. The workshops enabled opportunities for useful professional conversations and having completed both courses it meant that all the teachers within school have a good understanding of the progression in learning and how they can adapt different levels to address individual learning needs. The EY practitioner also completed the Early Years and KS1 workshops which helps with expectation and continuity across the school and nursery.</p> <p>Opening opportunities for whole school planning in writing. Share professional practise across the school in this area. Better progression in teaching and learning. A clearer shared understanding of level expected in each level of writing.</p> <p>3. Ninja Vocab filling the gap: Accelerated Reader (AR)and Star Assessments- were subsequently pulled from use this past academic year by Aberdeenshire, this left a gap in a very useful assessment tool, which gave Pupils independence and</p>
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	<p>the gap between phonics work and Ninja Vocab challenge-this will aid to assessment that is otherwise lost with the exit of AR.</p> <p>4. Numeracy-Mental Maths and the language of maths, pupils expressed if they just knew their times tables better it would build their confidence.</p> <p>5. Heineman Maths -lots of interactive games for pupils using mathematical language.</p> <p>6. Large times table whole school display to promote visual learning & learning through play.</p>	<p>Class teachers clear next steps in pupils' ability and their reading/Grammar learning. This has not been replaced with anything, so we use Teacher moderation and collegiate moderation for this. It is not as immediate and slows the process down</p> <p>4. Numeracy-Pupil engagement, Assessment of learning, should show less misconceptions due to Pupils being fully focused.</p> <p>5. Heineman Maths-Pupils have engaged with their Maths learning; the use of this tool keeps the pace of a lesson with carousel type learning promoting independence and choice. The pupils know how to access the activities and are both challenged and experience enjoyment in their learning. This was evident in learning conversations.</p> <p>6. Times Tables-Pupils engaged with this to start with when entering and leaving the school and at Break times, however it became just wallpaper and no longer impacted, on reflection the pupils need more hands-on games and times tables songs to embed the skill. Much use of mathematical language and the vocabulary being regularly refreshed and highlighted through learning and learning walls. The Next steps in displaying language would need to be more measurable and addressed frequently to make an impact.</p>
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	<p>7. Writing- our evaluations of learning and parent voice says we need to improve our writing skills</p> <p>.</p>	<p>7. Writing- Drumblade Rag continues to be a motivational driving force for our writing, it opens opportunities to develop editing skills, peer assessment through editing each other's work. It opens opportunities to work with the community and we have further plan to develop this, especially linked with Developing the Young Workforce.</p>
<p><u>Key Priority Two- Overall Health and Wellbeing Recovery.</u></p> <p>Improvement in children and young people's health and wellbeing-(1.2, 2.1, 2.3, 3.1, 3.2)</p>	<p>1. Time to talk: each class had specific HWB check ins for returning into the class room.</p> <p>The ethos of communicating issues was conveyed in class and during Assemblies using our health and wellbeing characters. Pupils know they could/should go to an adult if there were any playground/bus issues so they were dealt with immediately.</p> <p>Each class had regular circle times, where the expectations and ethos of the group and class was clear and a safe place to share.</p>	<p>1. There were far less disputes in the playground, classrooms and on the buses. Less parental emails regarding issues. Many issues were resolved quite quickly. Pupils are beginning to work with their peers to resolve issues.</p> <p>There was more honesty being witnessed by staff of the pupils and how they address situations.</p> <p>HT noticed a drop in issues being logged on pastoral notes due to pupils interacting better and resolving issues more readily using restorative approaches.</p> <p>Breaks are more harmonious. Pupils are interacting more readily and considering other needs/feelings more.</p>

	<p>Lunchtime drop ins with teachers were made available, however once the first term was over their need demised.</p> <p>Learning through growth Mindset and learning Pits so pupils could feel more confident in their learning journeys.</p> <p>Mistakes were celebrated and built upon, questions were encouraged' no silly question, only the one not asked'.</p> <p>2. Chill out Areas: this was touched upon but needs further development. We made different activities available for the pupils at breaks, we utilised the field as much as possible to give the pupils space, we allowed imaginative play using sticks, mud etc as long as others safety was considered at all times.</p>	<p>Pupils have continued to make progress despite of the past few unsettled years. Pupils are becoming more vocal in classes and are enjoying sharing their learning.</p> <p>2. Pupils are keen to have areas that they chill out in, football tends to be a favourite however that has been limited to two days a week to offer a great variety of things for the space. We will be able to focus more fully on this, this year now that we will have the stage space back and the outdoor classroom functionable. These will also tie in with our Reading Award we are working towards.</p>
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	<p>3. Restorative approaches were shared with P6/7 class over the year. All class teachers and PSA's used these approaches and conveyed them to the pupils throughout the year.</p> <p>Drumblade Buddies - were trained ready to train next year's P6. They need to evaluate the year and how they think the role should be developed.</p>	<p>3. Pupils are speaking the language of restorative approaches more they are linking this to our HWB characters and our vision.</p> <p>We have had feedback from some parents regarding issues with their children, explaining they have been really pleased with the approach taken and issues have been resolved.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: **Good**

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

How well are you doing?

What's working well for your learners?

- There is a strong and supportive leadership to take forward the areas for improvement identified at the original inspection, have been addressed in this area and positive progress has been made in all areas for improvement.
- All Stakeholders know they are important in the collaboration of the pupils learning and the leadership of the school.
- Pupils embrace the opportunities for leadership and have an appetite for more opportunities developing widening their skills set.
- Parents continue to be a driving force forward with hugely successful community fund raising events even through a very challenging time.
- All staff are aware and actively engaging in leading in whatever area they lead.
- There is a fantastic positive ethos within Drumblade Primary school. All staff and almost all pupils can articulate the vision and values which are used daily in learning conversations.
The vision and values are in line with GIRFEC and UNCRC and are embedded in the life of the school.
- The school have a clear curriculum rationale in place ensuring it reflects the uniqueness of our community. All stakeholders have an awareness of our rationale.
- 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 an improvement.
- 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.
- Drumblade school has good quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All

classes have an open door policy so can be observed regularly, although there has been less visits during the pandemic, peer observations are planned for and there is consistency in practice across the school.

- The school improvement plan sets out clear and relevant improvement priorities. Staff now have regular team meetings to discuss school improvement and to help identify how best to progress outstanding priorities. They are benefitting from planned and regular professional learning opportunities. For example, all staff have engaged in nurture training and this is helping to promote a whole-school approach to nurture. The acting headteacher is undertaking the Into Headship qualification and this is enabling her to evaluate the work of the school more effectively and also to progress key areas for improvement. It will be important that the acting headteacher and staff maintain robust and systematic tracking of improvement priorities and the subsequent impact they are having on learners.
- 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
- Pupil voice 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. All pupils have focussed responsibilities linking to skills for learning life and work.
- There are many opportunities for staff to take on leadership roles within Drumblade School.
- All staff at Drumblade 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 PPP's of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Drumblade school, works effectively with schools within their cluster to identify common areas for improvement.
- HT has set up fortnightly meetings with the PSA's so to develop and engage their best performance within the school, unpicking their hidden skill set and further equipping them to lead.
- HT working closely with the EYSP regularly to maintain continuity of the whole school ethos and progression in learning.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- Drumblade school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.
- HT is completing the 'Into Headship' Qualification meeting the Headship standards.

- The HT has just completed QAMSO training over a six-week period.
- Class teacher leading IT is enrolled and working on modules with Highland University to further develop her IT knowledge and skills to accelerate the learning of the pupils and staff.

How do you know?

What evidence do you have of positive impact on learners?

- During January 2022 HMI inspectors returned and left very positive feedback reflecting on the Quality of leadership.
- HT completed her Into Headship course successfully in all areas, achieving the Standard for Headship.
- We refreshed the school's vision and values along with stakeholders. The vision and values which clearly permeate the work of the school. Children are able to describe how values are part of their school experience. The vision and values are part of everyday learning, and the children can refer to them relating to the Health and Wellbeing Indicator characters that we use regularly in our school life.
- The Curriculum |Rationale was created over time with all stakeholders having a say in the early stages as to areas they are looking for in the curriculum. More recently this was gathered through questionnaires to parents/carers and in class activities for the pupils. The LIT (Learning Improvement Team) have been integral to these discussions representing the wider pupil forum. It was then made into a visual representation for all stakeholders to access and understand.
- The finalised rationale has been shared with all staff, parents/carers and pupils.
- Parents/Carers are informed and consulted through a variety of mechanisms predominantly Groupcall, email, Facebook, Twitter and letters- Parents engage in supporting the school in many ways, we have a very active Parent Council, and they are very supportive in many ways, this would not be the case if we didn't communicate well. they are quick to be in touch if one of those systems fail. Parents/carers have good communication directly with class teachers via email, over the telephone or physically distanced outside if need be. They also know they can contact the school if they need to.
- We often receive much engagement from the community whether it be questionnaire returns or parents/carers attending events, We also have other community engaging in the school which help in areas of outdoor pursuits like rugby and cricket training, although this has not restarted yet after a break due to COVID. However, our latest member of the teaching team specialises in Sport so has been able to share her expertise in these areas.
- Teaching staff have leadership subjects, and they continually evaluate the strength of these within the learning. They are their own strengths, and they have opportunity to teach each year group in this area giving a clearer understanding of the pupils needs.

- Our Continued Development Training sessions, weekly staff meetings and our In-service training sessions are full of opportunities to work collegiately continually reflecting on practise throughout the year. We have a strong team of motivated professionals in all areas of the school and they bring a range of skills which we draw on to develop our curriculum and leading learning, the top classes in the school's teacher collegiately plan the lower class teacher often works closely with the Nursery staff to develop good transition and progression through learning we all share good practise and take lead in teaching across the school giving a stronger tight progression and evaluation system.
- We whole school moderate work to be accountable for our teacher assessment, have professional dialogue to strengthen our understanding and moderation.
- All staff members know they are valued within the team and that their contribution to the school is valid to its success.
- Pupils are encouraged to model good leadership skills in many areas across the school day they understand and strive for these opportunities, always looking for opportunities to realise their potentials, aiming to achieve their best. Drumblade has Digital Leaders, Eco club Leaders, LIT - Learning Improvement Team, Sports Committee, Library Hub Panel, Drumblade Buddies, Class responsibility roles and House Captains.
- Our Quality Assurance calendar shows that all classes are observed and the feedback professional dialogue that commences following an observation sets next steps and can inform our CDT calendar. All staff members are fully supported in the areas they need to strengthen and sharing good practise is encouraged. Opportunities for the staff to lead CDT sessions is also encouraged so they have opportunity to develop their leadership skills further and share best practise-This is slightly later in the year now due to COVID recovery and WTA that was agreed.
- All staff build good relationships with the pupils and their parents/carers. They have a good understanding of most if not all of the pupils and their families within their school, we at Drumblade make sure this happens because it is most important in a small school where the pupils will cross paths with all staff, particularly because the Teachers may teach a specialist subject in all classes. We take understanding our pupils seriously and in order for us to effectively use restorative approaches within the school it is paramount that we have a good understanding of all of the pupils and families individually.
- Professional Review and Development (PRD) are well under way as the HT works closely with the team.
- The teaching and Nursery staff meet weekly with the HT for staff meetings sharing policy and development. These meetings always start with a focus on

HWB and Safeguarding. All meetings, minutes are taken and shared in a secure digital platform.

- HT's in the cluster meet fortnightly working at reviewing evaluating the current and future situations, informing our teams of outcomes and next steps. These are all recorded in minutes and actual next steps for example return plans, risk assessments naming just two in the current situation.
- Drumblade is working on a SLIT project to improve pupil's engagement and performance in Reading and Writing this project will continue to be part of our improvement plan and we will be part of the SLIT plan also-this project has over run a little due to COVID restrictions. However, the end product of the project 'The Drumblade Rag' has been launched and the first edition is part of a City/Shire Time capsule.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to adapt and edit the curriculum rationale, due to the changes of late and share with all stakeholders-the format is visual making it inclusive, but there will be a text format available also.
- Staff are keen to lead areas of school improvement, for example, outdoor learning. The pupil support assistants are also supporting school improvement. They take a lead role in working with the Parent Council to develop the outdoor classroom and take forward a whole school food project.
- We have various awards that the school is aiming to achieve this year and different staff members will lead these: Sports Award, RRS, Eco schools, Reading Schools.
- Continue to use our HWB indicators and RRS articles in conjunction with our school vision and ethos regularly so it continues to be an established ethos throughout the school community. To promote this ethos outside our school community-Our RRS credit has lapsed, and we are working on regaining it. We believe we cover all the areas but need to evidence it to gain our accreditation.
- To review yearly to consider is it in line with the ever-changing world and needs of our current pupils. Make sure it stays embedded with the children and to continue to work with the parents/carers to encourage them to refer to this ethos outside of school days.
- We are also moving towards reusing Seesaw so the pupils can lead in sharing their learning and targets with their parents however we are awaiting the go ahead for this meanwhile we are using Book creator on iPad's which will be shared through the Class google classroom. The pupils will have control over sharing this with their parents via the pupil log ins.
- At the moment our engagement with the community has changed due to the current Covid situation, however our IT engagement continues to thrive so we are looking to continue with our project that was put on hold last year - Drumblade Rag which is a school led community newspaper which will allow

opportunities for the local community to work alongside remotely with the school to produce a digital newspaper that will celebrate and share stories thought out the local community of Drumblade.

- Continue to build relations with our pupils and families, especially with new families and groups of stakeholders which are ever changing: The Parent council forum and Primary one's pupils and families. Continue to build on relationships that might not be as strong and as open as we would like, model this with the children to encourage whole school ethos.
- The HT cluster are working on other focused school specific Improvement plan for our cluster. We will continue to evaluate and act on situations that require development. We support each other well-working in smaller groups with a shared focus: Our is Restorative approaches/Writing/Talk for writing.
- To continue working on Drumblade Rag editions-making it more community collaborative-Launching a local cluster school writing competition-inspired by one of our P6 pupils. We will work with local writers as judges and local schools as writers.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: **Good**

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

How well are you doing?

What's working well for your learners?

- The ethos of Drumblade School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- All classes deliver Literacy in a Daily 5 format promoting pupil choice and regular learning conversation. The lower class has an equivalent Daily 3 due to the extra teaching of group phonics. The Daily 5 sessions include short focused skills lessons in between pupil choice learning.
- The quality of teaching is good; staff continue to develop digital skills to enhance the learning and teaching in their class.
- Staff engage in daily informal professional discussion, and moderate more formally at least once termly; they plan regularly and collegiately. All staff plan regularly, appropriately and collegiately, using assessment information in order to track progress and to meet their learners' needs. They use the Aberdeenshire frameworks and Education Scotland Benchmarks to plan appropriate pace and challenge in next steps.
- Almost all learners are motivated and eager to engage in their learning.
- Effective use by all teaching staff of opportunities and resources outwith to school enrich the learning by allowing pupils to make the links between their classroom learning and skills for life such as Outdoor learning activities, their environment, sustainability and global warming clearly being linked with their local community and the many local industries like Farming.
- Learning and teaching in classes is underpinned by the school's vision, values and aims; the everyday language used across the school links clearly to a rights respecting ethos, and diversity is seen by most pupils as enriching.

- Many pupils contribute to the wider life of the school and its community. Their views are sought through the Pupil Voice, Eco Warriors, Digital Leaders and Drumblade Rag and the L.I.T. group and acted upon, wherever practicable.
- Digital technology is being used more effectively, and this was further improved during Lockdown Staff and pupils excelled in this area.
- We have two Clevertouch boards and all staff are increasing their confidence with its use. We hope to purchase a third so all classes have one replacing the IWB that are at the end of their shelf life.
- Increased numbers of ipads and laptops in each classroom has also enhanced the learning opportunities, in particular the use of educational online resources such Heinemans Maths, Spelling Shed and other apps. We await Chromebooks as part of our IT refresh.
- Staff engage in professional dialogue following classroom visits/observations and revisit AfL strategies such as questioning and problem-solving skills - staff are aware of Bloom's Taxonomy and use a wide range of open and challenging questioning.
- Ongoing formative assessment is evident in all classes much of the time, and staff use prior training on positive feedback some of the time.
- Aberdeenshire Frameworks/Benchmarks are referred to some of the time to support Assessment opportunities.
- There are opportunities for some pupils to make choices in how and where they carry out their learning.
- Identified ASN pupils have some choices over when they carry out their learning-with a variety of tools readily available to all supporting inclusion.
- Participation in Pupil Voice, L.I.T. Eco Warriors as well as a range of citizenship focussed activities (eg Shoe box appeal, Children in need and the local food bank) ensures that pupils are developing skills for life, learning and work.

How do you know?

What evidence do you have of positive impact on learners?

- Some pupils' engagement with success criteria is evident in writing or on wall displays.
- Pupils love of reading has soared since we started using Daily 5. Pupil motivation is clear during the Daily 5 sessions and reading ability has improved.
- Most pupils can speak about what they are learning and have learned.
- QA processes taking place throughout the school year.
- Drumblade are developing an effective feedback code to ensure there is consistency across the school. This will be included in the pupils STAR jotter where they record their achievements and next steps.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.

- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through the use of leadership groups, teamwork in classes, working in pairs often and the chance to work independently.
- 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.
- Drumblade has an agreed assessment calendar which shares key areas of focus. throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced. (e.g.) the development ICT making learning more inclusive, with accessibility tools. Spelling resource resources used to support identified gaps. HWB in Food technology promoting healthy eating and Outdoor learning promoting problem solving and cooperation.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- Almost all staff implement and use the pupils targets and sharing of progress through the APP Book Creator, we will soon revert back to Seesaw when the council Tech al
- SNSA data is considered 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. Session 20-21 there has been a key focus on L&T following interrogation of data, this has begun to be addressed with our new Speaking & listening whole school assessment tool, we have some more development needed.
- Staff have been involved in embedding the use of Holistic Assessment in numeracy in order to assess applying core maths skills in problem solving.
- Drumblade has digital leaders and effective is used made of laptops/iPad and more recently, coding technology. Technology is also used to support targeted interventions planned of IDL. Primary 6/7 are leading the Drumblade Rag project forward and the Wesite lunchtime club are continuing to construct our New school Website.
- Feedback from parents/carers around the use of a digital platform to share learning, progress and feedback is very positive.
- Twitter and Facebook are used to promote everyday learning and achievements.

- Member of Nursery staff is Forest school trained has left our school so we are looking at plans to develop our outdoor activities with the remaining staff. All staff attended an Outdoor learning event in the past and have become quite confident in developing their use of outdoor learning due to the change in our school day involving more outdoor work to fit in with COVID mitigations. The local woodland area is very well used as a learning resource. This is also used to provide targeted interventions for identified pupils. The woodlands are beginning to be utilised well.
- Drumblade is currently developing strong informal links with local businesses, to develop the pupil's life skills DYW and celebrate the uniqueness of our community through their yearly Mini Hairst work and the Drumblade Rag.

What are you going to do now?

What are your improvement priorities in this area?

- We will develop further the language of learning by giving more Talking and listening opportunities and partaking of Talk for Writing training.
- The HT cluster are working on other focused school specific Improvement plan for our cluster. We will continue to evaluate and act on situations that require development. We support each other well-working in smaller groups with a shared focus: Our is Restorative approaches/Writing/Talk for writing.
- To continue working on Drumblade Rag editions-making it more community collaborative-Launching a local cluster school writing competition-inspired by one of our P6 pupils. We will work with local writers as judges and local schools as writers.
- The Teachers have developed a whole school Talking and Listening assessment tool to both motivate and be used as a useful tool for self-evaluation, and peer assessment. It builds on many of the children's interests and is current, we need to embed the use of this.
- Continue to build on the ALL pupils' understandings of success criteria and work with them to be able to write their own success criteria's.
- Embed the use of Seesaw again as a way to feedback pupils learning regularly.
- We aim to further develop our teaching effectiveness by completing a book study together in CDT sessions: 'The Teaching Delusion' by Bruce Robertson.
- Staff will further develop their Holistic assessment work into High Quality Assessment tasks.

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: **Very Good**

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

How well are you doing?

What's working well for your learners?

- One of the most urgent priorities identified at the original inspection was to ensure the wellbeing of all within the school. The acting headteacher has provided strong leadership and direction to improve the ethos of the school. She has taken very positive steps to raise staff morale and to promote strong relationships across the staff team. A staff wellbeing team was set up and the group have introduced a number of successful approaches to strengthen staff relationships. This was particularly important and valued during periods of extended lockdown.
- Because of our excellent transition our Primary ones started P1 full time, this is the third year we have achieved this. We were the only school in the cluster to achieve this, even during a world pandemic and when in recovery. The P1s and their parents have been very happy and considering they were in 9-3 in our Early years setting meant families had an opportunity to gain some normality after such unsettling times.
- Buddy system in place, however our P1s were so used to the staff and other pupils around school due to successful outdoor learning and transition activities they barely turned to the buddies making them otherwise redundant. They still continue to look out for them on the buses.
- Staff are now implementing a health and wellbeing programme which is supporting children to learn in a progressive way. Staff in the primary have adopted the nursery's wellbeing characters to enable children to understand and talk more confidently about their own wellbeing. Children make use of an emotions 'check in board' to share how they are feeling. Each class has their own class charter to support a positive learning environment. Staff should continue to develop children's understanding of wellbeing.
-
- Outdoor learning has been ongoing and gone from strength to strength. All P.E has been outdoors due to our hall being used as a classroom

- Staff at Drumblade School have a very good knowledge of learners, their families and the local community.
- The school strives to ensure all are treated with respect and there are understood procedures in place to identify and support pupils with needs.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.
- Most pupils feel they are treated fairly and with respect and we place importance on fostering positive, open and supportive working relationships based on trust.
- Where staff identify learners who require support all CTs respond quickly to identify and access available resources to support, such as referral to ASL/SLT/EPs; where that support may not have been available using the usual channels, due to staff shortages or latterly due to Lockdown, all staff worked hard on online platforms to minimise the impact on the learning and development of the pupils.
- The principles of GIRFEC are embedded in the school ethos and all staff completed annual update of Child Protection training and GIRFEC principles, ensuring a clear protocol is in place in order to meet individual needs. Staff actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.
- Our school vision encapsulates the GIRFEC principles and we have child friendly characters that embed the language of GIRFEC with the pupils and all stakeholders.
- The school's HWB programme - broadly following the SCARF programme - promotes an inclusive ethos and our understanding of the need for healthy mind as well as healthy body.
- The Aberdeenshire Dyslexia friendly toolkit is available to support pupils in every class and new staff are provided with training opportunities relating to the tool kit.

- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for those with identified needs.
- IEPs and PLPs are in place for pupils who have been identified as requiring close action-planning - pupils if age-appropriate, parents, class teacher, ASL teacher, other professionals e.g. Educational Psychologist if appropriate, and HT being involved in the process.
- All staff acknowledge importance of early intervention, with PSA time being weighted accordingly. Planning is differentiated to meet individual needs. ASL Teacher and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Most parents feel well-informed about pupil progress through the use of various reporting contexts approaches, in line with our planned reporting calendar; they feel informed about events in school, and most parents are happy with the accessibility of teachers and the HT. Most parents felt that the support they were given with the learning and development of their pupil's during Lockdown was very good.
- We are good at caring for our team and have excelled in this through lockdowns and before and after lockdowns
- Local Pre school group starting back using the school shortly... building good relationships with community.

How do you know?

What evidence do you have of positive impact on learners?

- Pupil and parent verbal feedback, for example a P1 pupil was so desperate to get back to school after absence due to earache, the parent caved letting the child back before the parent felt ready.
- HMI feedback: The headteacher and staff are committed to ensuring children benefit from a supportive and inclusive ethos. Relationships between children and staff are very positive. Children report that they feel well cared for in the school. Relationships between children are also positive. Older children take on responsibilities willingly to support younger children. There is a strong sense of family across the school.
- Successful Transitions: HMI feedback-Practitioners and teachers have worked together to improve the transition experience for all children moving on to P1. This included teacher visits to the nursery and children spending periods of time in the P1 classroom. Joint outdoor learning sessions continue to take place and children now

have lunch every day in the school. Children continue to have planned activities at certain times across the school year. P6 buddies are in place to support all children as they move into school, helping them at break time and lunchtime etc. The school are proud of the fact that their P1 children have started school full time from the first day of term for the past two years. Children in the current P1 are very independent and engage well in their learning.

- ASN audit of need is reviewed twice a year within the cluster, and regular tracking discussions with staff.
- Progress in achievements during reviews of IEP, PLPs and MAAP action plans
- Pupils' achievements logged in their Book Creator logs.
- Newsletters and parent communications
- some pupils have Home-school book communications.
- Reward system -House points
- Feedback in emails, questionnaires and on Seesaw from parents.
- Feedback from Parent Council members at meetings and in emails Feedback from partner providers eg SLT and Educational Psychologists.
- Team moral is good, this can be witnessed around the school and is commented on by visitors, new members of team and long-standing team members.
- School visitors book comments all positive and reflect the an achieving school vision.
- Staff social events are well attended- Now at the point do not really need a social committee to organise, the team has a good bond and moral is up and team is committed to gel and continue to look out for one another.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Continue to nurture an ethos where all stakeholders feel listened to and their matters and concerns are listened to and addressed with sensitivity.
- Staff to continue to model behaviour that promotes and supports wellbeing.
- Continue to build capacity as a team, to best meet the needs of pupils with increased levels of need.
- Continue to use SEEMIS Pastoral Notes a system to review behavioural issues and communicate incidents/issues clearly with all appropriate staff. Drumblade ensures that relevant information is shared while respecting pupils and family's privacy.
- To develop greater use of our outdoor space to promote positive relationships both in learning outdoors and at playtimes.

- Continue to target use of PEF appropriately in order to ensure pupil need is met.
- Continue to develop our use of Growth Mindset tools on the Learning Pit.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: **Good**

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

How well are you doing?

What's working well for your learners?

- Most pupils have made steady progress in spite of the unsettling year they have had due to the pandemic.
- Staff now plan in a more collegiate way. This is allowing staff to have a clearer picture of each child's learning journey and is helping to ensure children make continuous progress in their learning. Staff know individual children very well as a result of whole school learning events, the Drumblade Rag and the fact that the school roll is small. Staff led specific areas of learning across the school before the pandemic, for example, outdoor learning and physical education. This enabled them to work with every child in the school. Staff hope to restart this programme once the pandemic is over.
- HT is completing QAMSO training to support the development of our understanding of High Quality Assessment. This was seen as the next step after the work we had previously completed within our cluster Holistic assessment.
- All teaching staff completed 'Talk for Writing' and will be implementing the skills learned this year.
- CDT- sharing good practise in using Talk for Writing.
- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities, balanced alongside careful HWB monitoring.
- Use of tracking and monitoring system of attainment highlights that the majority of children at Drumblade School attain expected levels for literacy

and numeracy, in spite of a high level of need and significantly adapted curriculums for a few pupils.

- Attainment data is discussed and analysed at tracking/planning discussions throughout the year with HT and CTs.
- Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements; discussions are used to identify individuals requiring targeted support from all staff to remove barriers, including poverty, and ensure equity for all.
- Expertise is sought from ASL, EPS and partner agencies such as SLT, OT, to select appropriate interventions.
- Attainment is compared against local and national averages at Cluster reviews.
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Pupil participation in their wider community is difficult at the moment
- Wider achievement is celebrated and shared within individual classes and at whole school assemblies or on our school vision Rainbow,
- All staff encourage all pupils at all stages to see links between what their learning and life skills.

How do you know?

What evidence do you have of positive impact on learners?

- As per QA calendar
- TMR system and tracking meeting info is kept up to date termly to identify needs arising and being resolved Analysis of SNSA assessment in conjunction with professional judgement Feedback from Cluster Attainment review and Dashboard Verbal and written feedback from parents on individual pupils progress at parent /EPS consultations.
- Overall school professional judgements of CFE levels show progress for most learners. Through school tracking procedures a some of our pupils are exceeding expectations in both literacy ad numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF 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 Drumblade and with neighbouring schools. Drumblade staff have also made a start to tracking of digital skills and life skills.

- All pupils involved in pupil groups including JSO, LIT (Learning Improvement Team), digital Leaders, eco group, Library Hub and Sports Committee have grasped many leadership skills which have aided their Literacy and Numeracy development.
- Leadership group action points and development work is shared through displays boards throughout the school and normally shared at whole school assemblies. We now use Google Meet to share with other class bubbles. A pupil friendly improvement plan has also been created and this is used in self-evaluation activities by LIT group. There are further opportunities for pupil leadership through House captains, vice captains, Good choice spies and playground monitors. Pupils also have opportunities to take ownership and share their learning through shared learning events and when Covid restrictions allow cross class learning.
- This shared learning has been able to continue by moving the learning outdoors and there are regular outdoor learning sessions which can involve cross curricular learning, in our local woods.
- Ongoing praise through our positive behaviour system, class marble jars and whole school, house point system and all linked to our shared school values. Were previously shared in whole school assemblies but are now shared on Twitter, Facebook or Seesaw online platform.
- All pupils are encouraged to share wider achievement. All pupils are developing their understanding of the wider skills these address. The LIT group are currently auditing these achievements.
- Staff and parents usually run a variety of before and lunchtime clubs, these are just starting back
- Tracking of attendance and late-HT monitors all late pupils daily. However, Drumblade has good attendance and very few late arriving pupils.

What are you going to do now?

What are your improvement priorities in this area?

- Use the SNSA data, to establish gaps or misconceptions in learning, use it to cross reference teacher assessment.
- Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying school and individual improvement priorities. assessment data to inform planning, increase attainment in writing, and continue to increase Mastery of maths using Numicon.
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements. Continue to develop self-evaluation opportunities across the

school, cluster to ensure greater confidence and consistency in professional evaluations.

- Further Develop use the CfE Benchmarks in High Quality Assessment tasks
- **To continue to** track the digital skills and life skills.
- Promote a Weekend news slot in every class to collect pupil new achievements regularly.

Identified gap	<p>1. Curricular Maths/Literacy support/IT: To purchase more high interest books. Spelling shed, padlet subs, Talk back mini devices. Morning Challenge: £10 https://www.morningchallenge.co.uk/ =£1000</p> <p>2. HWB Games addressing high hand eye coordination skills & discipline: Archery Kit/ Archery training for staff=£1394</p> <p>3. HWB Healthy Eating, promoting positive behaviours through food: Food Technology Kit- To invest in some kit to go with our kitchens. =£300</p> <p>4. HWB Problem solving and Cooperation: Outdoor learning -Invest in Kelly Kettles to add to our outdoor learning kit- Team work, Tuff spots for each class, for investigation. =£500</p>
Expenditure	Total £ 3194
Expected outcomes	<p>Making Literacy & Numeracy more accessible. Good progress in learning. Raised aspirations. Independence in learning with the accessibility tools.</p> <p>Positive time use in sports, channelling poor choices by filling time with positive sports.</p> <p>Better choices made with regards to food, which will promote more positive behaviour with the elimination of poor choice snacks. Inform parents more, have a shared goal of healthy food healthy behaviours.</p> <p>Collaboration and good cooperating skills will be developed. Outdoor learning experience will be enhanced. Healthier learning all year round</p>
Impact Measurements	<p>Raised attainment in all areas, less behavioural issues and less entries to the pastoral notes. Parental feedback should be positive. Happier pupils. Focus on learning rather time wasted on playground disputes. CT feedback during attainment meetings. Motivated pupils.</p>

Capacity for improvement

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

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1 - Year two of a Two year plan.

<u>National Improvement Framework Priorities</u>		<u>HGIOS and ELCC</u>		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.
<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.		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		
Key drivers of improvement School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information		Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life		
Priority 1 : To improve 1. Improvement in attainment; Talking & Listening		Data/evidence informing priority:		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	
				Progress On Track

				Behind Schedule
				Not Achieved
<p><u>Language of Learning-</u></p> <p>1. Reading-Pupil voice says they want more time to read... Our analysis says phonic awareness and articulating the phonics is paramount. Reading Aloud/time for quiet reading – building new inspiring places to read: collect pupils' ideas and plan how to implement these. (Reading Schools application for the Award)</p> <p>Use the Outdoor classroom space with Reading & Writing</p> <p>2. Talk For Writing Activities within every class in everyday lessons -Offering a good progression across the school further equipping pupils to write</p>	<p>LIT team</p> <p>Pupils/CTs</p> <p>CTs & Pupils & HT</p> <p>HT/ CTs</p> <p>HT/CTs</p> <p>CTS</p>	<p>Term 1 & Term 4 2021/22</p> <p>Continual</p> <p>Term 1 onwards</p> <p>Term 2 & 4 and Terms 1 & 3</p> <p>From Term 1 through out the year.</p> <p>Continual</p> <p>Continual & reviewed termly</p>	<p>To be conducted by L.I.T Team- Forms survey to all pupils & Parents how do they enjoy Reading/writing etc & repeat at the end of year</p> <p>Registered to be a Reading School will have to achieve awards General, Silver/Gold this will should evaluate impact in reading.</p> <p>Some pupils learn better and engage more fully when outdoors, the Outdoor classroom will help us to evaluate the impacts whilst reading and writing skills develop.</p> <p>Classroom observations- Term two 16/11/22 Term four 19/04/23 : & Book Look-.Term one 5/10/22 & Term three 28/02/23</p> <p>Moderation session During CDT sessions/Book Looks.</p> <p>Forms to teaching staff reflecting on worth of Talk for Writing</p>	

<p>Talk for Writing Collegiately discuss successes areas to work on during CDTs</p>	<p>CTS/HT</p>		<p>Attainment will rise will be evident in SNSA/Teacher Assessment.</p>	
<p>3. Focus on Spelling Shed & Handwriting skills. To improve formation of letters and understanding of spelling rules-Vocab Ninja for raising expectations, pushing on High achievers.</p>	<p>CT/Parents</p>	<p>Over the year</p>	<p>Forms to Parents regarding Spelling & Handwriting</p>	
<p>4. Numeracy-Mental Maths and the language of maths, pupils expressed if they just knew their times tables better it would build their confidence- Daily Times table fun. Display the language on walls, but refer to the language regularly, each class to find a best fit way of measuring language embedded. Work on this Collegiately</p>	<p>CTS/PSA</p>	<p>Continual over year</p>	<p>Collegiately Moderate and Plan Pupils work</p> <p>Class observations/pupil progress/ engaged learners/Book Looks-Clear understanding in Jotters</p> <p>Some L.I.T members said they didn't know what learning walls they were so next time are given Q &A time they should be able to explain these and their value.</p>	
<p>5. Love Learning Workshops, use IT to enhance enjoyment and depth of learning, all staff having training: Nursery (Nov) PSA & CTS(Feb)</p>	<p>All staff</p>	<p>Nov/Feb</p>	<p>Inservices</p>	
<p>6. Use Learning Walls- to share learning journeys and the language of Learning</p>	<p>CTS</p>	<p>Over year</p>	<p>Visually present are referred to in learning, will be recognisable and used regularly, pupils will refer to them in their learning conversations.</p>	
<p>7. Continue to use: Heineman Maths -lots of interactive</p>	<p>All staff</p>	<p>All terms</p>	<p>Jotters Policy: will benchmark our</p>	

<p>games for pupils using mathematical language.</p> <p>8. Writing- our evaluations of learning and parent voice says we need to improve our writing skills-This will continue to be a focus through the Drumblade Rag, a wealth of skills are taught and developed through this creation.</p> <p>Inspire by Writing Competitions</p> <p>9. Moderating Writing - Handwriting push, spellings push and digital devices to talk into and typing skills that will aid to editing.</p> <p>10. Developing the Young Workforce-inviting inspirational speakers and authors</p> <p>11. Cluster engagement around moderating and improving writing-what this looks like is still to be planned out, however it is likely to be based around Talk for writing as two other schools are engaging on this this year and another cluster school did last year.</p>	<p>CTs /HT</p> <p>Staff/pa rents</p> <p>Cluster CTs /CTS/H T</p>	<p>Four times a year/ continually over year</p> <p>Once a year via Drumblade Rag</p> <p>Term 4 but possibly T1 also</p> <p>TBC</p>	<p>expectations and clearly show progression across the school. Book Looks will recommence and there will be professional dialogue around these collegiately</p> <p>Data should show a shift or continuous rise in achievement.</p> <p>Pupils will be inspired, and this will become clear in the quality of work being produced and through the Drumblade Rag.</p> <p>Parents/Pupils forms will reflect positively on the curriculum and how it inspires and motivates writing achievement.</p> <p>We will have professional dialogue regarding achievement and have a clear understanding as to what is being produced in other schools in the cluster.</p>	
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Action plan 2

<u>National Improvement Framework Priorities</u>	<u>HGIOS</u> and <u>ELCC</u>	Aberdeenshire Priorities:
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<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>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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</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>
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<p>Priority 2 : To improve</p> <p>Health & Wellbeing</p>			<p>Data/evidence informing priority:</p>	
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><u>Health & Wellbeing:</u></p> <p>1.Time to talk</p> <p>Games on playground</p>	<p>Class teachers</p> <p>PSA & Drumblade</p>	<p>Through out the year.</p>	<p>Pupils will be happier and interacting better. Less</p>	

Space to chat A system to come and share 2. Chill out area-Chill Box set up and looked after by the LIT Group 3. Restorative approaches Drumblade Buddies - to be trained then to train next years P6. Outdoor classroom utilise it so address pupils who struggle with indoors and structured learning. Design chill out box and area (Emotions Coaching?)	Buddies (P6/7 pupils) L.I.T. Class Teachers/P 6&7 pupils All staff/Parents	Term 3/4 T1 & 2 then T4 Over the year	behaviour issues and Pastoral notes entries. Parental feedback as to how issues have settled. Pupil feedback as to how happy/safe they feel. Community use and feedback. Pupil feedback, teacher evaluation of the use of the area.
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Wider Achievements: The launch of our Drumblade Rag Writing competition, as a tool to engage the wider community. Winning our Participatory Budget competition and investing our winning money into five fish tanks (two of which went into the community to two of our cluster schools) The connection made with Pets at Home and the vast learning linked to the project. Pupils who have achieved various badges in their Schouts, cubs, Brownies, Guides and Swimming stars. Pupils that performed in the Stage Stars Performance this year and the local Drama group Aurora

Memories are made of this: Our whole school learning activities including the Jubilee Celebration learning which was the first time we invited families back to join us, they really enjoyed it but were keen for more time. So, we invited them back for the yearly school sports in the Afternoon and they loved joining the pupils in their day-we even had a fabulous parents race... very competitive parents at Drumblade.

Wider Community Links: Our continued bond with the local Swift group, our new relationship formed with the Huntly Writers Group that became our impartial Judges for our writing competition. The Orb Book shop who put us in contact with the Writing group. Many other local businesses that we included their businesses logos into our celebratory Jubilee Community Bunting: Deans,

Tesco's, Asda, Rizzas, Huntly Football club, Huntly Rugby club, Largue Pharmacy, Catalyst Church, Room to Run, Tracy's Chair, Chaps, Marie Curie & Milnes Engineering to name a few. We hope to draw on these links more next year in our DYW learning.

Tesco's, Deans, Asda, The Strathbogie Community Council, and the Glens of Foudland Windfarm Community Trust who have supported us financially or in other capacities for various bits and bobs over the year.

The Community Bothy that was used by the parent council for their Spring Fayre.