

**Braemar School**

**Standards & Quality  
Report**

**2017-2018**

**and**

**School Improvement  
Planning**

**2018-2019**



**Aberdeenshire**   
COUNCIL

We are pleased to present both our Standards and Quality Report for Session 2017–2018 and our School Improvement Plan for the current session 2018-2019. This report forms part of our quality improvement framework, 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 Braemar 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 Braemar School.

At Braemar School we continue to be committed to working closely with our community and all other stakeholders who 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.

We look forward to your support to help us to achieve the best possible outcomes for the children within our school community.

Jayne Watson

Head Teacher

## **The School and its context**

“Braemar School works together to provide an ethos where everyone feels happy, safe, supported and challenged to be the best they can be.”

## **Values that underpin our work**

The positive ethos and atmosphere of the school provide the optimum environment for teaching and learning to take place. All staff have high expectations for all learners and regularly engage in professional dialogue to develop collective understanding of the needs of our young learners. There is a strong focus on improving learning and a mutual sense of trust and respect.

Our young learners’ opinions and ideas are listened to and valued and they are encouraged to take on areas of responsibility, for example, Playground Monitors, Personal Assistants, House Captains, Pupil Focus Group

We aim to do this by being S.M.A.R.T.

Secure Environment

Mutual Respect

Achievements

Resilience

Teamwork

## **Context**

Braemar School is a non-denominational school with a role of twenty-eight P1-7 pupils, and at present, with seven children attending our nursery. The school has one of the largest catchment areas in Scotland. Most of this area is uninhabited mountain and moorland.

Braemar School is part of the Aboyne Network of schools and we are continually developing close working relationships with each of our neighbouring primary schools.

### **What is the community context of our school?**

Braemar School takes pride in the fact that we have very strong links within our community and have developed genuine two-way partnerships.

We are well supported by our parents through attendance at Open Mornings, Parents' Evenings, After School Clubs and an enthusiastic Parent Council who regularly plan and organise fundraising events.

We are privileged to be surrounded by an area of outstanding beauty and ensure that we use the natural environment for planned outdoor teaching and learning to take place.

We aim to provide our young learners with opportunities to develop life skills and are increasingly seeking new opportunities to engage with the community. On doing so, we continue to have a reputation for immersing ourselves in a project and seeing it through to completion.

### **Celebrating Success**

Our Positive Behaviour Management system ensures that children are rewarded for their achievements. Presentation of stickers, positive feedback, Points make Prizes are all very motivating rewards and encourage positive interactions between pupils, staff and parents. Weekly assemblies allow for achievements to be recognised and shared with a wider audience.

## 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 2017-2018.

	<ol style="list-style-type: none"> <li>1. Creation of 'Vision, Aims and Values' for the School</li> <li>2. Review, evaluate and revise planning in numeracy</li> <li>3. Develop a range of effective feedback</li> <li>4. Integration of assessment in children's learning</li> </ol>
<p>Progress</p>	<ol style="list-style-type: none"> <li>1. Staff worked collegiately to produce 'Vision, Aims and Values' which were discussed and shared with children and Parent Council.</li> <li>2. All teaching staff are confident in the use of maths planning and benchmarks.</li> <li>3. Regular discussion took place re effective feedback, folders were produced and targets agreed.</li> <li>4. Staff agreed how/when to assess and how to share this information with parents.</li> </ol>
<p>Impact</p>	<ol style="list-style-type: none"> <li>1. Collegiate working with honest evaluation taking place. All staff members were included in the discussion. A genuine team effort.</li> <li>2. A greater understanding of the numeracy documents i.e. focussed planning, LI and SC more evident and a greater understanding of the benchmarks.</li> <li>3. Feedback strategies were trialled in both classrooms and the learners were invited to express their feeling re the impact. Children felt included. Staff given opportunities to share during collegiate time.</li> <li>4. Planned focus times to assess and record, allowed for robust assessment to take place.</li> </ol> <p>Marked improvement with work produced by the children because they knew the work was being sent home in a 'Progress Profile'.</p> <p>Many positive comments received from parents in feedback form.</p>
<p>Next steps</p>	<ol style="list-style-type: none"> <li>1. Share 'Vision, Aims and Values' with children at assembly.</li> <li>2. 'Vision, Aims and Values' to be shared with parents during our November Open Morning.</li> <li>3. Revisit effective feedback strategies.</li> <li>4. Continue with the Progress Profile and aim for all parents to comment on the work produced.</li> </ol>

## **2. How good is our leadership and approach to improvement?**

Relevant NIF priority: All

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

**Level of quality for core QI: 3**

- **Overview:**

**1.3 Key strengths:**

- All staff are reflective practitioners and regularly engage in professional dialogue regarding our young learners.
- All staff have a great knowledge of individual children and their families. Knowing our children and families in a holistic way means that we can plan work that suits individual needs.
- All staff are approachable and strive to have clear communication with parents and families.
- All staff are supportive of each other.
- All collegiate meetings are planned to meet the outcomes on the School Improvement Plan.
- Increase in confidence re the use of Tracking and Monitoring and use of SNSA scores.
- Progress Profiles were introduced and considered, by the staff, to be very successful.
- Pupils are given areas of responsibility e.g. House Captains, Personal Assistants, Paired Readers, Nursery Buddies, Childsmile Monitors

**Next Steps**

- To evaluate parental views on the Progress Profiles. Do they consider the profiles to be an effective method of communication and shared response to their child's learning?
- To evaluate the views of our young learners re Progress Profiles.
- To evaluate the impact the Progress Folders have on improving attainment.

**Identified priorities for improvement:**

- Clear informative displays showing the content of the school improvement plans and how this links to the national improvement framework.
- To produce a robust planning framework, including resources, for numeracy.  
Gail Nixon – early and first level.  
Fiona Wood – second level.

### **3. How good is the quality of care and education we offer?**

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: 4**

The ethos and positive atmosphere at Braemar School provides the ideal environment for learning and teaching to take place. Multi composite classes bring their challenges with teaching staff planning to ensure individual learning needs are met.

#### **2.3 Key strengths:**

- Almost all our learners are motivated and keen to engage in their learning.
- All our learners are given opportunities to be Confident, Effective, Responsible and Successful e.g. Playground Monitors, Personal Assistants, Buddies, Eco Warriors, Water Bottle fillers, Pupil Forum.
- Our P4-7 are very familiar with SHANARRI and understand the importance of the document.
- Learners and staff treat each other with respect e.g. manners, holding doors open, offers of help.
- All staff plan lessons that are appropriate to the needs of the learners.
- Learning and teaching is underpinned by the school's Visions, Values and Aims.
- All pupils from Nursery to P7 are involved in the wider life of the school and community.
- Formative assessment is on-going in classes.
- Pupil Profile folders have been introduced in both classes.
- Aberdeenshire Frameworks and Benchmarks are confidently being used in all classes.
- Learners are encouraged to make choices regarding their learning.
- Outdoor Learning for Nursery and P1-3 is planned regularly with a clear focus on Learning Intentions.
- Transition between classes i.e. Nursery – P1, P3-P4 and P7-S1 has been very successful.
- Weekly assemblies allow for celebration of achievements and success.

#### **Identified priorities for Improvement**

- P1-3 learners to be introduced to the importance of SHANARRI.
- Involve P4-7 learners in planning for purposeful Outdoor Experiences.
- Term 4: P1-7 focus on reviewing Literacy planning, using frameworks and benchmarks.

#### **4. How good are we at improving outcomes for all our learners?**

Relevant NIF priority: All

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

**Level of quality for core QI: 4**

##### **Overview:**

All staff at Braemar School have a sound knowledge of all learners, families and the local community. We strive to have honest, open communication with all our stake-holders, including external agencies and value the importance of working partnerships.

##### **3.1 Key strengths:**

- Young learners at Braemar School are very much included in their learning and are happy and successful. Attendance for the majority of our learners is high. Learning experiences are planned to ensure that individual needs are being met and that Experiences and Outcomes are meaningful and relevant.
- The majority of our learners are motivated and engaged in learning, with many able to identify the next steps in their learning.
- SfL is targeted to meet the needs of individuals with flexibility built-in.
- PSA support is utilised to ensure 'inclusion' in the classroom and for targeted support.
- Timetables are planned to ensure breadth and depth within the curriculum that meets the needs of our learners and allows for flexibility.
- Pupil Equity Funding has been earmarked to fund extra PSA hours to support individual needs, as identified through tracking.
- Creative approaches to the provision of support through community links are very positive.
- Children are adept in the main capacities and our P4-7 children are very familiar with the use of SHANARRI.
- Outdoor spaces are used well to promote health and wellbeing.
- Tracking and Monitoring systems are in place.
- IEP's, multi-agency working and communication, to support individual pupils.
- Flexible approach to the curriculum and exploring the use of FLP's.

##### **Identified priorities for improvement:**

- Improve planning for assessments.
- Develop the use of Progress Profiles.
- Become more familiar with the new report systems that were introduced.
- Ensure that Learning Intentions and Success Criteria are more visible.
- Include learners in creating Success Criteria.



PEF 2018-2019

Identified gap	<ul style="list-style-type: none"><li>• Flexible approach to ensuring inclusion for all learners</li><li>• PSA hours for this session were reduced by 12.5 hours</li></ul>
Expenditure	<ul style="list-style-type: none"><li>• Increase PSA hours</li><li>• £2160 budgeted until 21<sup>st</sup> December 2018</li></ul>
Expected outcomes	<ul style="list-style-type: none"><li>• A consistent approach for all learners</li><li>• All pupils to access the curriculum</li><li>• A safe environment that allows for learning and teaching to take place</li></ul>
Impact Measurements	<ul style="list-style-type: none"><li>• All learners attending school full-time</li></ul>

### **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.

## Key priorities for session 2018-2019

**Priority 1 – Improvement in attainment, particularly in numeracy.**

**Priority 2 –How do we motivate and engage all children**

**Priority 3 - Improving/ ensuring wellbeing, equality and inclusion**

Action planning

National Improvement Framework Priorities		HGIOS and ELCC	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <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</p>		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 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	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p><b>Priority 1</b></p> <ul style="list-style-type: none"> <li>Use of Active Maths</li> <li>Prepare all resources</li> <li>Plan for progression from Early level through to Second level</li> </ul> <p>Early and First Level Led by Gail Nixon CT</p> <p>Second Level Led by Fiona Wood CT</p>	<p>Learners at Braemar School will:</p> <ul style="list-style-type: none"> <li>→ Actively participate in Number Talks</li> <li>→ Use a range of strategies</li> <li>→ Access practical and pictorial resources when appropriate</li> <li>→ Demonstrate a progression from practical to visual to abstract concepts</li> <li>→ Use ICT to support understanding and consolidate learning</li> <li>→ Talk confidently about their learning in maths and numeracy</li> </ul>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>→ Improved attainment confirmed through assessments both informal and SNSA</li> <li>→ More confident in their approach to maths/numeracy</li> <li>→ Able to make better connections between number processes</li> <li>→ Application of maths across different SAL's and in practical contexts</li> <li>→ Evidenced through a range of learning experiences/ observations/dialogue</li> </ul>	

<p><b>Priority 2</b>  Led by:  Early Level  Fiona Lawrence EYLP  Alison Pollard EYP</p>	<p>Learners at Braemar School Nursery will:</p> <ul style="list-style-type: none"> <li>→ Contribute effectively to the nursery setting in a purposeful and innovative way</li> <li>→ Have ownership of the resources available to them, including snack</li> <li>→ Gain in confidence and develop an understanding of their learning</li> <li>→ Be given opportunities to reflect on their learning</li> <li>→ Be given an area of responsibility</li> <li>→ Have an initial assessment at the start of each three week block</li> </ul>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>→ Learners will be fully engaged in their learning</li> <li>→ Improvement in attainment</li> <li>→ Evidenced through a tri-weekly cycle of assessment/observations/teacher dialogue</li> <li>→ Benchmarks will be incorporated into the learners' chosen activity and used to plan for next session</li> </ul>	
<p><b>Priority 3</b>  All staff members</p>	<p>Pupils and staff will:</p> <ul style="list-style-type: none"> <li>→ Continue to develop a shared understanding of SHANARRI indicators</li> <li>→ Continue to explore ways to use Progress Profiles to develop home/school links and support raising attainment</li> <li>→ Continue to review and develop our new reporting systems.</li> <li>→ Ensure robust use of tracking and monitoring systems to identify gaps and plan activities/learning accordingly</li> </ul>	<p>Evidence of impact.</p> <ul style="list-style-type: none"> <li>→ All pupils will understand that they have a role in their own Health and Wellbeing</li> <li>→ Parents, pupils and staff will be more informed re how best to support individuals, understand where support is required and help identify any barriers to learning</li> <li>→ Succinct, meaningful reporting and next steps would lead to improved attainment</li> <li>→ HT and CT observations and attainment information to assess the impact of these approaches</li> </ul>	

	<ul style="list-style-type: none"><li>→ Continue to support each other within the Vision, Values and Aims of the school</li><li>→ Community Links will continue and developed further</li><li>→ Provide additional support, targeted to individuals while ensuring benefits for all</li><li>→ Have access to a range of support from other agencies with robust planning and assessment as required e.g. IEP</li></ul>	<ul style="list-style-type: none"><li>→ All children and staff members will be healthy and happy and want to come to school. Evidence gathered through Circle Time, record of attendance and ongoing dialogue</li><li>→ Children will have a good understanding of how their community works, and will value and respect their community and its' members. This will be evidenced on how the children conduct themselves in the community and how they interact with community members.</li></ul>	
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## Wider Achievements

### *Memories are made of this:*

Braemar School provides all learners opportunities to be Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners. The following activities reflect the many opportunities that we have fully participated in during the last school session.

- Communication skills were enhanced when our learners attended the *Christmas Fayre* and sold their Home Grown Products.
- Our learners were fully involved in the planning and organising of identified *fundraisers*: A Touch of Tartan – St Andrew’s Day; Children in Need Fundraiser; Strawberry Tea – Fundraiser and Unique Christmas Cards .
- Our P4-7 learners were provided the opportunity to further develop an appreciation of their environment when asked to take in *Countryfile* filming at Linn o’ Dee.
- All our learners were involved in planning, organising and taking responsibility for their own development when we had a Whole School *Viking Open Day*. They provided learning opportunities for our visitors, e.g. How to make Viking jewellery .
- *Ski Week* allowed our P4-7 pupils to learn the skills of being independent and co-dependent, taking responsibility for their own development and demonstrating that they are indeed responsible citizens.
- We welcomed visitors to attend our *weekly assemblies*: Visits from Nicolle - Fire Service; Russell Crawford – Anti Social Behaviour; Deaf Awareness with Karen McCane; John Muir Award Assembly and Saxophone Quartet. Planned assemblies provide our children with opportunities to extend their learning and thinking, also providing an opportunity to ask questions.
- Our pupils ensure that they look after their own health and wellbeing by regularly attending our *After School Clubs* : Basketball, Football, Tennis, Running Club and Drama.

### **Wider Community Links**

We have established strong links with our community and have received many compliments about our positive attitude to embracing new challenges and opportunities.

Our links with *St Margaret's* has allowed our young learners to develop a range of skills, for example, audience awareness, public speaking, meeting deadlines, developed creativity.

- Anke Addy – The Living Mountains
- Art Exhibition at St Margaret's
- Taking Better Photos with Andy Hall

We have been working in partnership with the *Fife Arms Hotel*, resulting in our pupils burying a Modern Day Time Capsule, learning art techniques from 'Artists in Residence' and having question and answer sessions with local craftsmen.

Our pupils are Guardians of *Kindrochit Castle* and were required to use their problem-solving skills to design and create a flag that reflected the history of the Castle. This task allowed our learners to demonstrate their creativity, promote group working skills and highlighted the importance of compromise.

The Year of the Youth provided a unique opportunity for our pupils to be Tour Guides at *Braemar Castle*. This activity confirmed that our learners are indeed Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners.