



**Braemar School**  
**Standards & Quality Report**  
**2019 - 2020**  
**&**  
**School Improvement Planning**  
**2020 – 2021**

## **School Foreword**

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

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

Jacqueline Maclean

Head Teacher

## The School and its context

### **Our Vision**

“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, Classroom Responsibilities, House Captains, Pupil Focus Groups and Buddies. All pupils are members of committees which work to improve our school whilst developing skills for learning, life and work. This session these are the Pupil Council, Eco Group and Digital Leaders.

We work to ensure that our school values are evident in all that we do:

**Safe and Secure**

**Mutual Respect**

**Achievements**

**Resilience**

**Teamwork**

Braemar School is a non-denominational school with a roll of 33 P1-7 pupils, and 5 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. We take 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 we have 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, often supported by National Trust rangers.

At Braemar School our **overarching aim** is to provide our young learners with opportunities to develop the four capacities. Through working in partnership with

parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

- **Responsible Citizens:** Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world and providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
- **Effective Contributors:** Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings and providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others
- **Successful Learners:** Providing quality learning experiences which inspire and motivate our young people to become successful learners and encouraging all to reach their full potential through stimulating and independent learning
- **Confident Individuals:** Providing a safe, secure and supportive environment where children feel confident to tackle new challenges and encouraging the pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

### **SIMD data**

Analysis of the SIMD data shows that no child at Braemar School lives in an area of deprivation (deciles 1 and 2); 93.9% are in Quintile 5. Although Braemar School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

### **PEF**

This session we have no allocation of PEF funding.

### **Capacity for improvement**

This session at Braemar School, our capacity for improvement has been impacted by staffing issues, but from January 2021 we expect to have a full complement of teaching staff once again. Aspects within the school which support improvement include:

- High levels of commitment and leadership by all staff.
- Pupils who are enthusiastic and show commitment to their learning and to the wider life of the school.
- The positive ethos in the school community, underpinned by a shared vision and values.
- A supportive and proactive Parent Council, who understand the importance of their role in the process of school improvement.



## 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 2019-2020.

<b>Key priority 2019-2020</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2019-2020)</b>
<b>Priority 1 Self-evaluation</b>	<p>Staff used HGIOS4 QIs and challenge questions during collegiate sessions as part of the self-evaluation process.</p> <p>Increased communication with parents using a wider variety of methods- Twitter, blog, termly class newsletters, Seesaw- to support parental engagement. Parents and carers encouraged to visit school to share skills with the pupils.</p> <p>Learners now engage in regular reflection on learning and the learning process, for example 'Metacognition Corner' and peer and self-assessment.</p>	<p>Staff are more familiar with HGIOS4. The challenge questions have provided staff with a framework for professional dialogue and have helped to identify aspects of L&amp;T which need to be applied more consistently across the school. A review of the use of AfL strategies and co-operative learning approaches have led to the development of agreed expectations across the school. Planned introduction of the use of HGIOURS with pupils was impacted by COVID-19. This will be developed during session 2020/21.</p> <p>Parents have a better overview of their child's learning. Parents have been involved in supporting learning in school, based on their own skills and interests.</p> <p>Learners have a better understanding of what helps them to learn. Through their direct involvement from the planning stage to assessment, they have greater ownership of the</p>

	<p>Learners are building an online profile using Seesaw, introduced from Nursery to P7. Discussions around next steps help learners articulate strengths and areas for development.</p> <p>Skills ladders in Numeracy and maths help children to see what comes next, across First and Second level.</p> <p>Vision, values and aims embedded in all we do. School values identified and displayed on learning walls, discussed at assemblies and in lessons.</p> <p>Increased opportunities for pupils to lead learning, lead aspects of school improvement through committees and develop skills for learning, life and work through Masterclasses.</p> <p>Pupil Council raised money for chosen charities by organising events and activities.</p> <p>Whole school explored Children's Rights through the UNCRC and were involved in developing the school charter, led by the Pupil Council. Representatives presented the charter to the Parent Council, explaining the importance of the rights of the child at Braemar School.</p> <p>Parent drop-in sessions with HT offered to parents.</p>	<p>learning process, which has led to higher levels of engagement.</p> <p>Pupils can see where they are in their learning. Pupil attainment in maths is not limited by fixed groupings, as pupils can move between and within levels based on individual progress.</p> <p>Pupil and staff awareness of Vision, Values and Aims has increased, referenced regularly by both staff and pupils.</p> <p>Greater ownership of the learning process. High levels of engagement in 'real life' learning experiences- for example, Christmas Enterprise. Pupils more able to identify skills being developed and apply them to new learning.</p> <p>All stakeholders have a greater understanding of the importance of UNCRC and its impact on learners. Most pupils at Braemar School can talk about their rights and the importance of respecting the rights of others.</p> <p>Limited impact due to low levels of attendance. We need to now look at how best to engage</p>
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	<p>During the period of school closure- March – July 2020: Regular communication to identify issues with home learning. Support offered regularly in terms of loan of school equipment, help with connectivity/ logging in issues, learning resources. Opportunities for pupils to complete emotional check-ins daily. Face-to-face Teams meetings 3 times a week for P4-7 pupils to provide pastoral support. Video messages from staff to Nursery and P1-3 pupils. Differentiated online learning delivered using Teams, Seesaw, Padlets etc.</p>	<p>parents, perhaps online Q and A sessions, online notice board etc. Parent Council Facebook page has been set up to reach more families.</p> <p>Very high levels of pupil and parental engagement throughout the period schools were closed. Supportive and very positive feedback from almost all parents re: learning during lockdown.</p>
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<p><b>Priority 2-Review curriculum rationale to ensure it is relevant and appropriate to our context and meets the needs of our learners in terms of raising attainment in literacy, numeracy and HWB.</b></p>	<p>Stakeholders given opportunities to review and contribute to the curriculum rationale during open morning. Revised curriculum tool shared with Parent Council.</p> <p>Learners were provided with a curriculum which is coherent, relevant to our community and which will increase attainment and provide opportunities to develop skills for learning, life and work.</p> <p>Refreshed our approaches and resources used to teach Literacy and Numeracy, to include Technology where appropriate.</p> <p>Begin to develop an approach to Interdisciplinary Learning (IDL) which addresses bundles of learning outcomes.</p> <p>Outdoor learning used to support ASN pupils. Technology used extensively to support pupils with Dyslexia.</p>	<p>All stakeholders understand what the school is trying to achieve through its curriculum.</p> <p>Our curriculum is refocused upon the 4 capacities - successful learners, responsible citizens, confident individuals and effective contributors. Learning is made explicit across all 4 contexts for learning, leading to a clearer picture of what pupils are learning. Staff clearly articulate this learning and link to the skills being applied. The curriculum takes account of our location and the resources which are available to us within our community.</p> <p>Sumdog used for home learning, as a classroom activity and as an assessment tool. Most pupils show high levels of engagement and increased levels of attainment. Reflective reading approaches introduced, leading to increased motivation and engagement in reading for pleasure and in reading comprehension skills at First and Second level.</p> <p>Curriculum is responsive to the needs of the individual child. All pupils are able to experience success.</p>
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<p><b>Teaching and learning</b></p>	<p>Staff audit of current approaches to teaching and learning undertaken. Collegiate sessions used to revisit aspects of good practice.</p> <p>P1-3- introduction of more play-based approaches to learning. Open ended learning opportunities provided for pupils, assessed through observation and dialogue with pupils. ELC staff and P1-3 teacher began to work together on a shared understanding of play based approaches</p> <p>Staff regularly make reference to skills being developed.</p> <p>Technology use is embedded across learning, in particular at Second level.</p> <p>All staff use national benchmarks and frameworks with increasing confidence, to support planning, assessment and moderation</p>	<p>Evidence of AifL, growth mindset, co-operative learning, increased pace and challenge across both classes. This priority was impacted by lockdown. Further work is to be done, with a policy developed during session 2020/21.</p> <p>Pupils show high levels of engagement in their learning. Children’s interests can be followed, leading to creativity and a sense of ownership.</p> <p>Impacted by COVID-19. Courses were cancelled and opportunities to work together were restricted as teachers managed online learning. Planned to continue in 2020/21.</p> <p>Pupils have a better understanding of how areas of learning link together, how they can apply skills to new learning and how this might link to the world of work.</p> <p>Pupils in P4-7 are confident in the use of digital technology to support learning. They regularly choose appropriate technology tools to evidence and share learning. They can use technology to create content, communicate and collaborate on group tasks. Next session we will ensure similar progress at Early and First level, using the Technologies framework to support staff.</p> <p>Staff plan for learning, ensuring progression within and between CfE levels Most pupils know their current level and will know what their next steps in learning are.</p>
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		<p>Staff are becoming more confident at accurately identifying achievement of a level. Further moderation opportunities at cluster/ national level would be beneficial during session 2020/21.</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: 3**

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

**How well are you doing?**

**What's working well for your learners?**

- A clear set school values underpins all that we do. Children can talk about these and can relate them to their day to day lives in school and out.
- Almost all children demonstrate positive relationships with staff and with their peers.
- Leadership at all levels is evident across the school. Staff lead in a variety of areas- RRS, ECO schools, Digital Technologies Pupil Council, Masterclasses.
- Staff attended training in areas such as ADHD and Autism awareness, Nurture approaches and Calm Theory. Feedback from these activities helps all staff to better support our pupils.
- A range of approaches are used to gather views from all stakeholders including online questionnaires, feedback slips at school events and HT drop-in sessions.
- Improved methods of communication with families and the wider community, via Twitter, blogs, Groupcall, termly class newsletters, Seesaw, have helped to increasingly engage parents and carers in their child's learning.
- Learning visits to classrooms by the HT are used to identify areas for development in Learning and Teaching.
- Professional dialogue during collegiate sessions revisiting aspects of good teaching practice has resulted in a shared understanding of what makes good teaching. This will be translated into a learning, teaching and assessment policy during session 2020/21
- Pupils have increased ownership of the learning process. They regularly plan their own learning, choosing to investigate areas which interest them.
- Pupils regularly reflect on their learning and the learning process. They have a better understanding of what helps them to learn, where they are in their learning and what they need to do to improve.
- Whole school assemblies are used to engage all pupils in Rights Respecting activities, led by the Pupil Council, and to celebrate and recognise wider achievement.
- These achievements are displayed in school and shared on the school blog or Twitter. Pupils or staff can share achievements on a whole school display, which ties together the wellbeing indicators, school values and our chosen UNCRC Rights, which feature in the School Charter. Next step will be to track wider

achievements to monitor those at risk of missing out, using the tracking and monitoring system.

**How do you know?**

**What evidence do you have of positive impact on learners?**

- Pupil reflections on learning in their learning profiles on Seesaw.
- Wellbeing webs completed by pupils
- Pupil voice- HT focus groups ( progress impacted by lockdown)
- Parent feedback
- Pupil and parent feedback on enabling all pupils to take leadership roles across the school
- Evidence from assemblies
- Staff evaluation of school improvement progress.
- Levels of staff and pupil engagement in leadership opportunities

**What are you going to do now?**

**What are your improvement priorities in this area?**

- Continue to look at ways to further engage all stakeholders in the evaluation of the work of the school. Parent Council support will enable us to achieve this.
- Encourage staff peer observations as part of learning visits to follow up on agreed development points and support staff in engaging in dialogue in relation to teaching and learning.
- Improve pupil participation in whole school self-evaluation activities using HGIOURS and supported by the HT.

## 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: 3  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- The learning environment is positive, supported by mutually respectful and trusting relationships between staff and pupils. All learning is valued, whether at home or school, and opportunities are provided for children to share achievements outside of school.
- Pupils know what they are learning and what they need to do to be successful, through the use of Learning Intentions and Success Criteria in most lessons.
- Pupils are developing an independent approach to learning, knowing where to look for help and how to use strategies to help them learn, increasing their resilience as learners.
- Staff revisited and reviewed Learning and Teaching at Braemar School. We agreed a set of expectations in relation to Assessment for Learning, Co-operative learning, ensuring appropriate pace and challenge and Growth Mindset. This work was impacted by Lockdown and staffing changes, and so further work will be carried out in session 2020/21. This will lead to the development of a Learning, Teaching and Assessment policy by the end of the session.
- Northern Alliance frameworks and National benchmarks are used routinely across the school to plan learning and identify achievement of a level.
- Pupils are motivated to learn. Almost all pupils engage enthusiastically in learning experiences, both in the classroom, during lockdown or for home learning. We had very high levels of engagement in online learning during the period March to June 2020 with almost all pupils accessing remote learning.
- Digital Technology is being used successfully to support teaching and learning across the school. Staff training on the use of Office 365 tools, Seesaw and Google Slides helped teachers to deliver online learning during lockdown. Pupils in P4-7 regularly choose appropriate digital tools to evidence and share their learning.
- Play- based approaches to learning have begun to be introduced in P1-3. Training and development opportunities were impacted by Covid-19, and the current restrictions in place for session 2020/2021 will have an impact on pedagogical approaches we are able to use. However, professional reading and partnership working within and beyond the school will enable us to continue to plan for extending the implementation of play- based pedagogy.

- Learning outcomes are now bundled and addressed through interdisciplinary learning, ensuring appropriate coverage and increased coherence. Pupils' interests are addressed through their involvement in the IDL planning process.
- Planning, tracking and monitoring systems are in place and are used to secure improved outcomes for all learners.
- Pupils regularly refer to the skills they are developing through their learning and can talk about how those skills could be applied across the curriculum and in their lives outside of school.

#### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Conversations during the PRD and GTCS professional update process
- Classroom learning visits, informal jotter monitoring, conversations with learners
- Notes from collegiate sessions
- Parent feedback on learning during lockdown
- IDL planning processes- evidence of pupil led planning, skills identification and evaluation

#### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- ELC staff and P1-3 teacher will work in partnership to develop a shared understanding and consistent approaches to teaching at Early level using play-based approaches.
- Continue to develop staff confidence in relation to digital technology, in particular with new staff and at Early and First level.
- Following on from last session, complete our review of learning and teaching at Braemar School, using Rosenshine and Walkthru texts as a framework to support self-reflection and collegiate dialogue.
- Extend staff awareness of DYW agenda and the Career Education Standard and embed from Nursery to P7 to ensure that all pupils have access to their entitlements and all staff are aware of the expectations placed upon them in relation to the framework. (Link to QI: 3.3)

## 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: 3**

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

**How well are you doing?**

**What's working well for your learners?**

- Staff know their pupils and families well and are committed to ensuring their well-being and securing progress for all pupils.
- Staff strive to ensure that the school value of mutual respect is referenced in the classroom, playground and when talking about home.
- We have a whole school rights respecting charter in place, developed by the Pupil Council.
- Pupils understand the need to move away from a rewards-based behaviour management system. They can talk about their rights and respecting the rights of others and most pupils can engage in restorative conversations when things go wrong.
- Wellbeing is a priority at Braemar School. Most pupils are very familiar with the wellbeing indicators and can refer to them in relation to their own lives, through the use of wellbeing webs. Pupils know how to get help when they need it, whether from staff or their peers.
- The needs of children requiring additional support are identified, with individual targets created and monitored through IEPs.
- Staff work closely with a wide range of partners to meet the needs of individual pupils and their families. In particular, professionals value the expertise of the Early Years teacher in relation to working with children with Additional Support Needs. This close working relationship ensures that we are responsive to barriers to learning faced by individual pupils.
- Nursery staff work very closely with parents and partner agencies to support the children.
- Staff involve parents in planning support for individual pupils.
- PSAs are effectively deployed to support pupils who need it, both in the classroom and outdoors.
- Our outdoor area and the wider environment are used effectively to support the social and emotional well-being of pupils, whilst engaging them in their learning. Loose Parts play and Eco team activities help pupils to develop wider skills for learning, life and work.
- Introduction of Zones of Regulation across the school, to support pupils' understanding of their emotions and provide tools to help self-regulation.



- Technology interventions such as Nesy, Read&Write and Immersive reader are making a positive impact on learning for pupils with ASN.
- Pupils regularly take part in pupil voice opportunities, through committees, assemblies and classroom activities. The Pupil Council successfully takes forward the views of other children in the school, presenting these in assemblies and to the Parent Council at their meetings.

### How do you know?

#### What evidence do you have of positive impact on learners?

- Completed wellbeing webs
- Completed daily check-ins using Seesaw during Lockdown.
- IEPs
- Rights Respecting Schools documentation
- Multi agency minutes
- Planning and tracking meeting notes
- Notes from planning meetings with ASL teacher
- Nesy tracking information

### What are you going to do now?

#### What are your improvement priorities in this area?

- Our priority will be to support wellbeing of staff and pupils on their return to school. Build on resilience, relationships and social and emotional aspects of learning through our recovery curriculum.
- Continue to engage with the Rights Respecting Schools programme, working towards Silver award this session.
- Use HGIOURS to support pupils in engaging with self-evaluation of the work of the school.
- Finalise 'positive relationships' policy, following feedback from all stakeholders. (currently in draft format)

## 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: 3**

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

**How well are you doing?  
What's working well for your learners?**

- Tracking system in place to identify pupils requiring support or exceeding expectations in Literacy, Numeracy and HWB. Discussions between HT and CTs, as part of the tracking and monitoring process, lead to identification of appropriate interventions for classes, individuals or groups of pupils. ASL teacher support provided.
- The majority of pupils are attaining at appropriate levels in First and Second Level Numeracy.
- The majority of pupils are attaining at appropriate levels within First level Literacy.
- PEF funding over the last 2 years has been used to address identified gaps in Literacy, by providing resources to support interventions in school.
- Staff have begun to work on using national benchmarks to support confident professional judgement about attainment in Literacy, Numeracy and HWB.
- Wider achievement tracked through display in school, linked to wellbeing, school values and UNCRC. Topics and themes for Masterclasses, Committees, after school and lunchtime clubs used to address areas where gaps occur.
- Numeracy skills ladders used to share next steps with pupils. Pupils can see their next steps and see progression across levels. Flexible groupings in Numeracy mean that pupils are challenged appropriately.
- Profiling tool (Seesaw) in place across the school and Nursery and staff training provided to support effective parental engagement through its use. This proved invaluable during lockdown, as a means of communication, a method of sharing learning with families and a tool for pupils to create their own digital content.
- Twice yearly assessment of writing introduced, using Highland Literacy rubrics. This gives a shared understanding and consistency of approach when assessing writing against the benchmarks.
- Reflective reading has been introduced at First and Second level. Levels of engagement and enjoyment in reading have increased.

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

- Tracking data
- SNSA data
- Professional dialogue during planning meetings
- Pupil profiles (Seesaw)
- CT planning/assessment documents
- Sumdog pre and post unit Numeracy and Maths assessment results
- Writing assessments provide a picture of progress over time, both for individual pupils and year groups

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

- Aim to develop confidence in identifying achievement of a level by using a range of assessments, benchmarks and Northern Alliance frameworks.
- Undertake moderation activity in relation to teacher professional judgement, across the school and wider cluster where possible.
- Begin to develop staff awareness of holistic assessments.



## Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <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><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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<p><b>Priority 1 : To support the recovery phase at Braemar School, to ensure all are fully supported to engage with the new normal.</b></p>	<p><b>Data/evidence informing priority: March 2020 school closure due to Covid-19 global pandemic</b></p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Rebuild positive relationships with pupils, staff, parents/ carers and the wider community. Emphasis on HWB, with 1:1 calls offered prior to start of term to reassure or advise parents/pupils and support transitions. EP advice for supporting return of individual pupils</p> <p>Re-establish what the school stands for. Use the Vision, Values and Aims to re-establish a positive climate across the school.</p>	<p>HT, CT, EP PSAs, Parents Pupils</p> <p>HT ,CT, PSAs</p>	<p>August 2020-ongoing</p> <p>August 2020-ongoing</p>	<p>Dialogic approach- listening, talking and observing- as a first stage in gathering formative information about learning needs upon return to school</p>	

<p>Ensure all staff, pupils and any visitors to the school are familiar with H&amp;S procedures which adhere to all local and national guidance. Risk Assessments are to be reviewed and updated as necessary and shared with all stakeholders. Individual risk assessments for clinically vulnerable/ shielding staff or pupils to be carried out prior to start of term and reviewed regularly.</p>	<p>HT All staff</p>	<p>August 2020- ongoing</p>	<p>Staff meetings to share feedback from all stakeholders. High level of compliance with H&amp;S requirements across the school</p>	
<p>Re-engagement with the curriculum, with a focus on Literacy, Numeracy and HWB. Use SCARF resources/ Five Levers of Recovery to develop an age-appropriate recovery curriculum. Extensive use of outdoor learning to engage learners and provide emotional benefits, but also support H&amp;S advice.</p>	<p>HT, CT</p>		<p>Completed wellbeing webs Feedback from parents at Parent Interviews (Mid Sept 1:1 phone calls) Literacy and Numeracy low stakes testing/ formative assessment to identify areas for development in core learning.</p>	
<p>Continue to develop pupils' digital literacy skills to support learning and to enable a move to blended learning if necessary in future. Continue to use Seesaw from Nursery to P7 to communicate with parents, promote parental engagement in learning and support profiling processes.</p>				

## Action plan 2

<p><a href="#">National Improvement Framework Priorities</a></p>	<p><a href="#">HGIOS</a> and <a href="#">ELCC</a> 1.1 Self-evaluation for self-improvement</p>	<p><b>Aberdeenshire Priorities:</b></p>
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<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><b>Key drivers of improvement</b></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>1.2 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</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress 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><b>Priority 2 : To improve learning, teaching and assessment</b></p>	<p><b>Data/evidence informing priority: Following on from work begun in session 2019/20, progress impacted by Covid 19 pandemic.</b></p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Following appointment of new staff, use Rosenshine and Walkthru texts as a framework to reflect on teaching practice through collegiate sessions. (Progress impacted by Covid- 19 lockdown) Develop Learning, Teaching and Assessment policy to ensure consistency of approach.</p> <p>Continue to focus on skills development and creativity, making links with the Career Education Standard where appropriate. Staff will have an understanding of the pupil entitlements and will</p>	<p>HT, CTs</p> <p>HT, CTs, ELC staff</p>	<p>Term 3 and 4</p> <p>Term 3 and 4</p>	<p>Policy will be in place by end of session and will support all staff, including VS. Highly effective teaching approaches will be evident from P1-7. Attainment in Literacy and Numeracy will improve.</p> <p>Pupils will make reference</p>	

<p>refer to these in planning. (IDL and annual overviews)( DYW)</p> <p>Develop staff confidence in relation to digital technologies. Use the Technologies Framework to incorporate digital technology into teaching and learning from Nursery to P7. Continue to develop approaches to blended/ online learning. Use Glow to support profiling in P4-7, and with CT support, in P1-3 until we identify a suitable replacement for Seesaw.</p>	<p>HT, CTs, ELC staff</p>	<p>Term 3 and 4</p>	<p>consistently to skills developed during learning and will be able to see how these could be applied to new learning and to the world of work</p> <p>Greater use of technology will be evident in classroom monitoring. Pupils will be able to discuss how technology supports their learning and will be able to make appropriate choices about digital tools to support their learning. Pupils and staff will be able to communicate and create content using digital means, evidenced through pupil work, teacher resources and lesson observation.</p>	
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## Action plan 3

National Improvement Framework Priorities	<b>HGIOS and ELCC</b> 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 <b>Specific to HGIOS 4</b> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <b>Specific to HGIOELC</b> 3.2 Securing children's progress 3.3 Developing creativity and skills for life		<b>Aberdeenshire Priorities:</b> 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"> <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> <b>Key drivers of improvement</b> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	<b>Priority 3 : To implement 1140 expansion in nursery hours</b>		<b>Data/evidence informing priority: National priority</b>	
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
Identify and order resources required to enhance indoor learning areas in preparation for 1140 hrs. Rationalise resources and declutter the setting, prioritising natural materials and open-ended resources.  Enhance ELC team through recruitment of Early Years Support Worker, to coincide with expansion of EY hours.  Identify training opportunities for ELC staff with specific focus on	HT, EYSP. EYLP, EYP   HT, EYSP	Jan 2021   Nov 2020	Levels of engagement in learning of children in the indoor setting using Leuven scales,   Full staff team in place and working together when hours are extended	On Track Behind Schedule Not Achieved



<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><b>Key drivers of improvement</b> 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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></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>		
<p><b>Priority 4 : Improve pupil and parent/carer participation in whole school self-evaluation activities</b></p>		<p><b>Data/evidence informing priority: Pupils are becoming more confident in evaluating their own learning and that of others, but we know that they are not fully involved in the process of school improvement.</b></p> <p><b>( Continued from 2019/20)</b></p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

<p>Revisit pupil focus groups to include more focused activities using HGIOURS.</p> <p>Set up appropriate means of collecting pupil feedback on teaching and learning</p> <p>Pupils to be identified to carry out agreed actions and feed back to Parent Council and whole school</p> <p>Creation (with pupils) of a child friendly version of the improvement plan, to be shared with all pupils and families.</p>	HT	Term 3	Increased pupil understanding of SIP
	HT, CTs	Term 3	Pupils will routinely engage in lesson evaluation
	HT, pupils	Term 3	process-increased Pupil Voice opportunities
	HT, pupils	Term 3	Increased engagement of parents/pupils in the school improvement agenda

## Wider Achievements

### Memories are made of this:

A visit to the community garden, harvesting vegetables which we brought back to school and used to make soup.

A visit from the Countryside Classroom on Wheels, complete with calves, as part of our Farm to Fork learning context.

Engagement with the Book pen Pal project teamed us up with children's author Lexi Rees. She contacted us throughout the year, sending book recommendations and supporting creative writing projects in P4-7.

Masterclasses replaced Golden Time this year. Children signed up to a group- Loose Parts Play, Art and Craft, Gardening, Recorder, and developed skills over the course of a term.

Committees- Digital Leaders, Eco Committee and Pupil Council, gave children an opportunity to improve their school and develop valuable skills. The Digital Leaders helped other pupils with Seesaw and Glow. Pupil Council worked on our Rights Respecting School Charter. They presented this to the Parent Council at a meeting in school.

Fundraising events included a whole school aerobics session for Sport Relief, led by one of our parents and 'Save the Hedgehogs' events organised by the Pupil Council.

P1-3 worked with Sian Lofthouse on a 'Master Builders' project and found out about our school building, St Margaret's Church and buildings in general.

After school clubs this year have included Tennis, Badminton, Book Club, Dance and drama.

Pupils took part in a Burns Celebration, with music, art, poetry and song. Parents and members of the community came into school to perform for the children and to judge the competitions, sharing a traditional Burns Lunch with us.

Our visit to The Fife Arms before Christmas was a highlight of our year. Children had the opportunity to decorate gingerbread men, helped by the chef, and in return we sang carols for staff and guests.

All children took part in a variety of activities for the Big Schools' Birdwatch in February 2020.

Learning in Lockdown- Very high levels of engagement –from Nursery to Primary 7, throughout the period of school closure. Sharing learning and staying connected through whole school online 'events' - a 'Bake Off', Virtual Sports Day, Virtual Trip to the Zoo and House Challenges.

## **Wider Community Links**

We have strong links with Braemar Castle. These will be developed and adapted as the castle closes for renovation works. Discussions have already identified a number of exciting new projects for the coming year, which will further strengthen the partnership between the school and castle.

Links with the Community Garden meant that children could visit and harvest crops, which they brought back to school and turned into soup. We hope to develop these links in the coming months, by working on a joint project through Aberdeenshire Council's Community Food Fund.

The flag, designed by past pupils, is finally flying at Kindrochit Castle!

National Trust rangers, based at Mar Lodge, support the pupils in a wide range of outdoor activities.

Staff from The Fife Arms Hotel, local business owners and enterprising young people from the area supported our pupils in preparing for our Christmas enterprise, by giving informative talks about aspects of running a business.

Our Parent Council have supported the school through fundraising activities this session. Following recruitment of new members to the group, and new approaches to communication with the wider parent body, they are now better placed to become more widely involved in the work of the school.

Singalong Sue and Lesley joined us in school weekly, to provide opportunities for whole school singing sessions. During Lockdown, songs- complete with Makaton signing, were recorded weekly and uploaded to the pupils' online learning platforms. This provided a sense of togetherness and an important link to school life, which many of our children were missing.