



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

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2021-2022 and our School Improvement plan for 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 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

Vision for the school

“Braemar School and Nursery 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, JRSO (Junior Road Safety Officers) 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 32 P1-7 pupils, and 4 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 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 and Forest Schools practitioners.

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

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); over 90% 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 been allocated £1225.

Capacity for improvement

This session at Braemar School we have had a full complement of teaching staff once again. We are currently in the process of appointing a Senior Early Years Practitioner for our Nursery, who we hope will be in post early session 22/23.

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 Parent Council.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>To improve our use of data to inform planning, increase attainment and support pace and challenge of learning</p>	<p>Developed more robust approaches to gathering and use of data in Numeracy and Maths to identify gaps. Routinely used data from planned low stakes testing on Sumdog or other assessments to identify gaps in learning and to ensure pace and challenge is appropriate.</p> <p>Retrieval practice/spaced practice used to address areas where gaps exist and ensure learning is secure. Older pupils understand the ‘forgetting curve’ through the use of visuals and examples.</p> <p>Used tracking and attainment conversations to analyse effectiveness of interventions and ensure resources are being used appropriately and are having the desired impact. Interventions which pupils can access independent of an adult (e.g. Nessy, 123Maths) are being more widely used across</p>	<p>Staff are more aware of the data we collect and its purpose and staff more knowledgeable about how to use the data to improve outcomes for all learners. Pre and post topic assessments in maths provide data which helps teachers to target specific gaps in learning. Teachers have a better understanding of attainment in their class/across the school and therefore are more able to plan accordingly.</p> <p>Pupils can talk about the value of retrieval practice and understand its importance.</p> <p>Interventions identified and implemented and the impact of these is tracked. SNSA (Standardised National Assessment) data used to identify gaps in learning for groups and individuals. Due to the limited support available, staff are proactive in adapting/revisiting planned access to PSA-led support,</p>

	<p>the school.</p> <p>Using Data to Support Improvement- EiH professional learning activity. Developed HT understanding of factors that influence educational outcomes for pupils and the role that quantitative data plays in helping to address these factors through evidence-based interventions. Identified and put in place baseline assessments in Literacy and Numeracy for all pupils.</p>	<p>ensuring the best possible use of our PSA allocation.</p> <p>HT cascaded professional learning to CTs following own CLPL (Career Long Professional Learning). Collegiate approach to analysis of SNSA data led to useful professional discussion and identification of class or school- wide patterns in attainment.</p> <p>Better able to see progress of individual pupils over time. Can identify strategies or teaching approaches which are working well and those which require review.</p>
<p>To improve the health and wellbeing of pupils at Braemar School</p>	<p>Developed whole school Nurturing approaches:</p> <ul style="list-style-type: none"> • Undertook whole school readiness checklist • Audited current practice/understanding of 6 principles • Applying Nurture as a Whole school Approach- resource to support improvement- professional reading, short video clips- focused learning on attunement and self-regulation. • online PSA introductory training via EPS (Nov in service) with follow-up in-house training on February in service days. <p>ASN-experienced member of teaching staff released from class to provided 1:1 nurture support to a pupil finding time in the classroom challenging.</p> <p>CT carried out a series of sessions working with a parent to develop confidence in emotion coaching, to support the</p>	<p>Teaching staff had all completed Nurture training in previous settings/ roles. Support staff developed their understanding of the importance of nurturing approaches, particularly important post-Covid, but also important in engaging with some of our pupils in particular.</p> <p>PSAs better able to support individual pupils following attunement training and have a greater understanding of the idea of co-regulation and self-regulation.</p> <p>Pupil can articulate some emotions and is beginning to be able to self-regulate in some situations.</p> <p>Consistent approach to supporting the pupil both at home and in school is now in place.</p>

	<p>pupil at home.</p> <p>Developed support staff confidence in using restorative conversations</p> <ul style="list-style-type: none"> • recording format introduced to monitor and track actions and intended positive impact on learning and teaching time • scripted conversations learned and carried on lanyards • Both PSAs have had opportunities to sit in on restorative conversations. Modelled scripted conversations, as described in our behaviour blueprint, helped them to see that a calm and measured adult response to a dysregulated pupil is always preferable. <p>P5-7 used the resource Compassionate and Connected Classroom to build teacher confidence in supporting the emotional and mental wellbeing of pupils. Pupils in P1-4 continued to use Zones of Regulation to help them to understand and talk about feelings and emotions.</p> <p>Staff have begun to use the wider achievement profile frameworks created by the cluster PT. Developed approaches to combining this with pupil profiles on Seesaw. Supported pupil understanding of wider achievement and the skills developed across the 4 capacities.</p>	<p>Support staff continue to look to the teaching staff for help with disagreements in the playground with some children. Over time, their confidence will grow in this area. Both staff continue to require support in identifying when they need to intervene to prevent an incident happening, rather than waiting until it happens.</p> <p>Most pupils can identify triggers, talk about their emotions and choose appropriate strategies to help self-regulate.</p> <p>Most children felt that their wider achievements were valued and celebrated. Wider achievement shared in assemblies and in class, but also smaller personal achievements praised; particular focus on praising effort rather than coming first, being best etc. Recognising achievements of children who find aspects of learning or social aspects of school challenging builds self-esteem and confidence.</p>
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	<p>Wellbeing webs used routinely, to coincide with tracking and attainment meetings.</p> <p>Continued to develop pupil voice through committees, Pupil Council and leading learning in the classroom. Pupils involved in self-evaluation using HGIOURs and as part of the Nurturing Schools Audit.</p> <p>Genius Hour in P5-7 gave pupils opportunities to follow a personal interest and then feedback their learning to the rest of the class, teaching their peers. Play Pedagogy in P1-4 gave children greater ownership of their learning, as they could follow their interests through play, guided by adults skilled in extending and enhancing learning through play. Adults had training in supporting learning through play</p> <p>Play Leader training for P6 and P7 helped them to develop organisational and leadership skills, and play sessions supported younger pupils in the playground. Lunchtime clubs run by P7 gave opportunities for wider achievement.</p>	<p>Children encouraged to develop intrinsic motivation for learning.</p> <p>Self-reported data from wellbeing webs informs tracking and attainment discussions. Decisions are then based on a holistic view of the child. Data for each pupil on the wellbeing indicators now also tracked, giving an indication of wellbeing over time and helping to identify trends in groups or individual children.</p> <p>Most children felt that their views were listened to and taken into account. Almost all children have taken part in self-evaluation activity and are becoming more familiar with the themes in HGIOURs resource. We intend to build on this next session.</p> <p>Many skills developed through this. Mini Masterclasses planned for next session, with short 30-minute blocks of time allocated to pupil-led learning for the class. Support staff better able to see when to intervene during play, in order to extend learning through questioning.</p> <p>Fewer playground incidents, with almost all pupils attending at least one of the lunchtime activities.</p>
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<p>To improve teaching learning and assessment in order to increase attainment</p>	<p>Produced a shared position statement on what high quality learning, teaching and assessment look like at Braemar School. Document shared at Parent Open Morning in May.</p> <p>Following on from work on Rosenshine’s Principles, used Walkthru text to provide a framework for professional dialogue for staff in relation to effective questioning. New member of staff accessed the previous year’s Braemar School CLPL online resource and engaged with the Rosenshine work already undertaken.</p> <p>Continued to develop Play Pedagogy in P1-4, with aspects introduced in P5-7. Member of staff engaged in Northern Alliance Collaborative Enquiry with a focus on the role of the adult in a play- based classroom.</p> <p>In service day training led by CT supported PSAs in understanding the role of the adult.</p> <p>Interacting or Interfering text, (Julie Fisher) used to guide PSAs supporting learning by extending and observing play.</p> <p>Greg Bottrill training on February In Service day further developed staff understanding of Play Pedagogy.</p>	<p>Position statement gives a clear research-informed rationale for the approaches taken to teaching, learning and assessment at Braemar School. This document to be read in conjunction with the Play Policy, as a mix of direct teaching and play pedagogy are used in both classes, but in particular in P1-4. Support staff have greater awareness of their role in supporting learners’ independence.</p> <p>This provided a consistent understanding of what direct instruction looks like in our school. Pupils are also familiar with each component part and the majority can talk about their learning in relation to this.</p> <p>All adults fully understand the value of using developmentally appropriate approaches to learning to engage and motivate pupils. Very high levels of engagement and motivation from pupils, evident in pupil feedback.</p> <p>Pupils can articulate during weekly reflection time what they have learned through their play experiences.</p>

	<p>HT participated in Excellence in Headship programme, with a focus on the themes Leading Learning and Values Based Leadership.</p> <p>Continued to develop staff capacity for using digital technology to support learning and teaching:</p> <ul style="list-style-type: none"> • Book Creator- supported PSA in use of this with ASN (Additional Support Needs) pupils in particular • Microsoft- Immersive Reader, Dictate and Speech to Text tools used extensively by pupils with additional support needs in literacy. • Reading Progress tool in Microsoft Teams has been used to provide a baseline reading assessment in P5-7. • 123 Maths- using data to identify next steps or gaps in learning. Built in assessments used to measure progress. • Sumdog- further developed use of Sumdog to provide spaced/ retrieval practice in Numeracy and Maths. LA (Local Authority) removed use of Sumdog from all schools whilst awaiting DPIA, but the significant bank of data remains. Intend to resume 	<p>Following a period of significant challenge in the past 2 years, engagement in a conflict resolution training course and resilient leadership training has provided the HT with a toolkit of strategies to support her role in future. Aspects of this professional learning will be used to develop resilience in others over the course of next session, alongside the introduction of the Emotion Works programme.</p> <p>Increased confidence in using technology to support learning and teaching. Feedback from support staff shows that they are more confident in supporting pupils to use their devices.</p> <p>Increase in digital skills across the whole of the school community. Pupils regularly self-report increase in engagement and enjoyment through technology use. Pupils can increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Most pupils can demonstrate their creativity and use digital resources in innovative ways. Positive impact on literacy learning for pupils showing dyslexia traits.</p> <p>All pupils using 123 Maths made progress during session 21/22.</p> <p>Most staff plan and deliver lessons or a sequence of</p>
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	<p>use when allowed.</p> <ul style="list-style-type: none"> • Most staff now use Smartboard software, OneDrive and Google slides to organise learning and engage learners with embedded multimedia content and interactive tools. <p>Embarked on Digital Schools Scotland programme. Audit shows that almost all aspects of the programme have been addressed.</p> <p>Involvement in Aberdeenshire Council self-improving schools programme provided opportunities to engage in dialogue around school improvement with other HTs in similar sized schools.</p>	<p>lessons by successfully using technology tools to organise or share resources with pupils.</p> <p>Audit completed, staff absences and workload have impacted on the gathering and collating of evidence to submit for the Digital Schools Scotland Award. Plan to continue this next session.</p> <p>Shared examples of practice, ideas and approaches to school improvement and self-evaluation.</p>
<p>To improve pupil and parent/carer participation in whole school self-evaluation</p>	<p>Reformed Pupil Council and carried out a timetable of SE activity using HGIOURS. SE activity was led by pupils where appropriate. Pupils carried out learning walks to investigate the learning environment. Pupils carried out an investigation of the school grounds and created 'mood boards' with ideas for improvements and the development of a sensory garden.</p> <p>Opportunities for parent engagement in curriculum development at our open morning, through questions about what's important for learning at Braemar School.</p> <p>Evaluation of the learning environment led to the</p>	<p>Members of the Pupil Council led and took part in SE activity and saw the impact of their involvement in a number of projects, such as the sensory area in the school grounds and approaches to universal support in the P5-7 classroom.</p> <p>A few parents responded to the questions, sharing ideas for future parties or extra-curricular activities.</p>

	<p>identification of tools and strategies which pupils felt would support learning. Creation of an 'enable table' using these ideas in P5-7.</p> <p>Pupil Council created a pupil-friendly version of SIP, shared with parents and wider community.</p> <p>All pupils to be given opportunities to provide regular feedback on teaching and learning.</p>	<p>Displayed in the school and sent home to parents, the child-friendly version was clear, easy to read and easy to evaluate with pupils, using a traffic light approach. P5-7 provided feedback on what helps them to learn, what kinds of lessons they enjoy and what aspects of learning could be adapted to make them better. Staff were able to use this feedback to adapt approaches to teaching and learning.</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: 4

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

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Braemar School. All staff and almost all pupils can articulate the vision and school values, which are embedded in daily practice. The school vision was refreshed to include nursery and so now relates to our whole school community. Pupils created posters and a presentation relating to the school values and these were shared with parents. Most pupils can identify examples of peers enacting the school values and these are often shared in assembly. The vision reflects these values and is aspirational for children to be the best they can be.
- Our curriculum rationale is clear and reflects our wider community. Ongoing review of the curriculum and acknowledgement of the impact of the last few years means that our pupils' learning is appropriate, relevant and forward-looking.
- There are effective mechanisms in place to ensure that all stakeholders are consulted in the life and work of the school. Further approaches may be needed to elicit a greater level of response to parental consultation.
- All staff at Braemar School know the pupils well. Staff are aware that SIMD data may mask the rural poverty experienced by some families. Knowledge of family circumstances is important in shaping practice in school. There is an awareness of those children who may be missing out on experiences or opportunity, and steps are taken where possible to ameliorate this.
- The school is beginning to re-engage with community partners. Pupils have had several opportunities to participate in learning experiences in the wider community with a number of local groups and organisations.
- All staff have been involved in the evaluation of the work of the school and progress relating to improvement priorities, drawing on a range of evidence to inform next steps. Termly opportunities to engage in self evaluation using HGIOS4 has developed teachers' confidence in this area.
- A robust quality assurance calendar is in place, which has focused attention on learning and teaching. Both formal and informal classroom monitoring has taken place. The school's Learning, Teaching and Assessment position statement ensures a consistent approach across the school.
- Staff engage in CLPL which relates to both personal areas for development and establishment improvement priorities. This has led to staff being able to engage in leadership activity and professional enquiry in relation to play pedagogy and digital technology, both organised through the Northern Alliance. Staff also lead

'Masterclass' and committee pupil groups, often in an area of personal interest.

- Many pupil voice opportunities exist across the school and nursery. Pupils lead committees, in partnership with a member of staff. This has given opportunities for partnership working with the Parent Council and wider community groups. Pupils are involved in IDL (Interdisciplinary learning) planning through a 'Big Questions' approach. 'Genius Hour' in P5-7 has provided a planned and structured vehicle for pupils to lead their learning in a key area of personal interest. Play experiences in P1-4 are led by the children's interests and enthusiasms, with coverage of the Es and Os skilfully tracked by the class teacher.
- PRD (Professional Review and Development) and PPP reviews of all staff are conducted annually or more regularly where necessary, considering both personal needs and school priorities.
- The school is part of the self-improving schools programme, partnering with similarly sized schools to support school improvement and self-evaluation.

How do you know?

What evidence do you have of positive impact on learners?

- All families had representation attend a recent open morning in May. Feedback was extremely positive, with all those attending saying that it was lovely to be back at school. Pupils enjoyed acting as guides for their visitors and took pride in their work displayed around the school.
- Whole school newsletters give information about highlights in school, along with information about planned experiences. Termly class newsletters give greater detail about the learning planned for each class, a brief timetable overview and any information the teacher feels is necessary to support learning.
- There is an ethos of professional engagement and collegiate working from all staff, In service and collegiate session comments and feedback from teachers and PSAs are saved and accessible through a Padlet site, meaning additional information, further reading etc, can be added and revisited later. A significant aspect of this is engagement with the core Qis and evaluation of the school against these, using challenge questions.
- Committees and pupil groups have provided opportunities for pupils to develop leadership and organisational skills.
- IDL learning in the P5-7 class has engaged and enthused almost all pupils. Each topic has been linked to the Global Goals, enabling pupils to develop their understanding of learning for sustainability issues alongside their learning.
- CLPL opportunities are linked to PRD or to the school improvement plan
- Professional enquiry in relation to play pedagogy and digital learning have had a positive impact on pupil learning and also on the learning of other staff. PSAs had opportunities to develop their understanding of supporting play in a session run by the class teacher.
- All staff were involved in nurture training, enabling them to better support all pupils. Our inclusive and supportive ethos is demonstrated through the acceptance of difference. All pupils are looked after and supported appropriately, which then enables them to thrive.
- Almost all pupils respond well to the high expectations of staff

What are you going to do now?

What are your improvement priorities in this area?

- Review approaches to engaging parents in self-evaluation to increase the level of response.
- Review of the curriculum is ongoing. Planned approaches to play-based learning meets the needs of the P1-4 class well. P5-7 IDL 3 year rolling programme in place, but staff should be open to new and innovative approaches to curriculum planning, taking into account the needs and interests of the pupils.
- Staff have greatly missed opportunities for valuable cross-cluster working due to the pandemic. This is particularly important for very small schools with a limited teaching staff. Improvement priorities will provide opportunities for this during session 22/23.
- Planned shared learning sessions, as part of our family learning and parental engagement improvement priority, will enable parents and carers to support their child's learning and will support understanding of pedagogical approaches currently in use.

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: 4

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

How well are you doing?

What's working well for your learners?

- The ethos of Braemar School is nurturing, positive and one of mutual respect. Our Positive Relationships Policy brings together effective approaches to building strong relationships, a children's rights-based foundation and the knowledge that all behaviour is communication. This enables pupils to be supported appropriately by staff and by peers alike.
- Almost all pupils engage in and are motivated by the learning experiences on offer. They have opportunities to lead their learning in a variety of ways.
- Links to the Global Goals and real-life contexts ensures personalisation, meaning and relevance.
- Opportunities to exercise choice in relation to what pupils learn, how they learn and how they evidence learning is apparent across both classrooms.
- Most pupils can talk about their learning and can identify next steps. Most pupils can talk about how their learning links to their wider life outside of school or to the world of work.
- An increasingly consistent approach to learning and teaching is evident. A focus on effective questioning by almost all staff ensures that learning is extended appropriately.
- All pupils have regular opportunities to work individually, in pairs and in groups. Classes come together to complete House challenges, whole school topics and take part in one-off events. Vertical groupings for committees and Masterclasses enable pupils to learn with and from each other.
- Almost all learning experiences are planned to match the pupils needs/ abilities. Due to the nature of multi-composite teaching, mixed age pupils of similar ability levels work together, ensuring appropriate levels of challenge, especially for more able pupils.
- Almost all staff understand the importance of metacognitive strategies in enabling successful learning. They articulate this in age-appropriate ways to give pupils a deeper understanding of their own strengths as a learner.
- All staff know the pupils well. Potential barriers to learning are identified and acted upon quickly. Regular tracking meetings with the HT support pupil progress in learning. Tracking discussions provide a holistic picture of each learner. Information gathered from the ASL teacher, PSAs and self-reported pupil

evaluations of wellbeing all feed into this picture of the learner.

- All staff use a variety of assessment approaches to allow pupils to demonstrate learning. AifL strategies used extensively across both classes. Pre and post topic assessments are used to inform the planning process, with pupils being grouped according to prior knowledge and ability rather than age and stage. Low stakes testing and quizzes form part of many lessons. Almost all P5-7 pupils can talk about the value of retrieval practice in supporting their learning.
- Standardised assessment data is used confidently by all teachers to identify strengths and areas for improvement in individuals and groups of pupils. Data is used to inform areas for improvement in approaches to teaching and learning, for example in specific aspects of Literacy or Numeracy.
- Digital technology is increasingly used by almost all staff to support teaching and learning, increasing levels of engagement for pupils whilst providing appropriate support to those children in particular with additional support needs. Pupils with identified literacy needs use technology very successfully to help them learn.
- Seesaw is used as a profiling tool for pupils from Nursery to P7. They can share learning for parents and wider family to see at home.

How do you know?

What evidence do you have of positive impact on learners?

- Metacognition strategies are taught explicitly. Pupils are increasingly able to talk about what helps them to learn and can select tools, approaches and resources appropriate to the task.
- A pupil led audit of the learning environment identified classroom displays as being supportive of learning. Pupils created a list of other resources which they felt would support learning, which was gathered and is accessible to all in the classroom.
- School values and UNCRC (United Nations Convention on the Rights of the Child) rights chosen by pupils for the school charter are referenced in classrooms, assemblies and are regularly heard in conversations between staff and learners and between learners.
- All IDL planning involves the pupils through a KWL approach. Genius hour in P5-7 allowed pupils to follow a personal interest in depth and then share that learning with peers. In P1-4 we promote curiosity and independence by following and responding to personal interests.
- In play-based classrooms, observations are central to assessment approaches and planning next steps. Observations support the formal tracking processes for both classes and support us to make small but effective changes to daily practice or to the support provided.
- Despite the limitations of Covid restrictions, good use is made of the wider environment where possible, such as the woods and surrounding hills. We also focus on widening horizons and making connections with partners nationally and internationally. Technology has enhanced the connections we can make.
- Northern Alliance frameworks and National benchmarks are used to inform planning, identify next steps in learning and make informed decisions on where pupils are in their learning.
- Formative assessment approaches are embedded into practice for both teacher feedback and peer to peer feedback. We have a focus on verbal feedback to

ensure that it is responsive to the task in hand, in line with research into effective feedback. Further work on giving and acting on feedback will continue next session.

- Teachers are committed to their own professional learning and learning which supports our school improvement priorities, evidenced through the PRD process. Collaborative reading and collegiate discussion work well as an approach to developing our shared understanding of best practice in relation to teaching and learning. All staff are encouraged to access a staff lending library, giving opportunities for both teachers and support staff to engage in professional learning at a time and place to suit.

What are you going to do now?

What are your improvement priorities in this area?

- Develop a more consistent approach across the school for using Seesaw as a profiling tool. Use the frameworks and question stems currently in use in P5-7, with a focus on task, learning, skills developed and future application. Investigate new ways of reporting to parents, for example by creating opportunities for parent-teacher-pupil conferences.
- Review approaches to teaching STEM subjects for the school and nursery.
- Introduce Emotion Works as a whole school HWB approach to ensure consistency and progression across the school.
- Continue to look at the approaches we use to giving feedback to ensure that approaches are working for all of our pupils.

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: 4

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

How well are you doing?

What's working well for your learners?

- A positive relationships policy has been developed and shared with stakeholders. It includes a focus on children's rights and is based upon three key points of being ready to learn, respectful of all and ensuring that everyone is safe. Almost all staff understand and use the policy to support our learners in a consistent way.
- These positive relationships are central to all learning and achievement; we take time to listen to children and know our pupils and families well.
- Staff know children very well and can identify and support individual needs successfully.
- All staff engaged in Nurture training as part of our school improvement priorities.
- All staff take part in GIRFEC, UNCRC and child protection training at the start of each school year.
- All pupils have chronologies in place. Pastoral Notes on Seemis is used to support this.
- Procedures are in place to identify, assess and plan for pupils with additional support needs. Support is put in place in a timely manner, where required, as staff work flexibly to meet the needs of our children and families.
- IEPs and Risk Assessments are in place for individual pupils as appropriate.
- The 5 roles of the ASL teacher are well understood by all staff and interventions are managed as short blocks. Regular review of the ASN caseload takes place between the HT and ASL teacher, ensuring we make best use of the support time available.
- Almost all pupils are very supportive of those members of our school community with ASN, actively encouraging participation in an inclusive environment and valuing the contributions of all.
- Staff identified a lack of diversity in the wider community and acknowledged the impact that this could have on our pupils' understanding and acceptance of difference. Diversity and difference are celebrated through assemblies and addressed in the classroom, through RME, citizenship IDL and through linking to the global goals in P5-7. Significant investment has been made in books from Early to Second level, which feature aspects of equality and diversity.
- Mutual respect- one of our school values, is routinely and regularly discussed and modelled by all staff.

How do you know?

What evidence do you have of positive impact on learners?

- Regular use of wellbeing webs and pupil self-evaluation surveys give pupils opportunities to tell us how they are feeling, along with daily check-ins and opportunities to speak to a trusted adult whenever needed.
- Academic and wider achievements are recognised and celebrated.
- Staff and pupils scored the school highly on an initial nurture self-evaluation audit. Almost all pupils demonstrated a good understanding of the concept of nurture and could give examples of actions and approaches in place in school.
- Single and multi-agency action plans evidence the interventions used and progress made by individual pupils.
- Tracking of data through the use of wellbeing webs helps to identify individual pupils requiring support or more general traits in relation to the wellbeing indicators.
- Pupil wellbeing is viewed holistically, through the lens of teaching and support staff, parents and the pupils themselves. Regular contact is made with pupils to discuss concerns about wellbeing.
- All pupils are valued and accepted. Individual needs are acknowledged and met by caring staff and for the most part, tolerant peers.
- Successful partnerships exist with external agencies such as SALT and Health, ensuring appropriate support is in place for all pupils.
- All pupils are developing skills for learning, life and work. They can talk about the relevance of these skills and can apply them to new situations.
- The pandemic has had an impact on volunteers' ability to run clubs etc in school. Primary 7 pupils, along with the HT, plan and deliver lunchtime clubs to address, in part, this missed experience. Dance, Lego and Techie Clubs are well attended 3 days a week. Primary 7 pupils have developed valuable leadership and organisational skills by participating in this activity.

What are you going to do now?

What are your improvement priorities in this area?

- Introduction of Emotion Works from Nursery to P7.
- Engage parents and wider families in approaches to developing emotional wellbeing through workshops and family learning activities.
- Continue to be aware of the lack of diversity within the wider community when developing the curriculum in relation to equality, diversity and discrimination. Create opportunities to share the inclusive ethos of the school with parents and the wider community.

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

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

- The attainment picture at Braemar School is a positive one. Most pupils are achieving expected levels in literacy, numeracy and HWB.
- All staff have a very good understanding of expected standards in literacy and numeracy, supported by the use of benchmarks and Northern Alliance benchmarks.
- Staff are able to use SNSA data formatively, to identify areas for improvement and next steps. Learner progress tools within the SNSA site demonstrate progress of most pupils in Literacy and Numeracy over time, despite the impact of the pandemic on learning.
- Sumdog data demonstrates progress in Numeracy for almost all pupils during the 3 years it had been in use at Braemar School. Significant progress is evident for session 21/22, in terms of number of pupils on track.
- Appropriate levels of support are in place at universal level in the classroom, with targeted interventions planned for and delivered for identified pupils.
- The school has a robust tracking and monitoring system in place. Pupil progress meetings take place 3 times per session, between the HT and CTs. Pupil progress and wellbeing are discussed, next steps identified, and any interventions reviewed for impact. Appropriate challenge is discussed for those children on track, where other assessment evidence suggests they may be exceeding expectations in some areas of the curriculum.
- All pupils are developing the 4 capacities through the 4 contexts for learning at Braemar School. Their voice is heard, and their ideas are acted upon through committees and in the classroom. Opportunities are provided for pupils to engage with the wider community and the world beyond our own community.
- Achievements are shared and celebrated in class and in assemblies, on Twitter and in pupil profiles on Seesaw. Wider achievements are tracked through the framework designed by the cluster PT. Gaps in opportunity can be identified and may be addressed through lunchtime or afterschool clubs and activities.
- Attendance for almost all pupils is high.

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

- Staff knowledge of our pupils and an understanding of their unique set of skills and needs is enhanced through tracking conversations. A holistic picture is formed as staff talk through 'the story' of individual learners. Triangulation of all of the data, both qualitative and quantitative, informs next steps for each individual child.

- In addition, regular informal conversations between HT, CTs and the ASL teacher ensure a timely and responsive approach to interventions exists.
- Collegiate working and CLPL have addressed aspects of teaching and learning, leading to improvements and greater consistency in pedagogy. Pace and challenge are taken into account, ensuring learners are offered learning experiences which are at an appropriate level.
- Braemar School engages with the cluster-level attainment review which allows for sharing of good practice and identified areas for development.
- Participation in the Aberdeenshire Self Improving Schools programme gives us the opportunity to take part in dialogue with partner schools of a similar size, sharing ideas and resources and supporting wider self-evaluation activity.

What are you going to do now?

What are your improvement priorities in this area?

- Cluster level moderation activity will support our confidence in assessing progress made in relation to achievement of a CfE level.
- Continue to investigate available literacy and numeracy interventions, assess the impact of those currently in use and ensure resources, including staff, are used in the best way to maximise impact on pupil attainment.

PEF 2022-2023

Identified gap Linked to barriers identified through analysis of data	The intended aim is to continue to develop the emotional literacy of our pupils from Nursery to P7 by using the Emotion Works programme. Despite a significant focus on HWB throughout the pandemic we felt that some of our pupils are continuing to find aspects of social and emotional wellbeing challenging. This gap was identified through tracking pupil HWB with regular use of wellbeing webs, pupil self-evaluation of behaviour in school, reports from staff and pupils of playground incidents and observation of children across the school, where a lack of emotional literacy could be seen as having a detrimental impact on the learning of individual children and on the class.
Expenditure	£1250 Emotion Works premium pack - 2-year subscription included
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	<p>Children will be better able to identify and manage their feelings, articulate how they are feeling to those around them and select and use appropriate strategies to self-regulate. This will result in an increase in engagement in learning, less off-task behaviour and less disruption to the learning of others. Our target children comprise 4 pupils identified by staff, but we would expect the programme to be of benefit to all pupils.</p> <p>We hope to be able to introduce the approach to some of our families, to encourage a shared language around emotions and a consistent approach between home and school.</p> <p>We would expect to see changes by June 2023</p>
Impact Measurements How will you know the change is an	Across the whole school we will see a decrease in incidents in the playground which then impact on the classroom and less time spent carrying out restorative conversations.

improvement?

For our target children we will see an increase in their ability to demonstrate:

- A greater understanding of their emotions and how to manage them
- resilience in their learning
- tolerance of others
- higher levels of engagement in learning

For our families we will see a shared understanding and language around the subject of emotional literacy. This consistent approach will be of benefit in particular to our target children.

GIRFEC Wellbeing Webs-Self reported scores for safe, included, respected (by peers) will increase.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement 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 and ELCC</u></p> <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</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1: To improve the use of feedback to raise attainment, identify achievement and offer clear next steps for our pupils</p>		<p>Data/evidence informing priority:</p> <p>Wellbeing webs- some children did not know whether they were achieving, could not identify next steps. Pupil self-evaluation- some children did not feel that they were encouraged to do their best and did not have opportunities to act on feedback. Staff self-evaluation- lack of opportunities for pupils to act on feedback. Current research identifies impact of verbal, live feedback greater than written feedback when moving learning forward.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<p>Engage with research, report and recommendations from Education Endowment Foundation in relation to feedback</p> <p>Text-Visible Learning- Feedback. (John Hattie and Shirley Clarke, 2019) as a framework for in- house</p>	<p>HT/CTs</p> <p>HT/CTs</p>	<p>Term 1-2</p> <p>Term 1-4</p>	<p>Staff will use the 4 levels of feedback effectively. Consistent feedback approaches</p>	

<p>CLPL. All teaching staff to receive copies. Reading, professional dialogue and peer observations built into the QA calendar throughout 2022/23.</p> <p>Attend Local Authority-led in-service online events, developed as part of the Learning and Teaching resource, to be launched in August. Input from Bruce Robertson, Mark Burns and Shirley Clarke.</p> <p>Engage in cluster activity in relation to Teaching and Learning (focus tbc) Face to face and online sessions agreed and scheduled to take place throughout session.</p>	<p>HT/CTs</p> <p>HT/CTs</p>	<p>In service days Nov Feb Term 2 and 3</p> <p>Dates tbc</p>	<p>evident across the school. Pupils will be able to articulate next steps and act on feedback. Evidence through QA activity-lesson observations, jotter monitoring.</p> <p>All staff will engage in CLPL in relation to T&L evidenced in PRD meetings.</p> <p>Cluster-wide professional learning networks will be created and maintained through regular meetings.</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <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</p> <p>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</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 2: To improve our approaches to family learning and parental engagement</p>	<p>Data/evidence informing priority:</p> <p>Lack of engagement in home learning across both classes from some pupils</p> <p>Low levels of parental engagement in school self-evaluation process</p> <p>Parent comments about wanting a return to traditional paper-based homework.</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
Create and share parental engagement calendar, including reporting to parents opportunities.	HT	Term 1	Feedback from parents, pupils, staff	
Stakeholder questionnaire to identify 'learning at home' support needs, views on home learning provision and preferences for learning workshops.	HT/CTs/parents/pupils	Term 1	Increase in both pupil and parental engagement with home learning.	

<p>Review home learning arrangements in partnership with all stakeholders. Develop approaches to home learning which are flexible yet effective in supporting pupils' learning, whilst considering the needs of the wider family and teacher workload.</p>	<p>HT/CTs Parents pupils</p>	<p>Term 1/2</p>	<p>Most pupils will complete agreed home learning activities.</p>	
<p>Plan and deliver Family Learning days across session 22/23- proposed focus on Literacy/Numeracy/HWB/STEM. Share pedagogical approaches and resources with parents. Play Pedagogy workshop to demonstrate the power of play in engaging learners.</p>	<p>CTs /HT</p>	<p>Term 1-4, one per term</p>	<p>Most parents will attend one or more of the sessions. Informal 'open classroom' approach will give parents a clearer understanding of day-to-day learning in school. Pupils will experience sense of achievement in sharing learning with parents in class.</p>	
<p>Promote parental knowledge and understanding of the Emotion Works programme to allow parents to support children at home.</p>	<p>HT/CTs/ parents Pupils</p>	<p>Term 2 and 3</p>	<p>Consistent approaches and language used between home and school. Pupils better able to articulate emotions and self-regulate.</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement 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 and ELCC</u></p> <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</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 3: To improve approaches to teaching STEM subjects and developing DYW (Developing the Young Workforce) at Braemar School.

Data/evidence informing priority:
 Variability in staff confidence in relation to teaching STEM subjects
 Covid has impacted community links and partnerships
 Return to normality requires new ways of working
 Cluster Academy involvement in Excelerate Programme via Wood Foundation, opportunity to include feeder primaries.
 Covid impact/ changing face of employment opportunities in rural locations- success dependent upon pupils having the necessary skills.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Survey of staff skills and confidence in delivering STEM subjects. Results to inform personal CLPL, with collegiate working if appropriate.	HT, CTs	Term 1	CLPL opportunities will align to personal development priorities. Evidence through PRD meeting in Term 4	
Offer opportunities to engage in			Pupils will gain	

<p>Young Stem Leaders programme to upper primary. HT to train as an YSL Tutor Assessor.</p> <p>Support YSL pupils to lead lunchtime clubs, addressing the 4 themes of Discover, Create, Inspire, Lead.</p>	<p>HT</p> <p>Pupils, HT, CTs</p>	<p>Term 1- then ongoing</p>	<p>badges/ certificates in relation to YSL programme Younger pupils will attend lunch clubs and develop an interest in STEM subjects. Older pupils to develop leadership skills through engaging with the programme.</p>	
<p>Build on developments from last session to embed the language of skills across the curriculum consistently to ensure children understand the purpose and transferrable nature of their learning. (Cluster CLPL) Continue to use the wider achievements frameworks, linked to Seesaw profiles, following an audit of current Seesaw use. Ensure the tool is used for profiling rather than communication, with a consistent approach agreed across both classes and Nursery.</p>	<p>CTs, PSAs, pupils, parents</p>	<p>Term 1-4</p>	<p>Most pupils will be able to talk confidently about the skills they are developing and identify their next steps during learning conversations.</p>	
<p>Engage with suite of CLPL opportunities offered by Local Authority Love Learning Team in relation to iPad use to enhance learning and teaching. (In preparation for 1:1 iPad rollout)</p>	<p>CTs, PSAs, HT</p>	<p>Term 1-4</p>	<p>Staff confidence in relation to using a wider range of technology will increase.</p>	
<p>Expand links with local community and external agencies to broaden the experience of our learners and create ambition in relation to future career possibilities. Plan and organise a Careers Event, to help our pupils better understand the world of work and make links to their learning and skills development.</p>	<p>CTs, HT, parents Local partners</p>	<p>Term 3</p>	<p>All pupils will experience a wide range of opportunities to learn from external agencies.</p>	
<p>Engage with cluster activities in relation to DYW- skills</p>	<p>CTs, HT</p>	<p>Tbc</p>	<p>Professional learning networks developed through collegiate</p>	

Staff to revisit Career Education Standard and refamiliarise themselves with the entitlements at Early, First and Second level. Use the website My World of Work to help children profile their strengths and interests.	CTs, HT	Term 2	working. All pupils will engage with the CES entitlements at an appropriate level. Pupils will be able to talk about strengths, areas for development, aspiration and achievement and link learning to the world of work.
Staff to begin to engage with skills progressions within SDS Meta skills 4.0 document and use these to identify strengths or skills gaps across the school. Develop plans to address any gaps through Masterclasses and IDL. Share information about skills with parents at learning workshops.	HT, CTs, PSAs, pupils, parents	Term 2	
Teaching of Computer Science to be consistent across the school. Staff to familiarise themselves with Barefoot, Code.org and Minecraft for Edu resources.	CTs, HT	Term 3	Pupils will show high levels of engagement in learning. Learning will be progressive across the school. Language of computational thinking will be evident across the school.
Youth Music Initiative iPad music tuition to P1-4 and P5-7.	YMI staff, CTs pupils	Term 1	Staff confident in planning and delivering cross-curricular lessons enhanced through the use of technology.
Collate and submit evidence for Digital Schools Scotland Award	HT, pupils	Term 1	School will be assessed and awarded DSS Award.

Wider Achievements

Our Christmas production, shared online with parents, included a French drama sketch, ukulele performance and P1-4 play.

In Term 4, all pupils from Nursery to P7 took part in Kodaly music sessions with Ms Malone.

P7 pupils embarked on an enterprise project to raise money for their leavers' hoodies. They made pinecone bird feeders, which they sold to members of the community. They also created and sold individually designed decorated mugs. They needed to work together as a team to plan and organise the work to meet tight deadlines.

Lunchtime clubs made a popular return this session, run by Primary 7 pupils. They gave an opportunity for children to come together, have fun and learn something new. We offered a Dance Club, which regularly attracted more than half the school, Lego Club and a Tech Club. P7 pupils developed a number of skills through organising and running the clubs.

Primary 6 and 7 took part in Play Leader training. Shona Park came up to Braemar to present their certificates. The training has given them the skills to lead and organise games and activities in the playground.

P5-7 took part in Genius Hour this session. They chose a topic which interested them and were given time each week to research and investigate, learn a new skill or produce something. At the end of the term, each of them presented their 'learning' to the rest of the class.

All children had opportunities to choose to learn something new through Masterclasses in twice monthly sessions. This year we have offered, iPad photography, Loose Parts Play, Construction, Arty Crafty sessions, Musical Theatre and Coding.

All pupils are a member of our school committees, again twice monthly sessions. Our committees this year were Pupil Council, JRSOs (Junior Road Safety Officers) and Digital Leaders. They worked together to improve the school, support chosen charities or make valuable links with the community.

Memories are made of this:

P1s planted an apple tree as part of the Greenspace project. We hope to watch the tree grow alongside our Primary 1 pupils in the coming years.

The Pupil Council organised a fundraising event on Red Nose Day, with games and activities for everyone to try. They raised a grand total of £94 for the charity.

On World Book Day, we had a whole school reading event in the hall.

Following an interest in all things doggy, our older pupils planned and organised the Fluffs and Rufts Dog Show. Toy dogs were brought in on the day to take part in a variety of Crufts- style events. The children had a fantastic time both planning and taking part in the event.

We were approached by the team from BBC L.A.B, an outreach project designed to develop digital media literacy within Scotland. P5-7 found out about the filming process and wrote their own scripts for two short films about living in the Cairngorms. The films were published and are available to view on the BBC LAB website.

In May we were able to welcome families into school for the first time since the pandemic began. Our learning had focused on art and design and this work was presented as an art exhibition for our visitors. The children were tour guides and were able to explain the techniques they had tried and talk about the artists they had learned about.

Wider Community Links

P5-7 spent time in the outdoors with Judy Baxter, Cairngorm Ranger, learning about the Outdoor Access Code. They also worked with Annie Armstrong during Forest Schools sessions.

P5-7 created a memorial mural in the outdoor shelter shed, with images from the last 12 months. Local artist Georgina Croll came along to help with the artwork.

Nursery pupils joined us for a party as part of the Platinum Jubilee celebrations. All pupils from P1-7 created a portrait of the queen, which were displayed at Braemar Games Park. Alongside members of the local community, P5-7 worked with poet Gillian Shearer on a commemorative poem, commissioned by The Fife Arms Hotel.

Pupils have made regular contributions to The Buzzard, a local Braemar newsletter, throughout this school session. This has given children a real-life purpose for their writing.

P1-4 visited St Andrew's Church to find out about the main features of a building used for Christian worship.

Mr Sherrard came along to tell P5-7 about the Braemar Hydro Scheme as part of their learning linked to Cop 26.

All pupils visited St Margaret's for the Legendary Braemar music and storytelling workshop with Sheena Blackhall, Catriona McKay and Chris Stout. The older class wrote their own legends, inspired by the session, whilst the younger class drew pictures of monsters and mythical creatures. The work was displayed in the venue during the Legendary Braemar performance.