Braemar School

Standards and Quality report 22/23

School Improvement Plan 23/24

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. 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, Wellbeing 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

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.

Context

Braemar School is a non-denominational school with a roll of 30 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.

SIMD (Scottish Index of Multiple Deprivation) data
Analysis of the SIMD data shows that no child at Braemar School lives in an area of deprivation and 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

 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 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
Teaching Learning and Assessment. **Effective use of feedback to raise attainment**	Engaged with research, report and recommendations from Education Endowment Foundation in relation to feedback. All teaching staff read Visible Learning- Feedback. (John Hattie and Shirley Clarke, 2019) as a framework for in-house CLPL.Professional dialogue and peer observations undertaken as part of the QA calendar throughout 2022/23. Collaborative working with another local small school, worked together for collegiate sessions and in service days. Online space (Braemar School Improvement Padlet) used to engage in professional dialogue, record evidence of self-evaluation activity and to share resources. Attended Local Authority-led in-service online events, developed as part of Aberdeenshire Council Learning and Teaching resource. Input from Bruce Robertson, Mark Burns and Shirley Clarke. Engaged in cluster activity in relation to Teaching and Learning. Face to face and online sessions took place	Teachers use a variety of techniques to give feedback to pupils, with consistent approaches across both classes. Evidence in notes from Peer and HT Lesson Evaluations that staff are increasingly using in the moment live feedback during lessons. Less written feedback evident, in line with current research on best practice relating to teacher-pupil feedback. Staff use the four levels of feedback effectively across both classes. Pupils' views on feedback gathered, with most saying that verbal in the moment feedback helped them to improve. Pupils have a clearer idea of what they need to do to improve. They can take on board feedback and act on it to improve their work. Pupils in both classes engage in opportunities to give and receive feedback from peers.

	throughout session. Worked with another small school in the cluster to develop shared understanding of good practice in relation to feedback. Developed mechanisms in both classes for pupils to give regular feedback to teachers on aspects of teaching.	Pupil self-reporting on June 2023 wellbeing webs shows a 50% reduction in low scores for 'achieving' compared to November and February tracking points. Teachers gather feedback on teaching and learning weekly and can adapt teaching to suit.
To improve approaches to Family Learning and Parental Engagement	Created and shared parental engagement calendar, including reporting to parents opportunities. Reviewed 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. Delivered Family Learning days across session 22/23 with a focus on Literacy/Numeracy/HWB. Resources shared with parents to explain approaches used. Online space created to store this information, to make it accessible to parents. (Parent Padlet) Play approaches evident during these sessions, which demonstrated the power of play in engaging learners. Promoted parental knowledge and understanding of the Emotion Works programme to allow parents to support children at home if they wished. Information and an offer of support with implementing the approach given to parents during a PATPAL session.	Shared in term one, giving parents plenty of notice for upcoming events. Some dates changed due to long term staff absence but for the most part, all planned parental engagement/reporting went ahead as planned. Different approaches to home learning taken across the 4 terms, in line with research on the benefits of home learning in primary school. Information shared with Parent Council on the sometimes very low level of engagement with home learning. Targeted tasks and regular reading at home formed the basis of much of the learning set, for example learning words for the Christmas show, working on specific times tables, preparing a presentation on a specific topic. Pupil engagement was improved and there was felt to be no adverse impact on learning by taking this more flexible approach. Wider achievement was emphasised as an important element of learning and as we have returned to normal, post Covid-19, many more pupils are taking part in clubs and activities outside of school.

	Increased use of blogs to share learning with home via weekly posts in P5-7, with ideas for games and activities to support learning at home. Greater use of Twitter to share learning and achievements with families and the wider community. Pupils applied for a role on the 'wider achievements team', with responsibility for updating the achievement wall and sharing news in assembly. QR code shared with parents gives an easy way of informing school of wider achievements.	Almost all families attended one or more PATPAL sessions across the school year. (Family Learning-Pupils as teachers, parents as learners.) Feedback was very positive, with parents stating that they were very impressed with the level of confidence of their children in presenting and teaching during the sessions. Parents have a better understanding of how teaching and learning happens at Braemar School, rather than just what children are learning. Families who could not attend were offered an alternative time to come into school so that their child could share their learning. Parents were invited to come into school as part of our Careers Week in June. A significant number of parents offered their help and both pupil and parent feedback showed that this was a positive experience for all.
To improve approaches to teaching STEM/Skills development/ DYW (Developing the Young Workforce) at Braemar School	Staff identified own learning needs in relation to teaching STEM (Science, Technology, Engineering and Maths) subjects. Staff engaged with suite of CLPL opportunities offered by Local Authority Love Learning Team and Digilearnscot in relation to iPads, Canva and Computer Science. HT trained as an YSL Tutor Assessor. (Did not engage with the programme during session 22/23)	Use of technology evident across both classes. Variety of approaches to evidencing learning offered to pupils. Pupil confidence increasing in the use of technology. Pupils can make appropriate choices around apps and software most suitable for the job. Good choice of clubs offered across Term 3 and 4. Pupils stated that they enjoyed lunch clubs run by peers. Attendance at clubs and skills

| | | Supported pupils to lead lunchtime clubs- e.g., Lego and Tech Club. Masterclasses included Stem Stars, Designers and Construction.

Built 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.
HT engaged with Northern Alliance colleagues to look at embedding skills throughout the learner journey.

Staff engaged with skills progressions within SDS (Skills Development Scotland) Meta skills 4.0 document and used these to create child friendly approaches to identifying strengths or skills gaps across the school. SDS Meta skills Toolkit used to support the understanding of what the skills look like for learners. A Meta skills framework was developed for P5-7 whilst cartoon characters and stories were used to engage younger pupils. Skills are linked to curricular areas and made explicit. Shared information about skills development with parents at learning workshops, via newsletters and during Careers Week. Wider achievement and demonstration of meta skills tracked across the school. This included looking at those children who do not access after school activities or take up opportunities during the school day to develop meta skills.

Staff revisited Career Education Standard and refamiliarised themselves with the entitlements at Early, First and Second level. Engagement with the entitlements tracked throughout session 22/23. | developed are tracked by HT, as part of tracking wider achievement.

Children can talk confidently about the skills they are developing or the skills that will be useful in the tasks they are completing. Examples of practice from across the Northern Alliance demonstrate that our approaches are consistent with the National expectations in relation to skills development.

Staff have a good understanding of the SDS Meta Skills framework and use the language of skills in lessons.
Younger pupils can identify the skills they are developing by relating to the characters created by the class teacher. Older pupils can refer confidently to the meta skills they are developing and how these might relate to the world of work.

Careers Week gave all pupils an opportunity to deepen their understanding of the world of work, especially rural careers or careers in our local area. Our Meta skills framework was shared with visitors to the school, and they linked this to the jobs they do, giving pupils a better understanding of how what we learn in school links to the wider world of work.
All pupils have opportunities to engage with the entitlements within the Career Education Standard, helping to build their understanding of the world of work. |

	Used the website My World of Work to help children in P5-7 profile their strengths and interests.	Using My World of Work, P5-7 can identify their strengths and areas for development.
	Expanded links with local community and external agencies to broaden the experience of our learners and create ambition in relation to future career possibilities. Planned and organised a Careers Event, to help our pupils better understand the world of work and make links to their learning and skills development. Visitors discussed their career pathways, along with the skills required to carry out their job.	From next session, a new tool in Glow will provide an approach to profiling but will also serve to give parents a snapshot of their child's learning.
	Seesaw use suspended in Term 2; new tool available in Glow from the end of Term 4. Profiles set up and will be shared with parents at the beginning of next session.	Consistent approach across the school to planning for the delivery of STEM subjects, which includes links to skills development. Pupils developed creativity skills using tools on the iPad.
	Teaching of STEM subjects is supported using planning documents from the RAiSE programme.	
	Youth Music Initiative iPad music tuition to P1-4 and P5-7.	

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? ⌧

- The school values are promoted and integrated into the everyday practice of the school. Nursery staff revisited their vision, values and aims in consultation with parents and carers. It has been streamlined and aligns with the overall VVA (Vision, Values and Aims) of Braemar School, which is aspirational, and both known and understood by stakeholders.
- Children can talk about the school values and relate to their own and others' actions.
- Our values are used to support self-evaluation activity. For example, pupils investigated whether the Learning, Teaching and Assessment infographic reflected the school values as part of their HGIOURS activity.

- Opportunities for pupil leadership have been extended through a return to lunchtime clubs, in addition to taking part in weekly Committees and Masterclasses. Our Pupil Council regularly work in collaboration with the Parent Council, sharing information with them and asking for their support with issues affecting the school.
- Pupils had opportunities to lead during family learning sessions, (Pupils as teachers, parents as learners.)

- Pupils have ownership of the process of sharing and celebrating wider achievement, with responsibility for gathering information and displaying examples of wider achievement both in school and within the wider community.

- Pupils also have opportunities to develop skills in leading their own learning, either through play, through collaborative IDL (Interdisciplinary learning) planning or through personalised learning projects- Genius Hour.
- Our well-established house system is one of many opportunities where vertical groupings are used to support learning with and from each other.

- Pupils are fully involved in the process of self-evaluation using HGIOURS. This session they have looked at aspects of learning and teaching, in particular, feedback. They were also responsible for creating a survey and evaluating the end of session feedback from parents and carers, under the theme of Relationships.

- Staff have opportunities to take forward aspects of the School Improvement Plan. For example, a class teacher was creative in developing cartoon characters to engage younger pupils in the meta skills framework. A PSA, alongside the HT, led a playground development project in collaboration with pupils. Pupils acted as researchers. They used the school values as an evaluation framework, creating a questionnaire to gather thoughts from pupils and staff. Another PSA led a lunchtime Drama club, often attended by more than half the pupils in the school.

- Staff work very effectively as a team to share professional learning and expertise. A class teacher's background in ASL (Additional Support for Learning) teaching is valuable in identifying interventions or strategies which support individual pupils to succeed. Another staff member has carried out master's level study into the use of technology to support teaching and learning, including being both an Apple and Google certified teacher and MIE Expert in the last few years. Sharing of expertise has enabled all staff to develop their practice in these areas.

- There is a strong culture of improvement across the whole staff team, with approaches to pedagogical improvement informed by research, evidenced through the PRD and Professional Update process and with strong links to previous school improvement priorities. Throughout the pandemic, and with several staffing challenges, our priority has been to work on making our teaching practice the best that it can be. A new teaching and learning lesson evaluation toolkit is supporting staff in observation and dialogue around teaching and learning.

- Staff and pupils are involved in the evaluation of the school improvement plan and the identification of improvement priorities for the coming year. Progress against aspects of each action plan during the school session is shared on a Kanban board in school, providing a visual representation of what has been achieved and what is still to be done. Each action plan is also allocated a section on our staff Padlet, along with documents, professional reading, links to podcasts and videos and challenge questions. This approach gives staff ownership of the process and flexibility in how they engage with materials which have been identified as important for improvement.

- The HT is involved in the self-improving schools programme. All 3 of the schools in the trio have experienced their own challenges this session and we look forward to a more stable session in order to take advantage of networking opportunities available to us.

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

- Our school values are visible throughout the school and referred to in classrooms, assembly and in day-to-day interactions around the school.
- Children can talk enthusiastically about their school and the meaning and relevance of our values.
- Visitors comment on the welcoming and positive ethos in school, the respectful and polite pupils and the enthusiasm for learning.
- Pupils speak highly of the many opportunities they have to lead their own learning and lead aspects of the wider life of the school.

- Pupil involvement in Parent Council meetings is valued by parents and pupils alike.
- Feedback from PATPAL family learning sessions was very positive, with many parents commenting on the level of confidence the children demonstrated.
- Pupils are increasingly resilient, confident and independent both in their learning and in interactions within and beyond the school.
- Pupils spoke positively about their learning and about opportunities to be involved in the wider life of the school during a recent Quality Improvement visit.
- Almost all pupils respond positively to the high expectations of staff and regularly challenge themselves to be the best they can be.
- Staff value opportunities to take on leadership roles within the school to support the improvement journey, in particular those opportunities which enable to staff to develop wider networks, for example through the Northern Alliance.

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

Continue to develop links with both cluster schools and wider, through involvement in moderation and CLPL activities locally and through the Northern Alliance- specifically NA Play Pedagogy, NA Rural Schools Network and NA Head Teacher Leadership of Change Network.
Continue to develop PATPAL sessions next session, with a focus on other curricular areas, as requested by parents.
Pupils to develop links with Braemar Community Garden to support their work in the sensory garden.
Develop a French progression to support the teaching of French in multi-composite classes. (NCCT teacher to lead.)

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? 🖼️

- Our positive relationships policy continues to support a nurturing, encouraging learning environment built on mutual respect and a rights-based foundation.
- The quality of teaching and learning has continued to be a priority in our school improvement journey this session. A focus on feedback has supported staff in developing their knowledge and understanding of the value of providing effective feedback. All staff have developed skills in delivering the most appropriate feedback which supports learning and identifies strengths and next steps for the learner. Pupils can give and receive meaningful and useful feedback to peers, often based upon the agreed success criteria, but also in terms of skills development using the Meta Skills framework.
- Staff engage with current research via the EEF (Education Endowment Foundation), professional reading and dialogue (Hattie, Clarke, Wiliam, Robertson) Local Authority inputs and involvement with Northern Alliance CLPL opportunities. Subsequent discussion and regular reflection using our online Padlet ensures that these activities remain relevant, gives staff ownership of their part in our improvement journey and shapes our ongoing improvements in practice for all staff, including those who work part time, student teachers, supply staff, support staff and teachers from a neighbouring school.
- Sharing of our Learning, Teaching and Assessment Statement with all staff, whether permanent or temporary, supports a shared understanding and a consistent approach to teaching and learning at Braemar School. This statement is underpinned by the school's shared vision and values, evidenced by recent HGIOURS activity by pupils.
- Almost all pupils are motivated to learn and participate fully in their learning and in the wider life of the school. Opportunities to exercise choice about what they learn and how they learn ensures personalisation of learning, for example through Genius Hour, play experiences and Masterclasses. Vertical groupings for Masterclasses and Committees help pupils to learn both with and from each other.
- Pupils are fully involved in the planning process, either through big book planning in the younger class or through a big question approach in the older class. Learning is linked to the Sustainable Development Goals in P5-7, where

- appropriate. Older pupils used our IDL bundles and the CfE documents at the end of session 22/23 to create an IDL programme for session 23/24, tailored to their interests.
- Staff plan using a range of progression documents and frameworks. An annual overview is in place with flexibility built in to allow for opportunities which may arise throughout the session, in particular learning opportunities which link to our local community. Medium term planning is in place for all curricular areas, ensuring a broad curriculum and appropriate progression in learning.
- The use of Digital technology is embedded across the school. Teachers routinely use technology to organise and deliver teaching material in engaging ways. Pupils can select apps and digital tools which they feel are most appropriate to support or evidence their learning in creative and original ways. Pupils with Dyslexia use technology very successfully to support their written work and tools such as text to speech are used by pupils with ASN (Additional Support Needs) to enable them to access chosen texts independently. Pupils instinctively opt to use tools which have been introduced to them previously, for example a pupil chose to use Excel to create a spreadsheet and then a graph to share results of a recent mock election. Digital tools are also used regularly by both staff and pupils to engage in self-evaluation activity. For example, Pupil Council members created online questionnaires to gather data about recent playground improvements and to gather feedback from visitors to the school via a QR code at the front door. Staff use simple Google Forms to gather feedback on the learning each week, again accessed by pupils via QR codes.
- Play pedagogy approaches are well established in P1-4. Plans are in place to further extend play approaches in P5-7, with pupils taking a lead role in the planning and evaluation of a small-scale project on play in upper primary. Staff use Realising the Ambition and an extensive body of research to inform professional reading on this topic.
- Loose parts play, aspects of outdoor learning, the use of robotic toys, Scratch and Microbits have also been approached through the lens of 'playful learning', with curiosity, problem solving and creativity at the heart of the engaging experiences provided.
- An assessment calendar is in place and used across both classes. A wide variety of assessment approaches are used to allow pupils to demonstrate learning across the curriculum, including pre and post topic assessments, standardised assessments and AifL strategies to help teachers identify strengths and next steps. Useful feedback is provided to pupils about their progress in learning, .
- Skills development using the meta skills framework from SDS has been a focus this session. Staff refer to the skills being developed during lessons, but also make links explicit when talking about wider achievement or about the world of work. Pupils can identify the skills they are developing and can talk about the skills required for different kinds of careers.
- Staff have made explicit links to the Career Education Standard this session, with logos for the entitlements being used in direct teaching and on classroom displays where appropriate. Engagement with this has been tracked this session and will continue to be tracked to ensure ongoing engagement with the DYW agenda.

- Our tracking system is well-developed and robust. Tracking conversations take place 3 times a year, coinciding with pupils filling in wellbeing self-evaluation webs. This provides a holistic view of the learner, enabling staff to identify whether wellbeing concerns are impacting learning. Wellbeing, Wider Achievement and skills development, based on the Meta Skills, are also tracked, meaning gaps or concerns can be identified and acted upon.

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

- The positive learning environment, built on mutual respect and an understanding of the school values, is evident through pupil, visitor and parent feedback. In our end of year self- evaluation, 94% of pupils felt that they were treated fairly and with respect by staff. 94% also felt that school helps them to understand and respect other people.
- Almost all children are engaged in their learning. Pupils are happy with the quality of teaching (88%) and felt that they are encouraged to do their best at school. (82%) Pupils have many opportunities to lead their own learning.
- Pupils value authentic, real-life contexts for their learning. The Garden Club planned and ran a successful open garden and plant sale to raise funds for the Sensory Garden. P5-7 planned and ran a whole school careers event over 3 days. They wrote letters inviting a range of visitors to come in and talk about their jobs. They timetabled the event, assigned meet and greet teams, photographers and note-takers for each visitor and sent a letter of thanks to each visitor following the event. We sent a copy of the Meta Skills framework to each attendee, ensuring that each could refer to the skills which were relevant in their careers, helping pupils understand the importance and transferability of these skills. Following the event, learners had the opportunity to apply for a job. (Assistant HT, Administrator, Teacher, EY practitioner) Interviews will take place early next session and successful applicants will have an opportunity to work for a day in their chosen role.
- Most pupils felt that staff helped them to understand their progress and next steps in learning (88%) and felt comfortable approaching staff with questions and suggestions. (88%)
- Pre and post topic assessments, teacher planning documentation and classroom observations demonstrate that learning is differentiated and is well paced and appropriately challenging across both classes.
- Pupils confidently use a wide variety of apps and digital tools to record/evidence their learning. They are supportive of peers when developing digital skills and are willing teachers, both in the classroom and informally during Masterclasses or at Tech Club.
- Pupil friendly, jargon-free school improvement plan formats, pupil friendly infographics and accessible policy summaries support the children in their self-evaluation activities using HGIOURS.
- Weekly pupil feedback on teaching helps teachers to identify issues or concerns from individual pupils (e.g., seating changes) or general trends across wider groups of pupils. (e.g., further examples needed)
- Pupils are confident in co-creating success criteria with teachers and can use these to peer and self-assess learning.

- Staff professional development around giving effective feedback has impacted on learners' ability to identify achievements, strengths and next steps, with a significant reduction in pupils recording low scores for *achieving* on their wellbeing webs.
- Baseline writing, spelling and numeracy and maths assessments provide a picture of progress over the session. Care is taken not to over-assess pupils and an assessment calendar helps to ensure that assessment is proportionate and meaningful.
- A range of methods for profiling/ evidencing/ sharing learning have been used, following withdrawal of the Seesaw app. Next session we will return to using a consistent whole school approach, with J2E tools within Glow.
- Tracking and monitoring documentation provides a record of pupils on track, requiring support or exceeding expectations. It also helps staff to identify trends across groups or classes, or individual concerns. Evidence of interventions to address concerns and the impact of these interventions are built into the tracking documentation. Tracking documents now also include an evaluation of engagement in learning using the Leuven Scale.

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

Staff will work together to develop our approaches to creating High Quality Assessments. A more formalised approach to retrieval practice in maths will be developed and rolled out during the session.

Play Pedagogy will be extended and developed across P5-7. Pupils will actively participate in a small-scale action research project to evaluate the impact of play in upper primary.

A return to involvement in the Northern Alliance Play Pedagogy Programme, this time as mentor, will ensure we continue to engage with the most recent research and develop wider professional networks in this area of practice.

Develop closer working partnership between Nursery staff and the wider school, especially in relation to observation and assessment of learning through play.

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? [OBJ]

- Braemar School has a strong sense of community, based on our shared values, creating a very positive ethos.
- Pupils know the wellbeing indicators and engage with them both informally in the classroom and formally 3 times a year, as part of our tracking and monitoring processes.
- Staff successfully use HealthySchoolsScot and RSHP resources to help them plan to address the HWB outcomes, along with the Aberdeenshire frameworks and National Benchmarks.
- Almost all pupils stated that they feel safe at school and all pupils said that school helps them to feel safe. A majority of pupils said that they felt that they had someone to talk to in school if they are upset.
- Pupils from Nursery to P7 can discuss a range of emotions, the triggers which might cause these, and the behaviours and signals surrounding emotions, following the introduction of Emotion Works using PEF funding last session.
- The relationships across the school are positive and built on mutual respect. Almost all children are polite and well-mannered, something which is regularly commented upon by visitors to the school.
- All pupils experience rich learning opportunities through which they develop skills and achieve success. Pupils are developing an understanding of their place in their community and as global citizens through the Sustainable Development Goals and involvement in local issues such as parking in the village, parking on the zigzags outside school, biodiversity in the local area and pollution.
- Pupils know that their views are valued and have regular opportunities to make their voice heard in authentic and meaningful ways.
- All staff have a good knowledge of individual children and their families. They promote equality and strive to ensure that the school is an inclusive and supportive environment for all.
- All staff complete training in Child Protection, Prevent and Data Protection. Staff and visitors know who to report a child protection concern to.

- Pupil self-evaluation against the wellbeing indicators provides useful information for staff when looking holistically at pupils' progress. The inclusion of pupil comments and an opportunity for pupils to set a wellbeing target have meant that the wellbeing webs have become a source of rich qualitative data this session.
- Feedback from staff and pupils on Emotion Works is very positive. The programme is providing us with a common language to use across the whole school. Teachers are creative in incorporating the language of Emotion Works across the curriculum, for example in literacy activities.
- Our positive relationships policy is built around the school values, the theories included in the Paul Dix book, 'When the Adults Change...' and an understanding of the Nurture Principles. Staff new to the school are introduced to the Behaviour Blueprint and the policy document, along with further reading through our staff Padlet on Nurture principles. Those children who need additional support to build positive relationships have received that support from both the IPT and school staff. Lunch Clubs and small group games and activities have also helped to develop social skills in those pupils who would benefit from this.
- Pupils worked with a PSA and the HT to make changes to the playground. They evaluated the changes against the school values and surveyed individual pupils at the end of the session. Views about the impact of the project from pupils and staff were very positive and incidents of fall outs or first aid incidents decreased significantly following the changes.
- Pupils requiring additional support are identified quickly and action is taken to provide support. Staff have a good understanding of both universal and targeted support and ensure that resources at universal support level are available to all who may require them.
- Almost all children demonstrate an inclusive and caring attitude towards pupils with additional support needs in our school. They are quick to challenge discrimination in any form and can talk positively about the importance of accepting and valuing difference. During our Careers Week learners showed a good understanding of and openly challenged gender bias in the world of work, with the view that *anyone can be what they want to be.*
- The Wellbeing and Digital Leader Committees worked together on a resource to support the safe use of technology, part of which encouraged a *digital detox* when screen time was excessive.
- Safeguarding procedures are in place. Child protection training completed on In Service Day and at any point in the year for new staff, as required. Aberdeenshire Council Volunteer recruitment procedures are followed. Playground and Fire safety checks completed daily. Fire drills and fire alarm testing completed as per the requirements in the Fire Safety Strategy. Stay Safe (Lockdown) policy in place and all staff aware of the procedure.
- Staff work in partnership with families to support pupils with care or medical needs. All procedures are carried out in line with Aberdeenshire Council policy. Reviews of arrangements in place are carried out regularly.

- We will have new support staff in place from August. We will ensure that previous work around the Nurture Principles, Emotion Works, Restorative Conversations and the importance of the Rights of the Child and pupil voice are shared with new staff. Opportunities for these staff to fully engage with this work will be built into our In-Service days throughout this session.
- This will be our second year using Emotion Works. We will continue to embed the ideas and resources across the curriculum and across the 4 contexts for learning. Using the display in the playground will enable staff to engage pupils in conversations outdoors using the cogs as a reminder. New staff will access training and support around the use of Emotion Works.
- Staff have a good understanding of both targeted and universal support in the classroom. We will access training on using the Circle Framework in preparation for rolling this out across the school next session.

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? ⌗

- Across the school, attainment in Literacy and Numeracy demonstrates that almost all learners are making progress from prior attainment levels, with a few learners exceeding age related expectations.
- Almost all learners are making good progress in other areas of the curriculum.
- Learners who face barriers to their learning are identified through our tracking and monitoring processes and through informal discussions with staff, and timely support is provided. These learners are making appropriate progress in relation to their individual level of need. Areas where learners would benefit from additional challenge are also identified and acted upon.
- At the end of session 22/23 our attainment data for P1, P4 and P7 highlighted that a majority of learners achieved appropriate levels of attainment in Literacy, and all achieved expected levels of attainment in Numeracy.

- At Early and First level across the school, the majority of pupils are on track with reading and at Second level, almost all are on track or exceeding expectations in reading. Learners enjoy reading for pleasure and can talk confidently about the books they read. Older pupils have opportunities to select texts for guided reading and some have been directly involved in the selection of sets of books purchased for guided reading.
- In listening and talking, almost all have achieved expected levels.
- Across the school, pupils are given opportunities to write at length and for a range of authentic purposes. Writing at Early and First level has been identified as area of improvement for next session.
- Year on year comparison is complex due to the very low numbers in some cohorts however, post Covid-19, the majority of pupils have achieved expected levels in Literacy, and most have achieved expected levels in Numeracy.
- Staff continue to develop their shared understanding of National Benchmarks and have welcomed the prospect of being involved in wider moderation activity next session. This will enable them to have even greater confidence in their judgements around how well children are progressing in their learning.
- Tracking of both academic attainment in Literacy and Numeracy, of Health and Wellbeing and of Wider Achievement, both in and out of school, takes place three times a year.
- Wider achievement tracking now includes a focus on learners' development of Meta Skills both across the 4 contexts for learning and in their lives outside of school.
- Wider achievements are shared on our Achievement board (led by pupils) in Assemblies and on social media.
- A QR code was sent out to parents to make the process of informing school about wider achievement straightforward, as some children were more reluctant to share their achievements with school. More work will be done to increase engagement in this next session.
- The HT and all staff have a good understanding of the demographics and unique rural context of the school. Our SIMD data does not provide a full picture of the impact of living in a remote rural community. The *Cost of the School Day* is a consideration for staff when planning for children's learning.
- The Parent Council agree fully with the principle of equity for all learners and support the HT to ensure that all children have opportunities to take part in residential or whole school trips. The HT take advantage of free access to educational activities and any available travel grants, which make such activities free for all families.

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

- SNSA data, data from a range of assessments, including PIRA (Reading) SUMDOG diagnostic and end of unit assessments (Numeracy)
- Pre and post topic assessments in Numeracy demonstrate progress in pupil knowledge and understanding.
- Baseline writing assessed against the Highland Rubrics provides evidence of progress in writing. Schonell spelling tests are beginning to provide a picture of progress over time.

- Tracking processes enable us to identify the need for interventions, or identify gaps in opportunity, for example in attending clubs or activities in or out of school.
- Wider achievement display and our Twitter feed demonstrate that wider achievement is celebrated and valued.
- Pupils can speak confidently about the meta skills being developed through Committees and Masterclasses, across the 4 contexts for learning and in their lives outside of school.
- All learners in P5-7 were able to attend fully funded ski lessons at Glenshee. P7 families had a part of the cost of the P7 residential trip met by the Parent Council. A whole school trip to Aberdeen Science Centre and the beach took place at no cost to families
- Uniform Swap opportunities exist for families. Unnecessary financial demands are not placed on families, with a flexible approach taken to the wearing of uniform and to the provision of resources.

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

- We have identified Literacy at Early and First level as an improvement priority. We plan to implement Talk4 Writing across the whole school next session to support improvement in this area.
- We also plan to implement the 5 Minute Box Literacy Intervention with target groups of pupils.
- We have identified a need to develop the use of high-quality assessments across the school and so this is an improvement priority for the coming year.
- Engage in wider cluster moderation opportunities when they arise. Our agreed focus for moderation of writing is on imaginative writing for next session.
- Introduction of PUMA maths assessments for P2, P3, P5 and P6 in spring 2024, to coincide with SNSA assessments. This, combined with PIRA assessments for the same age groups, will help to give a detailed picture of attainment across all stages in Reading and Numeracy/Maths.
- Use of retrieval practice is supporting learning, but we intend to provide more structure to this by having in place a calendar or retrieval quizzes and tests in a range of formats, with agreed intervals and spacing between revisiting a topic.
- Pupils with responsibility for the wider achievement board will engage parents in the process of sharing information with school. An infographic sharing examples of what these achievements might look like will also be shared with parents and carers.
- Pupil Council will work alongside parents to further develop their understanding of our meta skills framework and demonstrate the importance of these lifelong skills on both learning and life outside of school.

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	From our data we can see a need to provide extra support for some of our pupils in Literacy and Numeracy at Early and First level. Some pupils in P2 and some in P4 would benefit from the planned interventions.
Expenditure	3-year Sumdog subscription for maths, spelling and grammar. Purchase of 5 Minute Box for literacy interventions with identified pupils. 2 x additional Chromebook to support daily practise in Room 2.
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	Raised attainment in literacy, Esp writing. Increased confidence in phonics and spelling Increased independence in learning for target children.
Impact Measurements How will you know the change is an improvement?	Baseline and end of session literacy assessment – 5 Minute Box. P2 gaps in literacy learning decrease P4 SNSA results

Capacity for improvement

Braemar School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.
We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

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

Priority 1: To improve ………. Attainment in literacy	Data/evidence informing priority: ……………… Attainment data in Literacy, Esp at Early and First level shows areas for improvement, in particular writing.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Whole school implementation of Talk4Writing programme. **All teaching staff to engage in Local Authority-led training over 8 twilight sessions.** **Implementation and measurement of progress led by Mrs Nixon.**	**HT/CTs**	**Training Term 1 and 2 Begin T2**	**Increased attainment in writing at Early and First level, evident through SNSA, jotters and TPJ.**	
Emerging Literacy screening to inform areas for targeted support at Early level	**CT/ASL teacher**	**Term 1 and 4**	**Increased attainment, demonstrated through SNSA**	

			and in class assessments	
PEF (Pupil Equity Fund) funded 5-minute box intervention to support Literacy learning through a multi-sensory approach	**HT/PSAs**	**Training term 1/ begin term 1**	**Increased attainment, evident through baseline/ post intervention assessments** **Increased confidence and resilience in literacy learning for target pupils.**	
PATPAL sessions to introduce and demonstrate Talk4Writing approaches	**CTs/HT/ PSAs/ pupils**	**Term 3**	**Well attended sessions, with children able to demonstrate the approach with confidence.**	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
	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	

Performance Information

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Staff involvement in a mentoring role in Northern Alliance Play Pedagogy Programme (Previously involved during our implementation of play- 2021-22)	**CT- Mrs Robson**	**T1 to 4- ongoing throughout session**	**Access to wider network for sharing practice will have a positive impact on learning at Braemar School**	
Working with Nursery staff to further develop play approaches in P1-4, looking at child- led learning, the role of the adult and observation/ assessment of learning during play experiences.	**CT/HT/EYP /EYLP/ PSAs**	**T3 and 4**	**Consistent pedagogical approaches will support transition, child led learning evident across both Nursery and P1-4**	
	HT/pupils	**Begin T1-**		

Small scale practitioner enquiry, involving pupils in P5-7 in a project to investigate the impact of play on attainment and engagement.		**evaluate T4**	**High level of pupil engagement in learning, personalised learning and pupil voice evident across the curriculum.**	
Professional reading based on research, for example that shared in the Project Zero work by Harvard University, in particular work undertaken at the International School of Billund, Denmark.	**HT/CTs/ PSAs**	**Term 1 and 2**	**All staff, including new support staff, will have a shared understanding of the rationale behind play pedagogy. New PSAs will be able to adapt learning experiences to match the interests and needs of the children they are working with.**	

Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC	**Aberdeenshire Priorities:**

• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. **Key drivers of improvement** School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School and ELC improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **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	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 3: To improve ………. **Approaches to assessment and moderation to give an accurate picture of attainment across the school**	**Data/evidence informing priority: …………………** **Recent trial of PIRA assessments welcomed by staff, as results have supported TPJ.** **Simple assessments such as Schonell spelling are supporting staff in determining levels of attainment and identifying need for support in some pupils.** **Retrieval practice is supporting pupils' recall and ability to apply prior knowledge to new learning; however, we would benefit from a more structured approach to administering low stakes testing.** **HT attendance at cluster level moderation session not possible due to staffing issues.**

Key actions	**By whom**	**When?**	**How will we evaluate impact? (Measurements of success)**	**Progress**
				On Track **Behind Schedule** **Not Achieved**
Develop, trial and evaluate High Quality assessments in Literacy and Numeracy at First and Second Level. Staff to be clearer about how learning will be assessed at the planning stage. Use of National advice and information and the moderation website will support staff in developing this area of practice.	**HT/CTs**	**Term 1**	**Staff will demonstrate ability to match appropriate assessment approaches to measure learning. Pupils will be able to apply skills learned across the curriculum**	

Develop a more structured approach to retrieval practice in Numeracy and Maths. Calendar of low stakes retrieval quizzes and tests created for Numeracy at First and Second Level, based on Rosenshine's Principles of Instruction. Variety of approaches to be used, including short Sumdog assessments.	HT	Term 1-4 ongoing	Pupils will perform increasingly well in low stakes tests, demonstrating that learning is embedded in long term memory	
Introduction of PIRA and PUMA assessments for P2, P3, P5 and P6 to coincide with SNSA assessments in spring term. Assessments will identify gaps in learning and learners requiring support.	HT	Term 3	Teacher confidence in TPJ will increase. Pupils requiring support will be identified.	
Engage in cluster wide moderation of writing throughout session 23/24 Focus for Braemar School will be imaginative writing.	HT/CTs	Term 1-4	Sound judgement relating to achievement of a level.	

Wider Achievements

Multi sports sessions with Michael Murray kept everyone warm in sub-zero temperatures during Thursday lunchtimes in March.

Drama Club was very well attended on Friday lunchtimes in Term 3 and 4 with our new PSA, Miss Florence. Sometimes almost half the school turned up to play drama games. They ended the year by making a short film.

Our Masterclasses this year have been varied and engaging for all pupils, with almost all children getting their first choice. We have had STEM Stars, Cookery, Designers,

Construction, Outdoors and Nature. We used the Meta Skills Framework to help us identify the skills we were developing through our Masterclass sessions.

Garden club worked hard this session to achieve RHS Level 4 award. Part of this involved planning and organising a Plant Sale, which raised over £90. At the end of term, they prepared their display board to enter the Ballater Horticultural Show and had fun deciding what to spend their funds on.

Our Burns Celebration took place in January, with all our pupils from P1 to P7 taking part in either poetry, music, song or art categories.

We celebrated World Book Day with a whole school reading session and a book quiz.
P1-4 went for a walk in Creag Choinnich woods with Ben from Mar Lodge, looking for signs of spring whilst P5-7 took part in a Ranger-led science session with Lianne from Mar Lodge, looking at water pollution.
We LOVED Genius Hour in P5-7 this year. We were building, researching, sewing, writing, dancing and drawing and developing skills through our interests and passions.
 P5-7 enjoyed a visit from Philippa Mason, UK Parliament Senior Education and Engagement Outreach Officer and found out about how the UK parliament works. Alexander Burnett, Conservative MSP and Maggie Chapman, Green Party also visited in Term 4, giving the children a very broad understanding of the workings of the United Kingdom democratic system.

 First Aid training for P5-7 took place in May, with pupils learning how to put a patient into the recovery position, apply slings and bandages and carry out CPR. Our Parent Council funded this particularly important session.

In May we had a whole school trip to Aberdeen Science centre and the beach. We loved the activities available in each of the zones and had great fun finding out about volcanoes and coding our moon buggies using Lego Mindstorm.

Andy McKechnie visited to talk about motivation, resilience and teamwork.

Visitors from Braemar Castle helped us to make a leather targe. We used tools to work with the leather and decorated them with symmetrical geometric shapes.

We had 3 lovely Family Learning sessions this year, working with our parents on Emotion Works activities, Reading and Numeracy.

We invited parents to come and join us for our Coronation Party in May. We had fun decorating potatoes, dancing and had a royal themed quiz. Our wonderful Parent Council even bought a cake to celebrate the big event.
Transitions for P1 and P7 took place throughout term 3 and 4, with opportunities to meet other P7 pupils from neighbouring schools and time to play together for nursery children and their buddies.
P5-7 took part in an online session with the National MUSEUM of SCOTLAND- Flying Forces.

We followed up the session with experiments to investigate the four forces associated with flight.

Memories are made of this:

Ski week at Glenshee went ahead this year, for the first time since Covid. Both skiers and non-skiers had the opportunity to develop new skills and improve their technique. And of course, we had the 'best bus ever'.

Loch Insh also went ahead, with our 2 P7s joining forces with pupils from Crathie, Ballater and Torphins.

We had lovely weather for Sports Day this year. Crathie School joined us for a morning of running, jumping and tattie-carrying. Great sportsmanship shown by both schools. Hopefully, we can get to do it again next year.

Local piper, Fergus Mutch, piped us down to the village to watch the raising of the newly designed Aberdeenshire flag in April.

P5-7 worked with Ali Berardelli (artist), thinking about biodiversity with a focus on the rare narrow-headed ant which can be found in the forests around Mar Lodge. With support from Lianne Starbuck-Stephen ranger and Annie Armstrong, outdoor leader Wild Braemar, the children wrote poetry and tried their hand at mono-printing.

Ceramicist Katie Spragg came to school to do a workshop with P5-7. We went to the woods to look at and feel textures in nature. Then we returned to school to create sculptures in clay. Katie fired the creations in her kiln at the Artfarm workshop.

What a fantastic experience for P1-7 in April, meeting Mr Morris and a pair of peregrine falcons. We enjoyed the opportunity to get a close-up view of these amazing birds and hear about the work they do.

Wider Community Links

Mrs Nixon and P5-7 created land art in the form of a giant bike which looked fantastic from the air when filmed as part of the Tour of Britain in September.

Representatives from Braemar Royal Highland Society came to visit to present the children with water bottles to commemorate Queen Elizabeth II Platinum Jubilee.

Throughout this session we have continued to write for The Buzzard, the local village newspaper. Our children have enjoyed having this real-life audience for their writing.

Dynamic earth plastic pollution online session, followed by a great learning opportunity for P5-7, discovering what is living in their local freshwater ponds. Mar Lodge rangers Leanne

Starbuck-Stephen and Jennifer were on hand to guide the children and answer their many questions.

A group of children worked with cameraman Colin Wight to film a short piece for the new digital castle guide for Braemar Castle.

Parent, staff and community support enabled us to run Bikeability 1 in term 1 for P5-7 and Bikeability 2 in Term 4 for P6 & P7s.

Gardening support from Ballater Horticultural Society and The Seedbox at Ballogie helped the Garden Club to choose plants which are suited to our climate. We created a display of our achievements for the Ballater Horticultural Show in August.

Our Careers Week saw parents and external partners join us to talk about their jobs, career pathways and the skills needed to carry out their role. Along with online sessions, we had over 14 varied careers showcased, from electricians and hospitality to offshore working and the Balmoral Pony ladies.

In June, we revisited our UNCRC (United Nations Convention on the Rights of the Child) rights school charter and included new rights chosen by the children. A new theme was chosen, and a new poster created and shared with parents and the community.

The Pupil Council collated information about the most recent funding support from our Parent Council and shared with all parents and the wider community to show our appreciation for the help they give us.