



**Strathdon School**  
**Standards & Quality Report**  
**2022 - 2023**  
**&**  
**School Improvement Planning**  
**2023 – 2024**



## School Forward

We are pleased to present both our Standards and Quality Report for Session 202–2023 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 schools' progress to date and identifies our next steps in school improvement.

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

Lilian Field

Head Teacher

Chris Redmond

Principal Teacher



## **The School and its context**

### **Vision for the school**

Strathdon School is a place where everyone is valued and respected in a vibrant inclusive learning community. A place where learning experiences are designed to develop everyone's skills and personal qualities enabling us to prepare for the world of work and to become effective global citizens.

### **Values that underpin our work**

We have worked on embedded our aims and values at Strathdon School this year, after working closely with parents and pupils last session to create them.

At Strathdon School we value:

- ✓ Kindness
- ✓ Respect
- ✓ Being Responsible

At Strathdon School we aim to:

- ✓ Inspire
- ✓ Challenge
- ✓ Prepare

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

At Strathdon we aim to inspire, challenge and prepare our pupils for their future.

### **Context**

Strathdon Primary is a small rural school in the heart of the Cairngorms National Park. Built in 1875 it was extended in the 1950s and again in the 1990s. It has two classrooms and a large general purposes room and a separate building with cooking and dining area. The roll is currently 17 pupils (May 2023) organised as one multi composite class. The roll will increase by one pupil in 2023/2024 and continue as one composite class. Additional government funding has enabled an increase in teaching staff of 0.2FTE. This has provided much needed post Covid support for pupils. The school is part of the Alford Network of schools. We work closely with our neighbouring primaries and Alford Academy.

The Head Teacher also manages Crathie Primary School in Upper Deeside.

We meet regularly with pupils from Crathie, Lumsden and Towie Schools who are part of the Alford and Aboyne Schools Networks to hold an annual day of dance, STEM days and sports events.



We also meet regularly with the staff from these schools to participate in moderation of learning and other professional learning opportunities.

We have a strong presence in the community and are well supported by parents and local residents who are always happy to attend school events. The school hosts the Lonach Highlanders on the fourth Saturday of August each year where a dram of whisky is dispensed by the descendants of the first Head Teacher, John Brebner Innes.

The school makes use of the school playground, sports area, wild garden, local tennis courts and wooded hillside which provides a rich environment for learning.

The school has attained UNICEF Rights Respecting status at Gold level and Eco schools Scotland Green Flag status which was re-accredited in February 2022. UNICEF RRSA will be re-accredited in session 2023-24.



## 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 - 23   | Key actions undertaken  | Impact (achieved throughout 2022-2023)   |
|--|---|--|
| <p><b>Priority 1 – To work on the re-accreditation of the UNICEF Rights Respecting Schools Award</b></p> | <ul style="list-style-type: none"> <li>• Familiarisation with the award – Bronze, Silver and Gold.</li> <li>• Staff Training at August Inservice - Raise awareness within the school community of the UNCRC</li> <li>• Construct class charter with children               <ul style="list-style-type: none"> <li>▪ Application made for:</li> <li>▪ <u>Bronze: Rights Committed</u></li> <li>▪ <u>Silver: Rights Aware</u></li> <li>▪ <u>Gold: Rights Respecting</u></li> </ul> </li> <li>• Parent information session on incorporation of UNCRC in Scots Law and how it impacts the school curriculum.</li> <li>• Make UNCRC visible - Match appropriate articles and sustainable development goals to pupil working groups, e.g. pupil council – article 12</li> </ul> | <ul style="list-style-type: none"> <li>• During August in-service an overview of the UNICEF RRS approach to children rights was shared. The incorporation of the UNCRC into Scots law was presented to all staff.</li> <li>• PT familiarised himself with the award categories and requirements and made a start with the self-assessment for Bronze/Silver.</li> <li>• Staff were made aware of the need to incorporate children’s rights into everything we do.</li> <li>• Pupil survey was carried out in October 2022. Baseline survey will be carried out as part of a yearly checking on pupils understanding of their rights under the UNCRC.</li> <li>• Class charter was constructed and is used regularly to make the rights of the child real and meaningful to pupils. Having the display in the corridor allows the articles to be routinely referred to in restorative conversations with pupils as a whole or individually.</li> <li>• Pupil groups and linking articles to be restarted in session 2023-24.</li> </ul> |
| <p><b>Priority 2 – Parental Engagement with learning</b></p>   | <ul style="list-style-type: none"> <li>• Consult parents about what they would like to know more about with learning at Strathdon school.</li> <li>• Re-build parental engagement with learning following covid restrictions               <ul style="list-style-type: none"> <li>○ Termly Learning letters and timetables</li> <li>○ Curriculum focus at parent forum</li> <li>○ Termly classroom ‘learning visits’</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Consultation was carried out at parent forum meeting to find out what parents would like to know more about learning at Strathdon School. From the survey was identified that parents wanted to know about a wide range of subject areas and so a sharing the learning event was planned.</li> <li>• The successful parent learning event held March 2023. An exit survey revealed that parents had an increased confidence in their knowledge of their child's/children learning and how they could support learning further at home.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>○ Support for ‘How to support your child’s learning at home.’</li> <li>• Promotion of Seesaw to engage parents with learning.</li> <li>• Improving the sharing of updates on progress and parental support for learning at home. <ul style="list-style-type: none"> <li>○ Shorter update report in November</li> </ul> Reporting to parent’s calendar updated and shared. </li> </ul> | <ul style="list-style-type: none"> <li>• Timetables were shared with parents/carers and weekly briefings with parents/carers. Feedback was received from parents/carers that these updates were meaningful and helped parents to engage with learning in the classroom.</li> <li>• Seesaw was used regularly until withdrawn by the authority but had a high level of engagement from parents/carers. A replacement tool Just2Easy is being rolled out in session 2023-24 and staff are booked on training to promote learning effectively to parents/carers using an online platform again.</li> <li>• Draft report format developed in collaboration with Crathie PT for discussion and consultation with HT and school community.</li> <li>• Reporting to parent’s calendar action not completed and carried forward to next session.</li> </ul> |
| <p><b>Priority 3 – Embed tracking opportunities with learners to set and achieve individual learning targets.</b></p> | <ul style="list-style-type: none"> <li>• Individual learning conversations held with children to create a set of targets to improve attainment.</li> <li>• Raise awareness of benchmarks in literacy, numeracy and health and wellbeing</li> <li>• Create personal target jotters</li> </ul>   | <ul style="list-style-type: none"> <li>• Individual learning conversations held with children to create a set of targets to improve attainment in literacy, numeracy, health and wellbeing and one other area determined by the pupils.</li> <li>• Tracking of pupils attainment happens Nov/Feb/June as part of the annual process and when submitting ACEL data</li> <li>• In writing children have the pupil friendly criterion scale which is continuously referred to for targets in writing.</li> <li>• Personal target jotters were not created.</li> </ul>  |

## 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:**

**How well are you doing?**

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

- There is a positive ethos within Strathdon school. The vision and values are in line with GIRFEC and UNCRC and are becoming embedded in the life of the school. It is recognised that to successfully articulate the vision and values of school that this is an ongoing process. Working collegiately values are part of the block planning for learning and teaching.
- There are effective mechanisms in place to ensure that all families/carers and staff are consulted in the life and work of the school. This is done through methods such as weekly updates, Twitter, learning events, meetings, questionnaires, Parent Forum etc.
- The school engages with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement. We have links with the local estates and this has enabled the use of the nearby woods for regular outdoor learning. We contribute to the community magazine 'Fits Gan Doune' and perform songs and shows for the community. We host several school fundraisers in conjunction with the Parent Forum. We have a termly programme with the Silver Circle and visit the sheltered housing at Doune Court. This has formed a positive intergenerational link with older members of the community and our pupils.
- Through use of technology all staff are becoming more effectively involved in school improvement planning drawing on a wide range of evidence. Staff are more involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Strathdon School uses quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. Classes are observed, peer observations are planned for other cluster schools. Peer observations are regularly carried out during team teaching days.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices within and beyond school, particularly with the Upper Donside Group (Towie & Lumsden).
- Pupil voice is used to identify areas of strength and development across the school. There are many opportunities in place for pupils to drive forward improvement and ensure their voice is heard e.g., school working groups. All pupils have focussed responsibilities linking to skills for learning life and work.
- There are many opportunities for staff to take on leadership roles within Strathdon School.

- All staff in Strathdon School know the children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Personal Performance Plans (PPP) of all staff are conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.

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

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

- We respond to feedback given from parents and pupils through questionnaires and Parent Forum.
- Social media is used effectively to seek opinion and to share learning, for example our school twitter account. Weekly updates provide regular opportunities for parents to be involved in the school.
- Termly letters and timetables shared with parents and carers which allows learners to know what is on their timetable each day and what they will be learning each term.
- There is an ethos of professional engagement and collegiate working from all staff. Weekly staff meetings with an operational focus encourage engagement from all staff. Weekly meetings between HT/PT are restarting focussing areas linked to the school improvement plan. These will lead to further opportunities to engage staff with QI documentation to review practice and plan next steps.
- QA evidence informs next steps. Team planning across Strathdon and Crathie Schools is conducted with a view to sharing standards and moderation practices. There has been a continuing focus on multi composite learning, teaching and assessment.
- As an Eco School, the school has an action plan in place as part of learning for sustainability but this will be revisited in 2023/24.
- Teaching staff have a range of leadership opportunities e.g. Standard for Headship
- Whole School QA calendar / collegiate calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year for staff and pupils.

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

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

- Continue to work towards Re-accrediting Rights Respecting Schools award
- Consultation with HT and school community on draft reporting calendar and alternative report format.
- Pupil Groups – Pupil Council and Eco Group refocussing on engaging and involving pupils in improvement and change within the school.



## 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:**

**How well are you doing?**

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

- The ethos of Strathdon School is warm, positive, nurturing and promotes mutually respectful relationships. Most pupils engage well with learning experiences, are eager to learn, motivated and involved. Appropriate pace and challenge across all year groups is continuing to be developed.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. There is a recognition for the requirement to improve the co-construction of these with learners.
- Almost all staff make effective use of questioning during learning and teaching experiences extending learning as appropriate. Question prompts shared with and used by PSA have supported reading analysis and comprehension.
- All pupils have regular opportunities to work individually, in pairs and in groups (including mixed-age groups.)
- Learning experiences are planned to match pupils needs/abilities.
- A variety of assessment approaches including holistic are used to allow pupils to demonstrate their learning.
- Staff know the pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Teaching staff have confidence in using a wide range of assessment data including National Standardised Assessment results.
- Termly tracking supports pupils progress in learning.
- Digital technology is used to support learning across all ages.
- Weekly updates, newsletters and twitter regularly update parents/carers on the learning within the class.
- All staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

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

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

- QA processes taking place throughout the school year.
- Pupils have opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps.
- Aberdeenshire frameworks, Highland Literacy and National Benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Strathdon School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF is currently used to provide pupil support staff to assist the class teachers to address any deficit of attainment and to support barriers faced by some children.
- Professional dialogue ongoing throughout the session.
- NSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Strathdon School makes effective use of laptops/iPads and more recently, coding technology such as micro bits. Technology is also used to support targeted interventions planned for individual children.
- Feedback from parents/carers around the use of See Saw to share learning, progress and feedback was very positive under its suspension by Aberdeenshire Council.
- Twitter is used to promote everyday learning and achievements.
- We have an ongoing collaboration with the Cairngorm Park and Balmoral Estate Ranger Services.

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

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

- Continuing to develop multi composite learning and teaching including planning and assessment.
- Integration of play-based learning for P1-7 appropriate to the age – enquiry, experimentation, and challenge – Developing skills linked to the curriculum.
- Improvement focus with digital literacy/pedagogy which could include working towards Digital Schools Award.

## 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:**

**How well are you doing?**

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

- All staff at Strathdon have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils and parents.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a behaviour management system in accordance with the articles of the UNCRC starting with a pupil class charter. High expectations of behaviour, and children are supported with positive individualised behaviour strategies. Incidents are dealt with promptly and effectively using a restorative approach.
- All staff are clear on the policies and procedures around child protection and safeguarding. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately although it is recognised that this requires regular re-visiting.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- A range of universal supports are available in class
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils and parents to improve outcomes for learners.
- Pastoral notes are used on SEEMIS as individual chronologies for children. This includes a particular area to record any incident of alleged bullying.
- Tracking meetings HT/ PT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment Pupil Support Assistant (PSA).
- Class teacher plans targeted interventions and ASL teacher offers learning and teaching support on a weekly basis.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held Primary 7 pupils with ASN.

**How do you know?**

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school is a Rights Respecting School.

- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection/UNCRC adopted into law training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority.
- Wellbeing surveys carried out with staff, parents and pupils to monitor wellbeing and promote discussions around wellbeing.
- School uses national resource for relationships, sexual health and parenthood (RSHP) education, HealthySchools.scot and CORAM materials to plan for Health and Wellbeing.
- The school has been awarded the following recognition: Six eco flags have been achieved at Strathdon and previously awarded the Rights Respecting award. We received the Sports Scotland Sport Award: Development.
- Effective partnerships are in place with local church and community groups, Police Scotland and community officers. The school delivers Bikeability Level 1 and 2 to all children aged 9 or above. The school also operates a three-year rolling first aid and CPR programme for staff, community members and pupils.
- Targeted support is provided by class teachers, Pupils support assistant and others outside agencies as required.
- Outside agencies such as school nurse, doctor and childsmile are also involved with the consideration of targeted support for individual pupils.
- The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process is fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Staff visit local nurseries and partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to P1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Alford Academy/CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this, academy staff team provide a range of opportunities to engage with pupils and their families.

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

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

- Revisit SHANNARI indicators in connection with UNCRC rights and create a display with pupils for staff, parents, children and visitors.
- CIRCLE Framework for inclusive practice - Training

### **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:**



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

- Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Other pupils who are not attaining expected levels are making appropriate progress from previous assessments.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support e.g. Reading eggs, SFL collaboration, S&LT.
- The school has a TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- Teaching staff are building a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to increase PSA hours. This means that pupils receive increased support in phonics, numeracy, literacy development and behaviour support.
- Scottish Government 100-day funding is being used to provide opportunities for team teaching one day a week. This is contributing to raising attainment in literacy and numeracy specifically.
- Strathdon pupils are successful, confident, and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups e.g. Eco/Health and Wellbeing and Pupil council and a strong pupil voice forms part of self-evaluation activities.
- Pupils participation with their wider community is successful through developing partnerships e.g. Tree planting with Paths Group.
- Achievements are recognised and shared across the school.
- Pupils are given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.
- Attendance levels at school are very high and inclusion is successful for pupils.

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

- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures some pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist through provision of Reading Eggs, nurture activities, increased PSA time through PEF funding.
- TMR system and tracking meeting information is kept up to date termly.
- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level with neighbouring schools.
- Achievement in the Big Walk and Wheel – Travelling actively to school was widely supported by the vast majority of pupils/parents.
- Partnership working with community groups such as Fits Gan Doune, Lonach Highlanders, Strathdon Church, Balmoral Estate, Cairngorms Ranger, CLD links as well as visits from the Police Scotland, SSPCA etc.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work.
- Tracking of attendance and lates occurs daily.
- Universal supports exist through provision of Power of 2, Dyslexia friendly classroom, nurture activities and increased PSA time using PEF.
- There is evidence of progress through assessment data which is shared with parents.

- TMR system is kept up to date termly.
- Seesaw online platform was also used to share achievements for part of the year.

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

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

- Focus on developing young workforce with Upper Donside Schools.
- Planning, evidence and assessment linked to ensuring appropriate progress, challenge and attainment of expected levels.

## PEF 2023-2024

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| <b>Identified gap</b>      | Number of children with identified support needs means there is a requirement for extra adult provision.   |
| <b>Expenditure</b>         | £4,320   |
| <b>Expected outcomes</b>   | Early Intervention and support for Primary 1 pupils as well as targeted support for pupils who require additional assistance within a 1 class P1-7 Multi composite e.g. Plus 1/2, reading with toe-by-toe, S&LT. |
| <b>Impact Measurements</b> | SNSA data, reading and spelling age assessments, wellbeing questionnaires, tracking and monitoring documents.  |

## Capacity for improvement

School 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 partnerships with parents, health professionals, and others to 'get it right' for every child.

## Action plan 1 – 2023-2024

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| <p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b><br/>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<br/>1.2 Leadership for learning<br/>1.3 Leadership of change<br/>1.4 Leadership and management of staff/practitioners<br/>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection<br/>2.2 Curriculum<br/>2.3 Learning teaching and assessment<br/>2.4 Personalised support<br/>2.5 Family learning<br/>2.6 Transitions<br/>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement<br/>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress<br/>3.3 Developing creativity and skills for life</p> | <p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p> |
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| <ul style="list-style-type: none"> <li><b>Priority 1: Play based learning</b> Integration of play-based learning for P1-7 appropriate to the age – enquiry, experimentation, and challenge – Developing skills linked to the curriculum.</li> </ul> | <p>Data/evidence informing priority: QA class obs, Engagement with pupil groups using HGIOS 4, Pupil surveys completed</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    |
| <ul style="list-style-type: none"> <li>Research Play pedagogy.</li> <li>Connect and observe play based learning in other schools. (HT to advise schools to visit)</li> <li>Create plan / overview</li> <li>Strathdon Policy on Play</li> <li>Parental information session on play</li> <li>Consult with children</li> </ul> | <p>HT / PT</p> <p>HT / PT / CT / PSA</p> <p>PT / CT</p> <p>HT / PT</p> <p>ALL</p> | <p>Term 1</p> <p>Term 1/2</p> <p>Term 1</p> <p>Term 3</p> <p>Term 4</p> | <p>Consult with children.</p> <p>Baseline parental survey on play</p> <p>End of year survey</p> <p>Children present play to parental info session...</p> |                 |



## Action plan 2 – 2023-2024

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| <p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p> | <p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement<br/>1.2 Leadership for learning<br/>1.3 Leadership of change<br/>1.4 Leadership and management of staff/practitioners<br/>1.5 Management of resources to promote equity<br/>2.1 Safeguarding and child protection<br/>2.2 Curriculum<br/><b>2.3 Learning teaching and assessment</b><br/>2.4 Personalised support<br/>2.5 Family learning<br/>2.6 Transitions<br/>2.7 Partnerships<br/>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement<br/>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress<br/><b>3.3 Developing creativity and skills for life</b></p> | <p><b>Aberdeenshire Priorities:</b></p> <p><b>1. Improving learning, teaching and assessment.</b></p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p> |
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| <p><b>Priority 2: To improve learning, teaching and assessment through the creative use of digital technologies.</b></p> | <p><b>Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.</b></p> |
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| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress  |
|-------------|---------|-------|--|---|
|             |         |       |  | On Track  |
|             |         |       |  | Behind Schedule   |
|             |         |       |  | Not Achieved  |
|             |         |       |  | <p><u>Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where our school is at on our digital journey.</u></p> <p><b>HT/PT to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.</b></p> <p><b>Implementation of device responsible use policy throughout the school.</b></p> |

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| <p><b>Prioritise online safety throughout the school through the following actions:</b></p> <ul style="list-style-type: none"> <li>• <b>Online safety policy (360 SafeScotland template)</b></li> <li>• <b>Undertake the 360 SafeScotland review to identify areas where online safety need improving</b><br/>(<a href="https://360safescotland.org.uk/">https://360safescotland.org.uk/</a>).</li> </ul> <p><b>Roll out Safer Schools App.</b></p> <p><b>Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects, with regards to digital technologies, are fulfilled within the school.</b></p> <p><b>Set clear expectations around the use of devices to support learning and teaching.</b></p> <p><b>Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.</b></p> <p><b>Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. (Attendance at Google Training, Just2Easy, Microbit training)</b></p> <p><b>Staff to access Aberdeenshire Digital Pedagogy Portal as a “one stop shop” for how to guides and videos for skills, ideas for learning and creative use, policy and acceptable use templates, and rationale, in order to support effective learning and teaching using devices available in the school. Staff can also access information and training from Digilearn Scotland, Apple Teacher, MIE and Google.</b></p> | <p><b>All stakeholders</b></p> <p><b>HT/PT/CT</b></p> <p><b>PT/CT/PSA</b></p> <p><b>PT/CT</b></p> <p><b>PT/CT</b></p> <p><b>PT/CT</b></p> |  | <p>Majority of statements RAG'd green in "3.3 Increasing Creativity and Employability Statements of Practice" document, with wide ranging evidence to support.</p> <p>Gather evidence of digital pedagogy taking place in the classroom</p> <p>Increase in digital skills across the whole of the school community. Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.</p> <p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class. Staff will be confident in accessing the support they require.</p> <p>Pupils will be confident in using technology to support their learning. They will be able to talk about the extent to which they use digital technology to support their learning. Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways.</p> <p>Pupils will be excited to share their work with peers, teachers and parents. An ethos of success and achievement will be evident within the school.</p> <p>Feedback from PSA will show that they are confident in supporting pupils to use their devices.</p> <p>Pupils will be able to talk about who they can go to in school to get support with their device. It will be evident from their use that devices are customised to meet individual needs appropriately and teachers will have confidence that pupils will be able to access their learning using features that enable that to happen. Pupils will be able to use and demonstrate those confidently.</p> <p>Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.</p> |  |
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## Action plan 3 – 2023-2024

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| <p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p> | <p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p> | <p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p> |  |   |
| <p><b>Priority 3: Planning and Assessment</b></p>   |  | <p><b>Data/evidence informing priority: QA class obs, Engagement with pupil groups using HGIOS 4, Pupil surveys completed</b></p>  |  |   |
| <p><b>Key actions</b></p>   | <p><b>By whom</b></p>  | <p><b>When?</b></p>  | <p><b>How will we evaluate impact? (Measurements of success)</b></p> | <p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p> |

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| Research a variety of planning approaches used by schools both locally and outwith Aberdeenshire  | HT / PT         | Term 1     | Raised awareness of appropriate levels / benchmarks for each stage.   |
| Design a useable planning format with benchmarks for Strathdon School based on best practice.   | PT              | Term 2     | Learning planned to closely link with benchmarks and children's interests.  |
| Assessments results to feed into planning process   | PT / CT         | AYR        | Improvement in children's experience of learning and next steps in learning.  |
| Open evening/Part of a parent forum to explain the approaches being used to raise attainment.   | HT/PT/CT/pupils | Term 3     | Assessment results will be analysed and planning adapted accordingly. Then re-taught / re-visited.  |
| Moderation meetings and teach peer observations to continue with Upper Donside Schools (Term 1 focus Instructional Writing). Input from academy | HT/PT/CT        | Term 1     | Children survey parents after event   |
| Attendance at Aberdeenshire CPD Connected to Learn, Teaching and Assessment on Talk for Writing   | PT / CT         | Term 2/3/4 | Record of moderation visits/observations<br>Collegiate discussion of whether this approach would enhance the experience of pupils. Implementation if suitable |

## Wider Achievements

- Wider Achievement Wall
- Topic boxes loaded from Alford Community Campus to support Inter-Disciplinary Learning.
- Intergenerational termly visits to the Silver Circle
- Big Walk and Wheel – 64% of the school walked or wheeled to school in our best 5 days.
- Sumdog Maths Contest – Daily Winners – Dec 2022 and Feb 2023 and pupils in the top 10 on 3 separate occasions.



## Memories are made of this:

- The return of the Day of Dance in Nov 2022...the first since 2019
- Christmas performance - Doric/Scots Nativity
- Collaboration with Crathie School – Drumming Workshop visit to Crathie and Ben Newe Walk.
- Kodaly with Mrs Malone – Term 3 (P1-4) and (P5-7)
- Rocks and Volcano Workshop
- Generation Science Workshop
- SSPCA Visit
- Recording 'Cairngorms Heart' by P5-7 with Jenny and Adam.
- Assemblies with Rev Crouch (Strathdon Church)
- Weekly Outdoor Learning – Forest Friday and moved to Magical Mental Monday more recently.
- Gardening and planting seeds
- Tree Planting with the Strathdon Community Paths Group.
- Daily mile on non-P.E. days
- Trip to the Lecht Ski Centre (Another first since 2019)
- Attending the Silver Circle, Kings Coronation Afternoon Tea.
- School show – Strathdon's Got Talent – Acts planned and delivered by the children.
- Visit to PGL Dalguise for a weekend of outdoor fun and learning.
- Mr Burr's jokes – A joke book was written for Mr Burr when he was unwell to make him feel better.
- Writing to Prince Charles on the death of the Queen and receiving a response back.
- Mini raft building and then testing on the River Don,



## Wider Community Links

- Healthy Breakfast with the Spar, Bellabeg and Spar Scotland.
- Working with Balmoral Estate – e.g. Bird box cameras and walk up Ben Newe with the ranger.
- Writing for Local magazine, Fits Gan Doune.
- Community performance at Christmas/Summer
- Singing inside at Doune Court – Christmas Songs.
- Parent forum led fundraisers e.g. Hamper raffle
- Remembrance service
- Writing to councillors regarding the cost of swimming lessons.
- Sports day with Towie and Lumsden
- Panto visit with Crathie School.
- Weekly Parent and Toddler Group held in the GP Room – P6 buddies as part of transition as well as other children attend to read to the younger children.
- Toothbrushing programme with Childsmile recognised as a good example.

