



Fyvie Primary 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 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 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 Fyvie 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.

The process involves ongoing survey of pupil, staff, parents and community views in relation to having a clear picture of the following;

How are we doing?

How do we know?

What are we going to do now?

The process also demands that we;

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 Fyvie 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 maximise 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.

“Growing Successful Futures Together”

Mrs Anne Craig

Head Teacher

The School and its context

Vision for the school

“Growing Successful Futures Together”

Fyvie School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated to learn so they achieve their potential, both now and in the future, and may be successful in all areas of life.

Values that underpin our work

Our values (**Happy, Achieving, Respectful and Everyone Together**) have been established by our whole school community. They are at the heart of everything we do and uphold the ethos of Team Fyvie. Whilst not explicitly named, our values are underpinned by GIRFEC (the Scottish Government’s “Getting it Right for Every Child”) Wellbeing Indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Happy



Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Achieving



Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Respectful



Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

The value of being respectful is key to our positive behaviour approaches in school, whereby we encourage pupils to develop compassion and integrity and to treat others and property with due respect.

Everyone Together



Included – having help to overcome inequalities and being accepted as part of their family, school and community.

This value also embodies “Team Fyvie”, where we work in partnership with parents and carers, students and staff to create and maintain a positive learning environment where everyone feels respected, happy and achieving. It is this community spirit and nurturing culture that provides our children and young people with a sense of belonging, emphasising kindness and empowering our learners to ‘branch out’ and have a positive approach to learning and trying new experiences, in preparation for future learning, life and work.

In keeping with our rural context, our HARE logo has served as a useful tool in supporting pupils to readily identify, recall and aspire to our values.



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

At Fyvie, our learning environment takes account of the whole child and their mental and emotional readiness to learn. We actively engage and encourage our children through play, enquiry, risk-taking and creativity, taking account our children's interests, the local environment and global contexts. We provide opportunities and a curriculum that supports our children to not just think and do, but also to understand what it means to be and become a mature, reflective person and develop the four capacities identified within a Curriculum for Excellence.

Successful Learners with

- Enthusiasm and motivation for Learning
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas.

Confident Individuals with

- Self-respect.
- A sense of physical, mental and emotional wellbeing.
- Secure values and beliefs.

Responsible Citizens with

- Respect for others.
- Commitment to participate responsibly in political, economic, social and cultural life.

Effective Contributors with

- An enterprising attitude.
- Resilience.
- Self-reliance.

A Thinglink infographic is currently being co-created with parents and pupils to ensure that all members of the school community can readily access information pertaining to our Vision, Values and Aims. This will also provide information on “*Our Way of Learning*” at Fyvie, our Curriculum Rationale, and the role of adults in supporting the implementation and delivery of these.



Context

Fyvie School is situated in the village of Fyvie and serves the catchment area of Fyvie and its surrounding rural area. Fyvie School provides education for 126 children (16 of whom are in ELCC), aged 2 – 12 i.e., from ante-preschool ELCC – P7. We are also a provider for 2-year-old children who are entitled to a ELCC space. Our ELCC commenced 1140hr provision as of October 2019, following consultation with parents.

Creating an ethos of achievement is central to what we do, and we work hard to establish a happy environment in which all our pupils, staff and members of our community can fulfil their potential. This positive ethos in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, considering the needs and interests of our pupils. Children's opinions and ideas are listened to and valued and through our Pupil Council, House Captains, Eco Committee, Rights Respecting Schools group, Rota kids and Fairtrade working parties. The children are also encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements and achieve this through further working groups linked to learning for sustainability, digital leaders, Positive Playground and Pupil Participation groups. There is a mutual sense of trust, respect and shared values and aims.

The school building has seven teaching areas along with a library area, a general-purpose room, an Additional Support for Learning room, two halls and a Local Heritage room. Other facilities include a soft-play room, Nurture Den, Cosy Corner sensory space, extensive school grounds with tarred and grassed areas. The school has 3 full time, 4 part time teachers, a probationer teacher, and a Head Teacher. The current Head Teacher, Mrs Craig, was appointed in May 2019. Two visiting Additional Support for Learning teachers support pupils in school with ASL providing both small group and in-class support and consultancy with teachers. The ELCC team is led by a part time Early Years Senior Practitioner, full-time Early Years Lead Practitioner and supported by 4 part-time and 1 full-time Early Years Practitioners. We have 3 full time and 2 part time Pupil Support Assistants. The school is supported by an administrator, a janitor and our kitchen and cleaning staff.

Fyvie is a community school and the links with the community are a valued part of school life. Afterschool clubs run during the week and the school is used for a variety of evening activities for both children and adult groups.

The school has an active Parent Council and encourages the involvement of all parents in the work of the school. The Parent Council contributes greatly to the life and work of the school and enhances pupil learning through their funding of new resources, equipment, experiences and transport costs and input into improvement activities.

All parents are very supportive of the school and demonstrate this through attending school events, open days/evenings, whole school cafes, shows and volunteering to support classes, for example with Outdoor Learning and trips.

SIMD

The Scottish Government Learning Analysis profile for Fyvie School in September 2023 shows that very no children at Fyvie Primary School live in areas of high multiple deprivation with factors such as low income, poorer resources and opportunities impacting upon their learning (SIMD deciles 1 and 2). We believe that, although Fyvie Primary School does not have any children who are classed as living in an area of deprivation, all children are entitled to the best education and to be the best they can be. This statistic does not recognise fully the socio-economic difficulties that several families currently face due to current financial climate, and we have actively supported those who have sought support as a result, as well as providing universal support through schemes such as the clothing recycling / Co-op food share.

Additional Support Needs / Free School Meals

33% of pupils have been identified as having an Additional Support Need, and a small number of pupils (17) are registered for free school meals.

PEF

The use of the Pupil Equity Funding (PEF) at Fyvie School for this session is targeted towards nurture, and the use of technology to support learning. An existing part time PSA has been employed for 2 additional days (0.4) using the funds for the session to work with small groups of identified children to build and promote positive self-esteem, support pupils with emotional regulation and develop their skills for learning, life and work in a nurturing environment. As a cluster we will increase the range of resources that support inclusion. The school has a clear commitment to excellence and equity and values the learning of all children.

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)
Improve School Ethos	<ul style="list-style-type: none">• Open door to staff to discuss concerns.• Going into classrooms to support with behaviour management.• Staff meetings where concerns are aired.• Pupils, staff and parents return to values and aims already established in school.• Revisit / re-instate Positive Relationship Policy• Worked with parents to increase timetable of pupils in school.• Worked with parents to support with children being in school and emotional support.• Teaching staff know that the children are their responsibility in when in class and that the whereabouts of the children are always known.• CALM De-escalation training for all staff.• Education Psychologist in-put on Trauma informed practice and a Nurture approach.	<ul style="list-style-type: none">• Staff happier to come into work.• Staff supportive of each other• General ethos of school improved• Pupils have a clearer understanding of expectations.• School is beginning to feel calmer, and pupils feel safer in school.• Majority of pupils in class and more ready to learn.• Some staff have completed CALM Theory training.

<p>Planning for Learning, Teaching and Assessment</p>	<ul style="list-style-type: none"> • Planning format that has clear progression of Es&Os and benchmarks. • Format has clear assessment of what the pupils are learning as well as tracking progress and attainment. • Progression planners for numeracy and literacy embedded. • Assessment profile for each child to follow through school. • Use L&T toolkit for planning. • Consistency throughout school. 	<ul style="list-style-type: none"> • Assessment is clearer in classes, ensuring triangulation of data so ACEL data is robust. • Teachers focused on knowledge and skills the pupils need to learn/develop. • Consistency in planning is becoming more evident across the school. • Consistency of progression throughout school. • Pupils and carers can see what the pupils have learned and the progress they have made in school. • Transition from class to class will be smoother.
<p>Tracking</p>	<ul style="list-style-type: none"> • Tracking format showing attainment, prediction and any supports reinstated / collated. • Vulnerable children tracking. • Format for tracking meetings to be used consistently throughout the school. 	<ul style="list-style-type: none"> • Everyone able to see where children are in their learning and support/medical needs of children. • To be able to track stretch aims for school. • Interventions are implemented quickly, and their impact tracked. • The individual pupil's progress throughout the session can be monitored as well as throughout their time at school. • Helps focus the teacher's thoughts on universal support as well as challenge for the more able pupils. • More open-ended tasks discussed.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community.
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 3

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

How well are you doing?

What's working well for your learners?

SCHOOL and ELCC

- Most staff, parents, pupils and wider community are involved in improvement planning & school development work. Staff and pupils regularly engage with self-evaluation of the school to inform next steps for improvement, are involved in the evaluation of progress and the identification of future priorities. **Evidence:** audits of SQUIP, Positive Behaviour Policy / Child Protection Policy reviews, Pupils Council survey, pupil questionnaire, Parent Council minutes, parent comments from Open Evening, community feedback. Having Pupil Participation working group complete audits to have pupil awareness of their role in informing improvement. **Impact:** Feedback from surveys and questionnaires informing next steps in improvement.
- After a period of significant and numerous changes in school leadership there has been an agreement, following a review with stakeholders to return to the Vision, Values and Aims previously used within the school. These are used to inform our current improvement plan and work is ongoing to ensure these are a lived experience for the pupils within Fyvie primary. Our values form the basis for the positive relationship policy which is currently being embedded with staff, pupils and parents this session. **Evidence:** Hands up survey from pupils at assembly indicated the majority of pupils wanted a return to VVA. Staff discussions and parent feedback from survey indicated similar. **Impact:** - This consistent approach and reiteration of what we want for our pupils in conjunction with the reinstatement and embedding of the positive behaviour policy has had a positive impact on behaviour across the school.
- A range of self-evaluation approaches are currently being used to gather views and ideas to improve the school. **Evidence:** questionnaires/audits and minuted discussions across pupils, parents and colleagues. **Impact:** All stakeholders having voices heard and an active input to the life and work of the school.
- Most staff have a good understanding of children's backgrounds and the economic, social and cultural context of the school and ensure inclusion with a whole-school nurture approach. Our teaching staff have a good knowledge of the social and economic context of the school and our families leading to appropriate interventions to support the pupils and families. **Evidence:** All staff including, visiting staff and school support staff actively support pupils through targeted interventions i.e. Bright Sparks nurture group, Grant applications to support school trips, ensuring pupils have adequate lunch, de-stigmatising food share / uniform recycling. Promoting any support opportunities via school social media. **Impact:** Several families have accessed the

school uniform recycling bank and food share is regularly collected by a number of families therefore reducing their cost of living. Families accessing grant funding for trips.

- There is an ethos of professional engagement and collegiate working which is committed and focussed on the school improvement plan and having high expectations for all learners. All staff meetings, collegiate calendar, moderation meetings have a clear focus on improving learning and teaching and increasing wellbeing, equity and inclusion at Fyvie Primary. Staff have demonstrated effective collaborative working within these. **Evidence:** Attendance and participation in staff meeting / associated minutes, Inservice Day plans, with the majority of teaching and PSA staff actively engaging with additional professional learning to benefit all pupils with universal support i.e. CIRCLE resources and meet individual pupil needs i.e. input regarding FASD. **Impact:** All staff understand the importance of self-evaluation and their role in improvement planning and approaches to this. Raised awareness of strategies to support pupil needs and understanding of specific needs and a shared understanding of what high quality learning and teaching entails.
- The Head Teacher guides the strategic direction, support and pace of change confidently. **Evidence:** Through shared collegiate calendar there is a clear staged plan in place which is understood by all. This ensures a pace of change, which is linked to current -evaluation and feedback, with an appropriate balance between being ambitious and achievable. The creation Of Our Improvement Journey display supports the involvement of all staff and parent council and provides clarity on our strengths and current areas for development. **Impact:** There is a sense of collective efficacy and positive attitude towards improvement regularly demonstrated across the school staff team.
- Staff are given opportunities to try things without fear of failure or judgement. Teachers are reflective and share success and areas for development and have positive dialogue with each other and Head Teacher. **Evidence:** All teaching staff RAG GTCS standards to identify areas for personal development as part of PRD process. Following self-evaluation linked to Teacher toolkit and subsequent peer observations, teaching staff had open and honest dialogue around areas identified for improvement and put plans in place to action improvement cycles. **Impact:** Cyclical improvement with feedback loops ensures an ongoing achievable pace of change and improvement.
- Leadership at all levels is evident across the school. **Evidence:** Staff, including PSA staff have taken forward areas of improvement i.e. Positive Playtimes, Engagement with Realising the Ambition, School Website development and RME progression. Pupils lead activity through working groups. **Impact:** A shared sense of collective efficacy is emerging and the ethos of Team Fyvie returning to the school.

How do you know?

What evidence do you have of positive impact on learners?

- A culture exists which promotes a shared vision for change and improvement, which is meaningful and relevant to our values and aims and the context of the school. Means of ensuring that this process includes all our parents and wider community are now being established i.e. through creation of Thinglink, surveys and working group of parent reps. All staff are involved in the promotion of this ethos and most parents and pupils are aware of Fyvie's positive ethos and contribute towards it through Pupil Council and our other pupil participation groups. **Evidence:** Most pupils can readily identify Fyvie Fab 4 Values

and discuss these. All staff refer to the values in the daily life of the school. **Impact:** A collective understanding across all stakeholders as to our aspirations for all pupils within Fyvie Primary and the experiences and curriculum we offer to achieve these.

- Attainment meetings give teaching staff an opportunity to discuss their classes strengths, improvements/next steps. **Evidence:** data collected – meetings to discuss progress and attainment have happened around planning and around individual pupils. Tracking meetings 3 times per year ensure support, interventions and challenge are put in place to enable pupils to achieve to the best of their ability. **Impact:** Staff have a clear understanding of, and can articulate, the attainment challenges within their class and positive impact any interventions may have had.
- Increased staff confidence of assessment data, including use of standardised assessment results by staff at appropriate stages. These are to be used to inform planning, target support and ensure challenge. **Evidence:** Tracking data, SNSA data. A more detailed discussion around results and planning is required to ascertain impact / associated evidence. Triangulation is also required re Data and ASL diagnostic assessments to further inform planning for individual pupils. **Impact:** All staff understand areas requiring improvement, shared understanding of the interventions being used to address these and all then contribute to our collective effort to close the attainment gap within Fyvie Primary.
- Termly planning meetings encourage articulation of our curriculum rationale regular self-evaluation by all staff. **Evidence:** Staff planning folders shared as part of planning discussions with a focus on meeting the curriculum design principles. **Impact:** These discussions have helped to ensure appropriate progression, breadth and depth in coverage. Further work is required on coherence, relevance, personalisation and choice across all classes.
- The school's Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters reviewed, and planning formats are monitored. **Evidence:** jotter sampling, planning meetings, classroom observations. **Impact:** Areas requiring improvement are identified and steps put in place to action improvement promptly.
- Peer monitoring is now being encouraged and timetabled to further improve quality teaching and learning. **Evidence:** This commenced in Jan 2024 with meetings reading observation feedback recorded. **Impact:** All members of staff have identified targets to action linked to the Teaching Toolkit. The impact of actioning these targets will form the basis of further reflective discussions and sharing of good practice as part of our improvement cycle.
- Regular CLPL opportunities are offered to staff. Staff are actively involved in CLPL activities linked to improvement planning. **Evidence:** PRD and EAR meetings, CLPL training sessions, probationer days, In-service inputs open to all staff, promotion of CLPL opportunities via email. **Impact:** Most staff have engaged with local, regional and national CLPL offers to inform and improve practice.
- Pupils, parents and staff are consulted and actively involved in evaluating the school. All stakeholders are encouraged to share their views and influence school improvement. **Evidence:** Newsletter requests, Parent Council meetings, open-door policy, surveys and email communications. (Class Teams pages will further support this once established.) **Impact:** Feedback has led to informed changes and improvements i.e. Café/assembly structure.

- All teaching staff engage in moderation exercises with 2 other cluster schools to share practice and develop new approaches to learning and teaching. **Evidence:** Moderation sessions are attended by teaching staff with colleagues from Monquhitter and Turriff Primary using the Aberdeenshire Assessment and Moderation Guidelines 2019 document to support professional dialogue. **Impact:** Staff feedback suggests the sessions have been useful in sharing good practice, signposting CLPL / resources and had a positive impact on staff wellbeing.

What are you going to do now?

What are your improvement priorities in this area?

- To develop a strong learning and teaching environment looking at latest educational research to best inform our learning and teaching through creation of Professional Learning Space in school and Fyvie Hub online space.
- Continue to use our physical environment in the most creative way we can, to improve the environmental context for learning and teaching.
- Through staff self-evaluation engaging in HGIOS we will continue to strive to improve our practice and improve the outcomes for our learners. All staff are engaged in self-evaluation (teaching and non-teaching) activities throughout the year identifying strengths, gaps and areas for improvement i.e. through Weekly reflective questions.
- Curriculum rationale to continue to be shared and developed with all stakeholders via Thinglink.
- Leadership opportunities will continue to be available to all staff and pupils.
- Special attention by HT paid to pace of change. Due to leadership changes 22-23 improvement activities stalled – 23-24 session to be used to ensure consistency in the quality of learning and teaching and to ensure all pupils needs are being met. During the current session time will be taken to fully self-evaluate where the school is at ahead of a more ambitious Improvement Plan for 2024/25 session and beyond (3-year strategic plan).
- We will ensure that our improvement plan is targeted to school need and National expectations with SMART targets which will in turn support our Health and Wellbeing of staff.
- To develop a shared consistency of expectation, vision and aspiration to staff. This will be achieved through more focussed communication and using our meeting time and electronic messaging in more coherent and consistent way.
- Reviewing and embedding Moderation and Tracking, as can be seen from our SIP priorities, having our moderation timetable in line with our tracking of attainment data.
- To have a clear message on expectations on all staff, including supply if applicable, when quality assurance takes place and include this is within PRD process linked to individual staff RAG of GTCS standards.
- Child Protection, Safeguarding and medication policy to be scrutinised and evaluated and any alterations and modifications to be changed and shared with all staff.
- Learning and teaching to continue to be observed by HT and Peer monitoring to look at quality of L & T with emphasis of more doing and less teaching (in identified classes from QIV)
- Explore ways of capturing the community voice with surveys and questionnaires to be sent to all our Fyvie stakeholders inc parents and pupils.

- Build up our small working group with parent volunteers to review improvement priorities, policies and whole school initiatives.
- Review the school QA calendar in line with school improvements and changes. To make sure that the QA process is not only robust but achievable.
- To carry on the work of pupil working groups and further develop the role of House Captains to ensure all Fyvie pupils have a strong and heard voice.
- Continue to use HGIOS 4 Pupil version to develop pupil feedback – previously done within whole school assembly – Allocation of themes and questions to Pupil Council termly for discussion and to get further feedback from classes.
- Greater staff understanding of tracking system detail and SNSA information – need to share previous data i.e. progress over time information for pupils prior to assignment to current class teacher.
- Creation and use of Our Improvement Journey Display to ensure whole school staff/ Parent Council are aware of our attainment story.
- Targeted use of SNSA data, professional judgments and observations/ learning walks to inform teaching and learning to inform CLPL for staff (triangulated with PRD process). Within Fyvie this is specifically linked to ASL need within the classes and need to upskill / reinforce in class support methodologies.
- As a staff develop an increased use of local area and context knowledge put existing knowledge of community context and workforce to use across school to support delivery of our DYW agenda.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of Fyvie School is one of Teamwork and for our pupils to be happy, achieving, respectful and experience a genuine sense of "everyone together". The ethos at Fyvie is very important and we aim to create a warm, friendly, nurturing, fun and approachable environment. **Evidence:** This has regularly been commented on by pupils, supply staff, parents and visitors about the welcome feeling they have when they come into school. Whilst this was in decline during a recent period of change, parents and pupils have given survey feedback that indicate that our positive ethos is returning. **Impact:** The positive ethos returning has resulted in increased pupil engagement with learning across all classes.
- We have a committed, creative and hardworking team of teachers, PSAs and EYPs who are nurturing and professional and are driven by strong adherence to the GIRFEC principle.
- Teachers are reflective and acknowledge both their individual strengths as well as areas requiring development. **Evidence:** Engagement with PRD / PPP process and CLPL offers. **Impact:** We have a broad skillset across staff and actively encourage them to utilise each other's expertise and engage in collaborative planning where appropriate is in evidence. Evidence
- There are a number of formative and summative assessments used to inform pupil progress and next steps. These are embedded in some classes. **Evidence:** Planning detailing assessment / assessment calendar. **Impact:** Assessment approaches are matched to the learning needs of learners and used to support them in demonstrating where they are at in their learning.
- Differentiation is regularly evident in most classes, with staff making a conscious effort to provide differentiated learning opportunities to support all pupils and their learning plans to achieve their very best. **Evidence:** Appropriate grouping / activities set for literacy and maths. IEPS are in process of being created to support this. **Impact:** Pupils are working at an appropriate level to work towards next steps in learning. Barriers to engagement will be identified and addressed through manageable targets to increase engagement for specific pupils through detailed and timeously reviewed IEPS.
- Almost all pupils engage well with learning experiences however a range of observation feedback and self-evaluation data indicates that the quality of teaching is currently inconsistent across classes resulting in some pupils being disengaged. **Evidence:** From observations, individual target setting, and use of clear Learning Intentions and challenging Success Criteria, are evident in some classes, where we see high quality lessons, engaged pupils and creative and

responsive planning, however this needs to be consistently evident across all classes staff working on identified areas of practice for improvement. **Impact:** The teacher toolkit which was co-created by staff is also having a positive impact on consistency of delivery.

- Parental engagement that supports pupil learning is almost always positive at Fyvie, and we are proud to be at the heart of a caring and sharing community. **Evidence:** Parents involved in running the library, after school club support, gardening, community cafe and outdoor learning. High attendance at open afternoons, assemblies, parent teacher meetings. **Impact:** Most families feel supported and informed about their child's education and many are involved in the life and work of the school.
- Pupil Voice is encouraged and where appropriate, actioned throughout the school. **Evidence:** Pupils being a House/vice-captain, P1 buddy, pupil group member, through opportunities to share their own learning across the school and being involved in decision making through surveys. **Impact:** Learners have an active role in the school and wider community with some taking on leadership roles.
- Most pupils engage well with their learning; albeit we have seen the level of need, academically and socially rise, and this has resulted in the need for strong nurturing support which we have supported through PEF developing our own nurture and quiet areas with the Den, Soft-play space, the Cosy Corner, and quiet classroom. This has been crucial in supporting children's wellbeing and ability to learn.
- Our tracking system uses data from teacher judgements, SNSA and standardised assessments. This results in tracking discussions and reports which allow staff to identify where the pupils are and the next steps in teaching required to progress their learning. Staff can meet collegiately at moderation and tracking meetings to have a professional dialogue and ensure a consistent approach across all the school.
- Parents/ carers will be able to access any shared learning through the proposed introduction of the platform Microsoft Teams (replacing See Saw). All staff, pupils and parents will be given support to engage effectively with Teams and pupils can independently upload their work which they have done and share it with home to promote a learning discussion.
- Support from our partner and third-party agencies is quickly identified and engaged with where possible. Some children and families are currently supported by Educational Psychologist, ASL staff, Intervention and Prevention teacher, CAHMS, Social Work, Quarriers, Virtual Head Teacher, CLAN and Turriff Academy pupil support workers.
- Pupils and staff have continued to improve their IT skills have increased knowledge of how technology can support learning through the use of Read write Gold, Text help, Voice recognition software, Nessy, computer programming software, and using google classroom for school closure days.
- PSA timetables are planned to support our most vulnerable children and where there is capacity support with reading groups and individuals, play interactions and nurture.
- All pupils have the opportunity to work individually, in pairs or in cooperative learning.
- Our Emotion Works resources are currently being introduced across the school and aim to support children's learning by helping them regulate their own emotions and giving them strategies to allow themselves to learn successfully.
- All staff and pupils use a wide range of learning environments including classroom, outdoors playground and garden areas, hall, library, general purpose area and the wider community (i.e. church and Fyvie Castle estate.)
- Professional dialogue at all levels is ongoing to support learning and teaching across the school.

How do you know?

What evidence do you have of positive impact on learners?

2.3 Key strengths:

- All staff are involved in work on moderation both in school and across the cluster.
Evidence: Positive feedback from cluster working with local primary schools on moderation. **Impact:** Increased staff confidence in professional judgement of achievement of a level in literacy and maths.
- Almost all staff involved in training on the Dyslexia Toolkit **Evidence:** – Pupils have access to support materials and technology within the classrooms. Strategies are in place to support pupil resource accessibility.
- Clear use of Learning Intentions and Success Criteria is currently being embedded
Evidence: - The teacher toolkit has led to the creation of OWL (Our Way of Learning) giving structure for lessons ensuring LI/SC are discussed / shared and displayed within classrooms. This is clear in practice observed however needs referred to, to make explicit to children. School jotters and displays evidence this within some classes. **Impact:** Pupils will be able to link prior learning to intended learning and articulate the learning they have engaged in.
- All teachers use ongoing formative assessment **Evidence:** weekly planning sheets, pupils dialogue, monitoring of pupil work, familiarity with Shirley Clarke's Outstanding Formative Assessment
- P1 teachers have knowledge of Emerging Literacy and are implementing it in the classroom and with parents **Evidence:** Appropriate phonological testing, classroom work, planning and Parental Information video.
- All staff involved in the delivery of Emotion Works, an emotional regulation and resilience building programme. **Evidence:** used in class to tackle issues which arise, target lessons in some planning, staff have stated that they find the programme helpful and are increasing in confidence when teaching it.
- Almost all learners are motivated and eager to engage in their learning **Evidence:** engaged pupils in classrooms and outdoors, most children can discuss what they are learning and why, few behaviour issues.
- Mostly, there are positive, respectful relationships in evidence across all areas of the school **Evidence:** Making a Good Choice staged process introduced, and children respond to this reminder and parents are supportive of process when it is required. On-going use of restorative conversations across the school when incidents arise.
- All staff and pupils are aware of our Rights Respecting ethos and the everyday language across the school is starting to link pupils' rights clearly to this ethos. Pupils lead this initiative. **Evidence:** class charters, assemblies by RRSA group, group meetings.
- All staff are involved in Outdoor Learning developing pupil knowledge, understanding and skills in the outdoor environment. **Evidence:** All classes regularly access our outdoor spaces and planning clearly demonstrates that time outdoors has structure and where possible links to learning within the classroom and across curricular areas.
- Staff plan termly and weekly to meet pupil needs and the Aberdeenshire frameworks and Education Scotland Benchmarks are used to plan effectively. **Evidence:** appropriate Es and Os referenced in termly planning, LI and SC in weekly plans

- Almost all teachers use skilled questioning. This is evidenced through observations.
- Many pupils contribute to the wider life of the school – all pupils opinions are sought and acted upon. **Evidence:** pupil groups, after school clubs, attendance at football and netball gala, Community Café
- Learning and teaching in all classes is underpinned by the school’s vision, value and aims. **Evidence:** Through classroom observations / learning walks
- All teachers provide opportunities for pupils to make choices in how and when to carry out their learning **Evidence:** planning and discussion, surveys.

What are you going to do now?

What are your improvement priorities in this area?

- Continue developing moderation skills – promote opportunities for moderation across Literacy, Numeracy and Health and Wellbeing.
- Develop staff analysis skills on SNSA data and appropriate application for pupil progress.
- Targeted use of technology to enhance learning. Whilst Digital technology is being used effectively in many classes (if technology is working) there are limited resources. Working Group of Digital Leaders to promote our use of technology within the school and promote internet safety with all stakeholders.
- Development of Fyvie Staff Hub to ensure all resources to support Learning, Teaching and Assessment are housed in one readily accessible place.
- Playground Leaders to be introduced. Measurement of impact in playground to be monitored by PSA staff and pupil surveys as part of Positive Playtimes work.
- Increased parental engagement with Parent Council, dialogue and support. Use of Teams as a route for online involvement will require input to support parent and pupil confidence in its use and applications.
- Aberdeenshire Frameworks/Benchmarks are being used by most teachers to support assessment opportunities, with assessment being planned for, however more clear evidence of this is required within termly planning sheets.
- Wider achievement is being tracked however we need to move to tracking other curricular areas / skills tracking. This will be introduced following 2.3 improvement plan being actioned.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion.

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 3

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

How well are you doing?

What's working well for your learners?

- Almost all staff at Fyvie School have a good knowledge of learners, their families and the local community. All staff understand the GIRFEC principles and wellbeing indicators and use these in their practice.
- The school have a whole school promoting positive relationship policy which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively. We have recently revisited our Positive Relationships Policy to ensure that we have a staged and consistent approach to behaviour management.
- The school strives to ensure all are treated with respect and there are procedures and supports in place to assist pupils who find being respectful difficult to sustain consistently.
- All pupils have access to universal supports and there is a staged procedure in place regarding targeted support.
- All members of our learning community are treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- The school has an ASL audit of need and regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly by accessing all available resources to support.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place to meet individual needs and safeguard our children and young people.
- All staff are clear on principles and processes in relation to GIRFEC. The majority of pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- The school has an inclusive ethos.
- Almost all staff are vigilant and are prompt to raise concerns around pupil progress and well being
- All teaching staff have been trained in the use of Pastoral Notes and most use this effectively. Monitoring of this is included on the school's QA calendar.
- Effective transition arrangements are in place for ELCC and P7 pupils.
- Planning is differentiated and responsive to meet individual needs in most classes. PSA time is targeted appropriately according to level of need.
- Almost all our staff and partners feel valued and supported with relationships across the school community being very positive and supportive, founded on a climate of mutual respect, with high

expectations. Almost all staff and partners are proactive in promoting positive relationships in the classroom and playground.

- Almost all staff and partners are sensitive to and responsive to the wellbeing of each individual child and colleague.
- Almost all staff model behaviour which promotes and supports wellbeing for all.
- Children with a wide range of needs are included well in our school.
- Effective multi agency working is evident across all classes.
- Our HWB progression is under development to ensure a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- 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.
- Termly tracking meetings with Head Teacher and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This informs the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Almost all class teachers work closely with ASL teachers to plan targeted interventions. ASL teachers offer learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teachers have good relationships with families and outside agencies and are pro-active in addressing next steps.
- Transition meetings are held annually for all ASL pupils involving previous and new teacher / ELCC staff.

ELCC

- developing a new positive relationship policy which is underpinned by the UNCRC.
- Robust transition programme in place with enhanced transition for identified children
- Individual transition meetings with new parents to gather information e.g. SALT and medical concerns
- Our care and support plan system has been reviewed to ensure that we are clear in the impact of supports provided for children
- 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.

How do you know?

What evidence do you have of positive impact on learners?

3.1 Key strengths:

- The school has an inclusive ethos.

- All staff clearly understand their role and responsibility in supporting pupils' wellbeing. They understand the referral processes to access support within ECS and other agencies e.g., CAMHs / EP / SALT. **Evidence:** - All staff engage with external agencies to support and further pupil wellbeing.
- All staff have a clear understanding of GIRFEC and Shanarri principles and the legislative frameworks relating to wellbeing, inclusion and equality.
- The school promotes the Rights Respecting award work.
- 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 training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority.
- Single and multi-agency planning is in evidence across all classes.
 - Our fourth Eco Flag has been achieved at Fyvie School and our Eco pupil group are working together with the school community to retain this status.
 - CLPL has been attended by teaching staff to ensure continued delivery of high-quality outdoor learning.
 - Effective partnerships are in place with local church and community groups and police liaison.
 - The school also operates a three-year rolling first aid programme for P5-7 pupils.
 - The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit are being revisited to provide ongoing support for all learners and appropriate resources and supports in place in all classes.
 - Targeted support is provided by class teachers, AsL staff (including Nurture Hub teacher) and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
 - Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
 - Almost all staff are Calm Theory trained and use this to support 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 being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
 - HT meets with SFL staff to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
 - Pupils can understand and communicate their feelings and emotions in a clear, age-appropriate way. **Evidence:** - Pupil's completion and associated discussion around Shanarri wellbeing wheel evaluations.
 - Clear evidence of positive impact on relationships and social life skills through positive behaviour choices. **Evidence:** Reduction in phone calls home regards behaviour.
 - Pupils begin to empathise with others and staff start to use restorative conversations to resolve conflicts. **Evidence:** Dialogue from pupils themselves during RA conversations.
 - Pupils begin to employ self-calming strategies, at times with staff support. Pupil and staff views and attitudes reviewed in the situation by those involved. **Evidence:** calmer, more effective learning environments that enable improved individual attainment. Also, kit with stress balls/gadgets, glitter bottles, use of an emotion indicator chart which are used in some classes.

- Staff are more confident in having a restorative conversation with pupils, can share good practice and there is an improved climate of mutual respect. **Evidence:** Where incidents occur, these are frequently dealt with using RA at a class level and do not require escalation to Head Teacher.
- Pupil groups have completed excellent work in Fairtrade, Rota kids, Pupil Council, Eco and our RRSA group who are attempting to achieve UNICEF's Bronze Award; these groups are pupil led with teacher/PSA leadership responsibility.

ELCC

- Using the SHANARRI wellbeing indicators we can assess how children were feeling using our SHANARRI pictures. Some children could talk confidently about how they were feeling.
- Daily communication with parents.
- Targeted support from SALT and other professionals.
- Care Plans are kept updated on a regular basis.
- IEPs and Child Plan meetings.
- Detailed pastoral notes shared with relevant people.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time
- Continue to develop, embed and track the usage of our school wide Health and Wellbeing programme across school.
- Continue to ensure those pupils who require an IEP have these in place and that targets on these are SMART and evaluated regularly in collaboration with parents. Ensure these documents are used as working documents, shared with all staff members working with the child and referred to on a regular basis.
- Continue to make use of available diagnostic assessments to identify specific gaps in children's learning and tailor support appropriately (i.e. Leckie Maths / SWST for spelling)
- Develop High Level Assessments so children can demonstrate how they can apply their knowledge in new and unfamiliar contexts.
- Ensure that the impact of interventions or specific cohorts of children is measured and tracked carefully.
- Ensure there is a consistent approach to managing difficult behaviour across the whole school community – all staff to refer to the Make a Good Choice.
- Use Shanarri wheel for capturing the views of children / linked to the well-being indicators on a bi-annual basis.
- Produce child friendly version of the Positive Relationship Policy
- Develop pupil leadership further with children involved in developing positive playtimes.
- Achieve UNICEF's RRSA Bronze Level Award with pupil, teacher and parent participation.
- Set up Safer Schools Scotland App for school community.
- Teaching staff focus on GTCS codes of practice refresh.
- Development of Staff Hub online space to ensure all local and national documents and guidance are readily available to staff.

QI 3.2 Raising attainment and achievement.

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

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

**Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- The majority of pupils are attaining expected levels in literacy, numeracy and health and wellbeing. A few children are exceeding expected levels.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Interventions are also regularly reviewed for impact.
- Most teaching staff have 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 support the development of reading, writing and maths through additional technology as well as pupil wellbeing for identified cohorts of children being supported through Bright Sparks nurture groups.
- Most pupils at Fyvie Primary 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. Almost all P7 pupils are involved in whole school development groups and pupil voice forms part of self-evaluation activities.
- Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out (information gathered three times a year and entered on Excel tracker)
- Attendance levels are generally high however a few pupils are having attendance monitored and reviewed, exclusion rates are low, and inclusion is successful for most pupils.
- All teachers work hard to ensure pupils achieve the best they can. Teachers work hard planning self-reflectively, attend appropriate CLPL and engage in professional dialogue to attain the best for their pupils.
- Most pupils can discuss their learning and what is required to be successful in their learning.

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 the majority of learners. Through school tracking procedures a few pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.

- Universal supports exist in all classes. Learning Boxes have been developed to support this. ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date termly.
- HT has begun to regularly review specific cohorts of pupils (e.g.) pupils identified exceeding, free school meals, by gender as well as considering the impact of PEF on identified pupils.
- The school have engaged in moderation work. This includes consideration of evidence linking to achievement of a level with stage partners from composite classes. This needs to be developed further.
- Fyvie Primary engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Almost all P7 pupils are involved in pupil groups including rights respecting and Digital and Eco group.
- Ongoing shared value awards are issued in assemblies and information is shared via the Golden Book regarding wider achievements out with school.
- A recognising and celebrating achievements policy has been created and shared with parents to ensure the parent forum understand awards / tokens / house treat system.
- All pupils are encouraged to share wider achievement for Above and Beyond board.
- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Tracking of attendance and punctuality - HT monitors all lates and attendance falling below 90% on a fortnightly basis.
- A moderation, profiling and assessment calendar is in place.
- Most staff are now using data more effectively to inform professional judgements. Attainment data from standardised assessments demonstrates that there is a good match between this and teacher's professional judgements.
- SWST, Reading and Numeracy Diagnostic and Literacy Assessments provide opportunities for progress to be identified bi or tri annually. This is carefully tracked and used to inform planning decisions as appropriate interventions.
- All teachers use ongoing formative assessment **Evidence:** weekly planning sheets, pupil dialogue, monitoring of pupil work, familiarity with Shirley Clarke's Outstanding Formative Assessment
- Teachers have administered SNSA tests and have reviewed data. Teachers can collate tracking data appropriately. **Evidence:** Assessments completed and resultant dialogue regarding results.
- Teachers use the Benchmarks and Aberdeenshire Frameworks to support planning. **Evidence:** - Planning Meetings and discussion demonstrate staff are working towards principles of curriculum design and implemented school progression framework.
- Pupils are identified with ASL by class teacher, parent and then through appropriate staged intervention procedures. **Evidence:** - Through tracking meetings, open dialogue with families, staff, pupils clear process in place to identify and provide necessary support for individual children.
- ASL teacher/CT/HT audit ASL need in school and plan timetable accordingly to meet needs.

- Learning journals show children's progress to ELCC parents. Evidence: - Positive feedback and comments from parents regarding children's progress.
- Moderation meetings occur within the cluster as CLPL to ensure equivalent standards.
- Classroom observation is completed by HT, probationer mentor and peers.
- Improved teacher skills in Emerging Literacy and Accelerated Reader to support improvements in Literacy attainment. Evidence: - Early years staff have used and analysed Phonological Awareness assessments. P 4-7 staff have tracked pupil progress through Accelerated reader scores
- All staff familiar with Big Write Assessments and Single Word Spelling Test. **Evidence:** These are conducted with all pupils (SWST from P2) to identify progress over the academic year.

What are you going to do now?

What are your improvement priorities in this area?

- Analysis and application of SNSA data and tracking data to improve outcomes for learners particularly in literacy and numeracy becoming a coherent part of planning to improve learning.
- Improve everyone's knowledge and understanding of DYW through curriculum development which focuses on the local context and a variety of employability skills.
- Where gaps in attainment have been identified the majority are due to pupils' individual Additional Support Needs. There needs to be continued effort and training in relation to how class teachers can provide this support in class to complement the work of ASL staff.
- Whole school action points and development work will be shared through Pupil Council work. This work will be displayed on pupil group display boards in the school. A pupil friendly improvement plan will be created for use in self-evaluation activities by pupil council groups. Pupils will have opportunities to take ownership and share their learning through shared learning events such as open classroom sessions.
- Ongoing shared value awards to be issued in assemblies.
- Develop Teams online profiling to share achievement, progress and targets with parents.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Continue training for staff around assessment incorporating support from local authority QAMSOs.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Develop baseline Numeracy assessments to be used bi- annually to measure progress in maths (P3-7)
- Our pupils need to be more empowered to have a say in the quality of their learning experiences and how to improve (Pupil Voice) – HGIOURS to be used monthly with Pupil Council / Pupil Participation group.
- Continue to develop literacy and numeracy approaches through school improvement planning

PEF 2023-2024

Identified gap. Linked to barriers identified through analysis of data	Pupils disengaged with their learning due to emotional dysregulation. Pupils experiencing barriers to their learning through lack of technology as a universal support.
Expenditure	Emotion works from 2023 /24. Laptops (10) - from 2022/23 budget Calm De-escalation Training (2022 / 23)
Expected outcomes. What change do you want to see for learners? How much change? Who are the target group? By when	Emotion works supports pupils to have a shared understanding of emotions, develops their ability to articulate how they are feeling, identify triggers to certain responses and provides a range of strategies to support de-escalation. Emotion works also is an important source of CLPL for staff to recognise both their own and pupils' triggers to behaviours / responses.
Impact Measurements How will you know the change is an improvement?	All pupils will be able to access the curriculum in a calmer environment. Identified pupils will have targeted interventions to support them in accessing the curriculum and they themselves will be experiencing increased wellbeing and attainment as a result.

Capacity for improvement

School and ELCC staff are fully committed to the principle of continuous improvement. We wish to provide the absolute 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

<p><u>National Improvement Framework Priorities</u></p>				<p>Aberdeenshire Priorities:</p>
<ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress.</p> <p>3.3 Developing creativity and skills for life</p>			<ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 1: To improve Wellbeing, Equality and Inclusion for all pupils.</p>	<p>Data/evidence informing priority:</p> <p>Feedback from QIV and pupil survey and parent survey report some pupils behaving in an unsafe manner potentially resulting in risk of harm to both them and others. Staff reporting instances of feeling unsafe. Several parents reporting via Parent Council that the behaviour of some pupils having a significant negative impact on their child's wellbeing, learning and attainment.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p>

				Behind Schedule
				Not Achieved
<p>Positive Relationship Policy</p> <p>Review and revisit with all staff.</p> <p>Share updated draft with Parent Council and survey for feedback.</p> <p>Action “Making Good Choices” element with specific pupils.</p>	<p>All Staff Parent Council</p>	<p>Nov 2023</p>	<p>Improved atmosphere and ethos across the school. Pupils reporting feeling safe and respected in SHARARRI survey. Reduced phone calls home in relation to Make a Good Choice.</p>	
<p>Targeted Interventions To support individual pupil wellbeing and meet individual pupil needs the following interventions will be planned and provided for specific pupils and groups.</p> <p>Nature Nurture Outdoor learning sessions with visiting specialist.</p> <p>Intervention / Prevention Teacher 1:1 support session with focus on play therapy to support emotional regulation of identified pupils.</p> <p>Ten Feet Tall Drama sessions specifically designed to develop and increase self-esteem and confidence for care-experienced pupils / kinship care/ young carers.</p> <p>Bright Sparks – PSA led sessions using Sunshine Circles Play Therapy approaches.</p>	<p>Individual specialist staff</p>	<p>Ongoing</p>	<p>Increased positive responses from targeted pupils in relation to SHANARRI indicators.</p> <p>Enhanced pupil engagement with learning in classes. (Feel well to learn well)</p> <p>Pupils individual feedback to interventions reporting improved attitudes to school.</p>	

<p>The Promise – staff CLPL related to The Promise. HT registered to join Local Authority Promise Champions working group.</p>				
<p>UNIVERSAL SUPPORT Circle Resource / Emotion Works All staff will have the opportunity to participate in the Education Scotland/OU Circle Framework CPD course, through a collaborative practitioner enquiry approach.</p> <p>All staff will use CIRCLE Framework to audit their current practice and select an area of focus for test of change. Input from Ed Psych (Ashley MacDonald) to deepen understanding of the teacher’s role in developing an inclusive / trauma informed classroom.</p> <p>Refresh the use of BoardMaker visuals throughout school.</p> <p>Evidence and information gathered will form the development of an agreed Fyvie Primary Inclusion policy.</p> <p>Positive Playtimes</p> <p>Establish Pupil Play Leaders Team to support positive interactions in the playground setting supported by Restorative Conversations and the Emotion Works approach.</p> <p>Develop an agreed and shared Positive Playground Policy involving all stakeholders.</p> <p>Playground focus will be led by HT in collaboration with PSAs.</p>	<p>HT & All teaching staff and PSA staff will be responsible for these priorities</p>	<p>Jan 2024</p> <p>March 2024</p> <p>Gathering evidence of playground experience February 2024</p> <p>FEB INSET opportunity to plan Playground Activities with PSA staff</p>	<p>CIRCLE framework will support staff to identify an area of practice which will improve opportunities for inclusion for all learners.</p> <p>All classrooms have created their Emotion Works display and introduced ‘cogs’ ensuring pupils have visual access to resources.</p> <p>All learners will have a good understanding of the Emotion Works approach and how it both applies to and supports their emotional wellbeing and self-regulation strategies in both the class and playground settings. All learners experience more positive playtimes.</p> <p>All staff will have conducted their CIRCLE class audit, identified area of focus and begun course End of Term 2</p> <p>Audit information will be recorded and collated to establish a baseline re pupil playtime experiences.</p> <p>Further evidence will be gathered through professional dialogue and learner conversations.</p> <p>HT will conduct surveys of pupil and staff feedback to measure progress.</p>	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC 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>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement.</p> <p>3.3 Increasing creativity and employability.</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress.</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 2: Improve approaches to learning, teaching and assessment. This should include developing, as a staff, a shared understanding of what high quality learning and teaching looks like and how this can be planned for, delivered and assessed. In doing this, staff need to develop their understanding of GTCS national standards. (QI 2.3)</p>	<p>Data/evidence informing priority: Inconsistency in learning experiences being offered.</p>	

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
2.1.1 Improving learners' experiences – staff should develop a shared understanding of what high-quality learning, teaching and assessment looks like at Fyvie. This shared understanding should include the 'non-negotiables' for episodes of learning at Fyvie.	HT /CTs	Oct 2023	<ul style="list-style-type: none"> • Develop and implement agreed high quality learning expectations across the school • Learning poster stipulating musts for every lesson (OWL) • Teachers' lesson assessment toolkit • Separate assessment folders for children 	Behind Schedule
2.1.2 Quality Assurance (including HT and peer observations of learning) should be undertaken using these agreed approaches/non-negotiables – these should be detailed in a revised observation schedule to ensure consistency and increase accountability.	HT & CTs	As per QA calendar	<ul style="list-style-type: none"> • QA calendar to include dates for HT & Peer observations of learning and teaching across agreed areas of the curriculum. • Use of agreed lesson observation template • Agreed actions to be observed in subsequent lesson with progress recorded 	On Track
2.1.3 Relevant CLPL should be undertaken to inform practice (i.e. Dylan Williams, LTA site, Bruce Robertson, Northern Alliance inputs and literature etc.)	HT & CTs	As per WTA / PRD process	Teaching staff to engage with these resources and implement small tests of change improvements to Learning & Teaching outlined in these.	Behind Schedule
2.1.4 The Local Authority should support Fyvie School to develop their approaches to learning and teaching QIO as detailed in QIV.	QIO staff / HTs / CTs	Ongoing	Support with PT in place one day a week for classes with higher pupil support needs. Regular feedback on Improvement Plan progress.	On Track

<p>2.1.5 There needs to be greater challenge built into children's learning experiences – this should be a focus for both learning observations and planning discussions.</p>	CT/HT	Ongoing	<p>All staff</p> <ul style="list-style-type: none"> • Planning of learning linked to Es & Os and benchmarks • Challenge activities built into planning and discussed at planning meetings. 	
<p>2.1.6 Digital technologies should be embedded in planning for learning and teaching.</p> <ul style="list-style-type: none"> • Carousel activities to include digital learning stations. 	CTs	Ongoing	iPads and laptops used to support and develop pupils' learning as well as pupils developing specific IT skills.	
<p>2.1.7 There should be more opportunities for pupils to learn and explore independently.</p> <ul style="list-style-type: none"> • Chilli challenges? • Planning of learning to provide pupils with opportunities research and explore different ways of undertaking learning tasks • Provide pupils with choice how to demonstrate their learning. 	CTs /PSAs	Ongoing	Children will become more adept at exercising choice in their learning and develop skills in sharing their learning in a variety of ways.	
<p>2.2 Planning</p> <p>2.2.1 There needs to be more evidence of planning for learning experiences, specifically to include links to prior learning.</p>	CTs / HT	Term 3	<ul style="list-style-type: none"> • Pupil assessment to demonstrate pupil prior knowledge. (OWL) • Agreed planning / progression formats used across all classes completed in the same way to demonstrate curriculum coverage. • Clear weekly plans linking learning across the curriculum and building on prior pupil knowledge. • Learning across the curriculum / IDL planner with means of assessment used to show learning experiences with links to prior learning. 	
<p>2.2.2 Teaching needs to be less resource driven – teachers should focus on the progression</p>	CTs /HT	Term 3	<ul style="list-style-type: none"> • Progressions for all curricular areas being actively implemented across entire school. 	

frameworks when planning learning experiences and then resource their teaching.			<ul style="list-style-type: none"> • Range of learning tasks used in lessons including use of technology and where appropriate play activities. This will lead to a broader range of learning experiences for the pupils and less reliance on worksheet-based tasks. 	
2.3 Continuity of Learning 2.3.1 There needs to be demonstrated use by all staff of the progression frameworks developed for all curricular areas.	HT/CT	Nov 23		
2.3.2 There should be a planned PDSA model in place to ensure regular review of planning, tracking and monitoring practices – focusing collegiate activity around the moderation cycle and using this to shape further collegiate/moderation activity.	HT	Ongoing	<ul style="list-style-type: none"> • Plan and review planning as a staff • Tracking and monitoring set out in QA calendar with staff meeting together. • Moderation with small schools in the cluster, tracking and monitoring meetings within school. • Moderation activity with whole Cluster and schools beyond the Cluster • Staff development sessions focused on areas where improvement is required. 	
2.3.3 Building on pupils' prior learning needs to be a key feature of planned learning experiences	CTs	Term 4	Pupil assessment to drive planning of learning in all curricular areas. Planned learning progresses pupils' learning. Use of KWL when planning Learning across the curriculum experiences. IDL planners focus on prior learning to further learning.	
2.3.4 Children need to be both aware of and able to identify their own next steps in learning – feedback and profiling to be a focus of Collegiate time in Term 3	All Staff	Term 4	<ul style="list-style-type: none"> • Use of Success Criteria to help pupils see where they are and where they need to go next. • Use of self & peer assessment • Regular high-quality feedback on pupil learning • Children are provided with regular opportunities reflect on their learning and are involved, where appropriate, in creating SC linked to learning intentions. 	

2.3.5 A clear agreement/guidance should be created to support the consistent use of the agreed home school online tool (Teams).	Staff / Parents / Pupils	Term 4	Agreement to be created and implemented across all classes following inputs for Families and pupils regarding use and application of Teams to share pupil learning.	
2.3.6 Learner journeys (profiles) should be shared regularly with parents/carers.	Staff / Parents / Pupils	Term 4	Built into assessment/QA calendar	
2.3.7 There is a need to ensure that all curricular areas are represented in the 'Assessment Folders' and Teams online profiles that demonstrate progress being made.	HT /CTs /Parents	Term 4	Agree content of Assessment Folders/Teams individual pupil profiles.	
2.3.8 There needs to be greater opportunities for pupils to lead their own learning – with staff agreeing leadership opportunities for children both in class/through their learning and wider school opportunities.	HTs / CTs / Pupils	Ongoing	<ul style="list-style-type: none"> • In class – pupil reflecting on their learning and knowing where they need to improve / go next • choice on how to present their learning. • Wider school – children have the opportunity to lead developments through engagement with pupil groups and participate in school improvement through use of HGIOURS and partnership with pupil council. 	
2.3.9 Play-based learning should be a focus for CLPL and collegiate activity – using Realising the Ambition to inform practice.	HT/CT/CB	Term 3	CB to focus on bringing play-based learning to school, used in P1-4 to access prior learning, used during breaktimes and lunch for whole school to access. Links with University of Aberdeen to promote play based learning across whole school	
2.3.10 Staff should observe play-based learning at other schools (e.g. Kellands School and Turriff Primary School) Visits to a range of schools being arranged.	CTs & Cluster Schools / Wider Abshire Schools	Term 4	<ul style="list-style-type: none"> • CB carrying out research into this and sharing knowledge with other staff • Include play-based learning in carousel of learning activities in lessons • Possible Cluster Improvement Plan for this 	

2.3.11 Staff should develop a clear agreement/position statement re. play-based learning approaches at Fyvie.	HT / CT /PSA	Term 4		
2.3.12 The pace of learning / challenge / differentiation in some classes requires attention and pace of learning should be a key feature of learning observations – consider how CTs move learning on in their planning including taking account of formative and summative assessments, and SNSA data inputs where appropriate.	HTs / CTs	Ongoing	<ul style="list-style-type: none"> • Focus on pace and pupil progress in planning meetings and observations • Effective use of Class based challenge activities. 	
2.4 Assessment 2.4.1 There needs to be a whole school approach to assessment developed – which is linked into the planning cycle. School assessment policy to be agreed and implemented across the whole school.	HT / CTs	May 2024	Formal assessment – writing (termly), reading (twice a year) maths (end of every unit of learning) IDL (termly). This process will ensure pupil progress is identified and next steps subsequently planned for in a timely manner.	
2.4.2 An assessment calendar should be agreed to ensure consistency in assessment approaches across the school.	HT	Jan 2024		
2.4.3 Formative and summative assessments should be used to gather assessment information to support teacher judgements. These should be used consistently across the school and across curricular areas.	CTs	Ongoing	Agreed use of formative and summative assessments Formal assessment (see above) summative assessments used to effectively inform forward planning.	
2.4.4 Use of OWL (Our way of Learning)	ALL staff / pupils	Term 3	Share OWL at Assembly / with Parents / all Staff & Visiting Staff.	
2.4.5	All CTs	Ongoing	<ul style="list-style-type: none"> • Consistent use of AifL strategies • Pupils to receive feedback during every lesson, 	

<p>Feedback should be a key focus of both CLPL and observations of learning. Consider, how are pupils using their feedback to make progress towards their next steps.</p>			<p>adjustments made where appropriate and given verbal next steps while completing tasks.</p> <ul style="list-style-type: none"> • Effective use of plenary for pupils to receive feedback and reflect on their learning. 	
<p>2.4.6 The individual needs of pupils' need will continue to be identified, recorded and met i.e. through tracking meetings and regular ASL discussions however more robust evaluation and evidence of impact of interventions needs to be embedded in these – a meeting template will be created to support these discussions and record impact.</p>	<p>CTs / ASN staff</p>	<p>Termly Tracking/ ASL reviews</p>	<ul style="list-style-type: none"> • Planning, tracking and monitoring and ASL meetings recorded on proforma identifying pupil needs. • Termly update of pupil intervention evaluations. • Review of impact of all interventions undertaken on termly basis i.e. IPT / NN / BS /TFT/ ASL 	

Wider Community Links

Church – we work closely with Fyvie Church and the local minister. This includes visits to the church for inputs related to RME and Social Studies elements of curriculum, as well as the minister visiting school to lead assemblies for example at Christmas and Easter. Our minister also leads a lunchtime Lego club for pupils.

Café – We have a termly community café, which allows pupils to showcase their learning linked to themes i.e. Scots café where they present poems and songs they have learned in class. The children also bake for the café. The whole community is welcome to attend.

Castle Estate – We have a positive relationship with the National Trust and the owner of Fyvie Estate which means we have access to adjacent woodland and the lake area for Outdoor learning. We also have had input from the Castle gardeners to support our own horticulture in school.

Co-op – Our village supermarket supports several events in school through donations of produce as well as the regular provision of Fairtrade fruit. We also accept Foodshare items that we offer the community via the school ELCC. These are well received and with many families benefitting from this.

Fyvie Amenities – We work closely with the Fyvie Amenities group and have recently been involved in bulb planting around the community as well as working with members of Greenspace and Aberdeenshire Council to develop and improve our school grounds.

Football Gala – We host a football gala in the summer term and invite approximately 10 other schools in the local area to come along to participate in a football tournament. This also has several fund-raising stalls present from local organisations such as scouts and guides. This is also a key fundraiser for our parent council and is well supported by not only the local community but beyond.

Doric Film Festival – We have had pupil entries for the Doric Film festival and previous nominations for Scots Language awards. We have had a prominent local Doric author (grandparent of current pupils) work with classes and plan to continue to promote Doric across the school.

Fyvie Heritage Room – The school houses the Fyvie Heritage Room which is a small museum of artefacts from the local community. This is run by local volunteers and can be opened to the public on request.