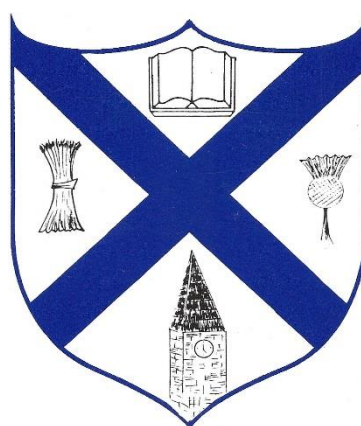




**Pitmedden School**  
**Standards & Quality Report**  
**2021 - 2022**  
**&**  
**School Improvement Planning**  
**2022 – 2023**



## School Forward

We are pleased to present both our Standards and Quality Report for Session 2021–2022 and our School Improvement plan for the current session 2022 - 2023. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

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

Lyn McGibbon



Head Teacher

# The school and its context

## Vision for Pitmedden School

At Pitmedden, in partnership with parents/carers is an inclusive, supportive environment. We aspire to have happy, healthy, ambitious children who are developing the skills, resilience and confidence to be successful in all aspects of their lives.

## Our school vision

'Working together to do our best.'

## The values that underpin our vision

- ✘ Included
- ✘ Respect
- ✘ Healthy
- ✘ Responsible
- ✘ Honest

## Aims that underpin our Vision & Values

- ✘ To have healthy, motivated children who all feel valued.
- ✘ To provide high quality learning & teaching across the school.
- ✘ Continue to improve through monitoring & tracking, self-evaluation & staff professional development.
- ✘ To encourage our children to develop positive attitudes to learning and become increasingly responsible for their own progress.
- ✘ To work in partnership with parents/carers, the community and other agencies.
- ✘ Promote lifelong learning through a relevant curriculum linking to life skills.

Analysis of the SIMD (Scottish Index of Multiple Deprivation) data shows that the majority of children at Pitmedden School sit within decile 9 or 10, classified as not living within an area of deprivation. However, as a school we still continue to look at our learners individually and respond to their needs, as appropriate.

The school received a small amount of PEF (Pupil Equity Fund) money from the government and this money is targeted to support pupils to ensure they continue to make progress within their learning. The money this session is being used to support pupils who are struggling due to the impacts of COVID and to raise out attainment in literacy.

**As a Gold Rights Respecting School, we place children's rights at the heart of everything we do.**

## Context

Pitmedden School serves the village of Pitmedden and surrounding rural district which is situated on the B999 Aberdeen to Tarves road some 15 miles from the City of Aberdeen and is mid-way between the towns of Ellon and Oldmeldrum. Pitmedden is part of the Meldrum Community Schools School Network. The area, which is rich in history dating back to Stone Age times, is in the Formartine Ward of Aberdeenshire.

Pitmedden School currently has 8 classes, with 163 pupils and a 2-session nursery with 52 pupils. Pitmedden was part of the trial 1140 extended hours and were offering full days to some of our families, from 8am until 6pm daily. Our nursery is led by a Senior Practitioner, a Lead Practitioner and Early Years Practitioners.

Pitmedden pupils transfer to Meldrum Academy and is part of the Meldrum Community School Network (CSN)

The Head Teacher is non-teaching, we have 14 teachers in school, some part-time. We currently have 6 Pupil Support Assistants (PSAs) supporting pupils in class & in the playground and a 0.4 (2 days) Additional Support for Learning (ASL) teacher within the school. A music specialist provides specialist support to all classes.

We have an active and incredibly supportive Parent Council: Friends of Pitmedden School (FoPS), who raise funds to support the school and provide a voice to represent our parent body.

The pupils have a strong voice through Pupil Council, Eco Stars, Fair Trade & Rights Respecting Groups. We also have our senior pupils take responsibility including: Captains and Vice Captains of our school houses, supporting our infant classes during breaks and lunches, allowing them to build their leadership capacity.

We are very fortunate to have a before & after school club which opens at 7.30 am and closes at 6pm each weekday.

## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

<b>Key priority 2020-2021 (COVID RECOVERY)</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
High Quality Learning & Teaching for all	<ul style="list-style-type: none"> <li>• Staff shared and discussed what they see as high-quality learning and teaching</li> <li>• Established where we are as a school in regards to LI/SC, next steps and differentiation (pupil focus groups, staff discussions and staff observations)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>✘ Highlighted to all staff the features of high quality L&amp;T and allowed us to see where we needed to go to create consistency across all classes</li> </ul>
Literacy (focus on writing and reading)	<ul style="list-style-type: none"> <li>• Introduction of planners to support the planning and progression of writing in both the genre and technical capacity of writing</li> <li>• Child friendly criterion scales introduced to support knowing where children are within their learning</li> </ul>	<ul style="list-style-type: none"> <li>✘ Teachers have a clearer idea on how to progress in different styles of writing to build in both more challenge and support</li> <li>✘ Teachers have a clearer idea of progression for the technical skills allowing, thus ensuring over pupils school careers that they are not always revisiting the same things</li> </ul>
Parental Communication	<ul style="list-style-type: none"> <li>• Purchase and implementation of seesaw</li> </ul>	<ul style="list-style-type: none"> <li>✘ Parents/carers receive weekly overview of the week ahead</li> <li>✘ Parents/carers receive daily posts around pupil learning that they can engage with</li> <li>✘ Parents/carers can message teachers as well as comment on pupil posts</li> </ul>

		<input checked="" type="checkbox"/> Pupils take ownership to post their learning on seesaw to share with families
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## How good is our leadership and approach to improvement?

### QI 1.3 Leadership of change

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

Relevant NIF priority: All

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

Level of quality for core QI: 3

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

Article 5 – Family Guidance as children develop

Article 12 – Participation – children views should be listened to and respected

Article 24 – Best Possible Health – including social/emotional/mental

### How well are you doing?

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

The ethos of Pitmedden School & Nursery is positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of some appropriate pace and challenge. Staff are beginning to make effective use of assessment information to track progress and identify next steps in learning.

- Pitmedden School has an incredibly welcoming and positive ethos. Both staff, children and families feel welcomed in and a valued part of the school. Staff have high expectations of our learners.
- **Pitmedden Nursery has developed a Vision, Values and Aims this is embedded in the nursery.**
- Families are beginning to be consulted around the life and work of the school through: Friends of Pitmedden, surveys/questionnaires and feedback opportunities
- **Nursery families are consulted around the life and work of the nursery (survey's, daily discussions)**
- The school and nursery strive to positively engage with the local community: coop food share, Tesco fair share, engaging with local foodbank, Udney Community Trust, Formartine Youth Project, Poetry competition featuring local poet and local litter picks.
- Teaching staff are effectively involved in self-evaluation activities throughout the year identifying our strengths and next steps. Staff are positively committed to effective change that has impact on our learners.
- **Nursery staff are fully involved in the self-evaluation process, ensuring reflective practice around improvement priorities.**
- The school is making progress towards a robust Quality Assurance process which ensures that we can identify the features of high-quality learning and teaching occurring in Pitmedden.
- **The nursery operates a full Quality Assurance calendar to ensure that we continue to meet the needs of all learners.**
- Observations were able to start back up, although covid absences impacted this. These will be continue in the new school year, in line with our priorities.
- Staff in both school and nursery have had opportunities throughout the year to engage in a range of CPD opportunities linked to our improvement agenda.

- Pitmedden School has many pupils groups, led by our staff members (Fair Trade, Eco, Rights Respecting and Pupil Council). They meet regularly and drive forward their agendas ensuring that all pupils have a voice. We have achieved Green Flag status, Fair Trade awards and still maintain our Gold Rights Respecting School award.
- The staff at Pitmedden know our children well, they are incredibly sensitive and responsive to their needs, seeking support where required. Staff have a sound knowledge of the socio-economic context of the Pitmedden Community.
- Pitmedden staff go above and beyond to ensure that they are supportive and understanding of all of our families.
- Pitmedden staff engage in Professional Review and Development (PRD), Employee Annual Review (EAR) and Personal Performance Plan (PPP) annually. This allows staff to reflect on their personal development needs as well as the improvement priorities of the school. Staff agree next steps to positively improve outcomes for all at Pitmedden.
- Recent changes in how we monitor and track pupil progress throughout the year will create more rigour in knowing where our children are and strive to support and challenge where appropriate.
- School staff track pupil wider achievement to ensure that we take any actions for children at risk of missing out. Wider achievements are also shared with the HT and put on our Achievement Tree.
- A consistent approach in supporting families /nurture is taken by all staff ensuring impact is seen for children and families.
- Pitmedden has a strong staff team and does not struggle to retain or recruit staff.
- School staff are beginning to discuss data for their class and as a school we interrogate the data from previous years to identify trends, strengths, and next steps.
- A range of approaches are beginning to be used to further improve the school (2\*s and a wish, questionnaires, voice on the table, carousel discussions, staff meetings, individual meetings)
- Staff use HGIOS4/HGIOELC to audit the school/nursery to identify our strengths and areas for improvement
- Pupils/parents and staff are beginning to be fully involved and consulted in the evaluation of school improvements. This includes questionnaires, pupil/parent voice and focus groups)

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

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

- Vision and values are at the beginning stages of being referenced in classroom and assemblies (review will occur this session coming)
- Staff views are sought
- Parent questionnaires given to seek views
- Staff/parents are given feedback when views are sought
- Staff engage in collegiate work through staff meetings
- Pupil groups are in place and effectively facilitated by staff (Eco, Rights, Pupil & Fair Trade)
- School has a QA calendar to review and improve school developments/priorities
- CPD opportunities are linked to staff PRDs
- Staff responsive to pupil needs and consult with HT to ensure appropriate support is put in place.

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

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



- **School and Nursery to work collaboratively to develop a shared Vision, Values and Aims**
- Reinvigorate the current Vision, Values and Aims alongside the Curriculum Rationale ensuring that all stakeholders are aware of it and it becomes an embedded part of Pitmedden School sharing what we strive to do for our learners, families and community
- Continue to develop a more robust and consistent approach in ensuring families are fully consulted in the life and work of the school
- Continue to develop a more consistent approach to involving all staff in self-evaluation, having this scheduled into termly meetings to allow reflection
- Develop capacity of leadership at all levels to ensure investment in self-evaluation for our improvement agenda
- Continue to use our Quality Assurance calendar that provides evidence to underpin our strengths and next steps at Pitmedden
- Reinvigorate moderation procedures within the school to ensure we know confidently where our children are and where they are going. Specifically focusing around literacy.
- Develop Pupil Council to engage with HGIOurS, allowing our children to be active participants of the self-evaluation process and positively impact change
- Pitmedden to become involved in a self-improving school partnership with other school in Aberdeenshire out with the local cluster
- Ensure planned change is systematically reviewed, embedded in classroom practice and is consistently reflected on to ensure we are meeting the needs of all our learners.
- Begin to develop and embed the language of learning to ensure consistency across the school allowing children to know what they are learning, how they are successful and their next steps in their learning journey
- **Develop monitoring and tracking system for all Nursery pupils to ensure evidence of pupil progress, showing strengths and next steps. This will include tracking wider achievement of Nursery pupils to identify any at risk of missing out.**

## 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)

Article 28 – Right to an Education

Article 29 – Education should help fully develop personalities/talents/abilities

Article 12 – Participation – Children's views should be listened to and respected

### How well are you doing?

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

- The ethos of Pitmedden School is positive and nurturing ensuring mutually respectful relationships can blossom. Almost all pupils engage with learning experiences, are keen to learn, motivated and actively involved in the learning process.
- **The nursery has a responsive planning approach balanced with adult initiated learning experiences. This ensures pupils engage in a breadth of experience and continue to progress within their learning.**
- Tracking data shows some evidence of challenge in pupil learning but this is not consistent across all classes.
- **Nursery is at the beginning stages of tracking pupil learning to ensure pupils needs are consistently met.**
- School pupils have some opportunities to have a say and lead their own learning, this is mainly focused around pupil led groups.
- **Nursery children have a say in their learning during planning sessions – this includes talking tables and floor books.**
- Some pupils can articulate what they are learning, why, how they will be successful and identify next steps
- Some pupils are becoming independent in their learning but this is not consistent across the school.
- There is some evidence in classes of differentiation to meet the varying needs of learners, this is not consistent across all classes.
- Most learners have opportunities to engage in self/peer assessment
- Some classes use learning intentions and success criteria to support pupil learning. We are at the beginning stages of co-constructing success criteria with learners.
- Almost all staff make effective use of questioning during learning and teaching, using this as an opportunity to extend, challenge and support pupil thinking
- All learners have opportunities to work individually, in pairs and groups.
- Almost all learning experiences are planned to match pupil needs/abilities. Staff are beginning to make use of assessment data to inform this.
- Almost all staff use a variety of assessment approaches to allow pupils to demonstrate their learning (self-assessment, peer assessment etc)

- **Nursery staff are beginning to use assessment information to inform professional judgement.**
- All staff know their learners well and value each child as a unique individual. Staff identify barriers to learning quickly and are discussed with HT/EYSP in a timely manner and active steps are taken to reduce any barriers to learning.
- All children are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies
- Staff are developing some confidence in using a wide range of assessment data to confidently know where children are within their learning and plan next steps
- School staff engage in tracking and discuss this with the HT 3 times in a school year
- Staff make use of digital technology in classes and are beginning to use this to support learning. We continue as a school to invest in this.
- **Nursery staff are beginning to make use of technology to support and extend learning.**
- Some staff and pupils use a wider range of learning environments including the outdoors, Pitmedden Gardens, the allotment and our local community to develop their skills for learning, life and work.
- **Nursery are highly effective in their use of the outdoor environment, regularly using our nursery grounds as well as wider community spaces.**
- Teachers are beginning to make use of benchmarks, progressions and their professional judgment to make well informed decision on where pupils are in their learning.
- Teaching staff are beginning to track pupil learning across literacy, numeracy and health & wellbeing and triangulating evidence to support their decisions.
- Transitions are good within the school and nursery, a new transition/handover was developed last year the whole school and nursery to P1.
- Pupil Groups are making a positive impact across the school with pupils embedding this learning to make a positive impact in our school and community.
- There has been good engagement from parents across the nursery/school in their children's learning and support for the school.
- PEF money used to target individual and school needs in literacy, numeracy & HWB through PSW and additional PSA
- Emerging Literacy programme is working well in the infant classes. This programme carefully tracks literacy skills to build strong foundations for Reading, Writing & Listening and Talking. We have also invested in Read, Write Inc as another tool to support literacy
- Team working across the school supports all children as teaching staff support each other to support all pupils.
- Targeted support is provided for pupils as required from our well-trained PSAs and ASL staff. PSA staff work in close collaboration with class teachers.
- The introduction of writing grids has helped in the planning, delivery and assessment in writing.
- Reciprocal reading training has improved teacher confidence in providing reading activities that support and challenge pupil learning.

### How do you know?

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

- QA taking place throughout the school year
- Staff have reflected on feedback and considered this in their learning and teaching
- Pupils have some opportunities for self/peer assessment
- Benchmarks and progressions are beginning to be effectively used to inform planning and ensure progression of pupil learning

- Triangulation of evidence is beginning to be implemented to inform and support professional judgements
- PEF is used to support and plan interventions to support pupil barriers
- Staff consistently engage in professional dialogue
- Tracking meetings held with staff
- Pre and post assessments used to plan appropriate learning

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

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

- Begin to develop/roll out our vision, values & aims ensuring this underpins learning and teaching at Pitmedden
- Begin to look at pace/challenge within classes and ensure this is consistent across all ensuring we continue to meet the needs of all learners
- Begin to develop further opportunities for children to lead their learning to ensure they have a voice in what they want to learn and some of the resources they may use to achieve this.
- Develop a consistent approach to the language of learning used with pupils (Learning intentions, success criteria, next steps, feedback). This will ensure pupils can confidently articulate their learning and where they are going next.
- Consider differentiation, what does this look like and how can we effectively use this to support and challenge pupil learning
- Continue to develop a consistent approach to sharing LI/SC, including co-creation of success criteria allowing children to clearly identify what they are learning and how they are going to measure their success.
- Continue to make effective use of monitoring and tracking meeting to evidence the impact of interventions on pupil learning and continue to identify next steps
- Look at the wide range of assessment data we collect on our children and use this to help identify where our pupils are within their learning and plan appropriate learning experiences.
- Continue to use seesaw as a digital platform to share pupil learning and communicate with parents/carers
- Develop writing across the school ensuring a consistency in planning, progression, assessment and moderation. Thus allowing
- **Nursery to develop a more robust approach to using assessment data to inform pupil learning.**

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

### QI 3.1 Ensuring wellbeing, equality, and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

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

**Level of quality for core QI: 4**

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

**Article 2 – Non-Discrimination – All children have all the rights in the UNCRC**

**Article 12 – Participation – Children's views should be listened to and respected**

**Article 24 – Best Possible Health – including social/emotional/mental**

**Article 23 – Children with disabilities should enjoy best possible life in society, becoming independent and able to participate actively in society.**

### How well are you doing?

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

- All staff have a good knowledge of learners, families and our Pitmedden community.
- All Pitmedden staff are committed to ensuring everyone is treated equitably and with respect. Our staff strive to build strong relationships allowing them to quickly identify and support individual needs
- Staff have all being trained in Emotion Coaching and Restorative Practice to provide equity across the school/nursery and are beginning to make use of this where appropriate
- Some classes participate in a daily check-in of their emotions so staff can support them from the beginning of the day.
- **Nursery have worked with learners to identify/label emotions, ensuring children know that it is okay to feel a range of emotions.**
- Pitmedden applied for and was successful in achieving their Gold Right Respecting Award. Children learn about their Rights through the curriculum from nursery to P7.
- Children participate and make their views heard through Eco and Fairtrade which link very closely with Rights work.
- Our Fairtrade group will develop a Fairtrade policy and apply for the Fairachiever Award.
- The school carries out regular reviews of pupil needs and work with other professionals to best meet these needs to full fill GIRFEC.
- PEF money, to tackle attainment gaps is used to target specific areas of the curriculum and support vulnerable pupils. Reading books for the early stages and an online Reading programme was purchased for the P4-7 pupils to further support attainment gaps.
- A pupil support worker (PSW) has been partially funded by PEF money as this is a shared resource across the cluster. This has had an impact on Health & Wellbeing (HWB) of targeted pupils through individual work and group work such as "Season's for Growth".
- In P1 all pupils are assessed to check literacy skills on entering P1 and target any gaps to support learning.
- Effective transitions are planned and organised for all year groups but particularly for Nursery to P1 and P7 to secondary. Enhanced transition is also organised for children with additional support needs who would struggle with change.
- School staff track and monitor individual pupil progress and any gaps are identified and are beginning to plan next steps to ensure pupils receive the support they need and continue to make progress.

- The purchase of Chromebooks have aided the support of pupils who require digital to support literacy based difficulties
- The school is beginning to look at the Bubble Room and how this can be enhanced to support pupils
- Nursery and school staff are aware of the wellbeing indicators and are beginning to make use of these in learning and teaching
- Learners are becoming more familiar with the wellbeing indicators and what these mean.
- Almost all staff include children's rights as part of the curriculum

### How do you know?

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

- Staff have a sound understanding of supporting the HWB of our pupils and understand that behaviour is a communication.
- Staff have a sound knowledge of GIRFEC, and we use the indicators to ensure we identify and target the areas of need for a pupil and any barriers they have to learning.
- Staff work in collaboration with our professional partners to fully support any intervention set up for a child(ren).
- GOLD Rights Respecting award achieved and encourage all classes to continue embedding the rights into planning across the curriculum and displays.
- Third Green Flag achieved February 2020.
- All classes, class teachers & PSAs, use Restorative Practise to maintain and improve behaviour consistently through the school.

### What are you going to do now?

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

- Continue to make use of wellbeing indicators, on a termly basis, to track pupil wellbeing and ensure appropriate interventions take place.
- Continue to identify barriers to learning and apply interventions to remove these.
- Continue to develop approaches to incorporate more opportunities to develop mental wellbeing including the use of Therapets, mindset training, nurture, restorative practice etc.
- Trial a H&WB week
- Encourage Pupil's to be more involved in their learning and set targets to achieve these.
- Encourage pupils to participate in the life of the school through Pupil Groups and benefit from the life skills they are learning. RRs, Eco and Fairtrade groups are going to develop policies for the school around these groups.
- Continue to work with other professionals to fully support all pupils on a targeted and timely intervention to remove barriers to learning and achievement.
- Continue to develop the playground and outdoor areas to make breaks more enjoyable and interesting for pupils.
- Continue to provide support for children through Intervention Prevention Teacher (IPT) and Pupil Support Worker (PSW).
- Encourage all classes to use the outdoor area more for delivering HWB and curricular areas.
- Further develop approaches on the impact of PSA/ASL led interventions

## 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)**

**Article 28 – Right to an Education**

**Article 29 – Education should help fully develop personalities/talents/abilities**

**Article 23 – Children with disabilities should enjoy best possible life in society, becoming independent and able to participate actively in society.**

**Article 12 – Participation – Children’s views should be listened to and respected**

**How well are you doing?**

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

- All pupils pupil progress is tracked in Literacy, Numeracy & HWB.
- Attainment data shows most pupils attain expected levels at Pitmedden School and Nursery. There are a few children exceeding expectations.
- Some staff are starting to make use of universal supports to support pupil learning.
- Data is analysed for trends, strengths, and areas of development. Individual class data is discussed at Planning meetings.
- A change in the Monitoring and Tracking format occurred in T4 and this will ensure a more robust approach.
- Pupil wider achievements are tracked and celebrated. This tracking allows us to identify any child who is at risk of missing out.
- Intervention provided early and barriers to learning identified.
- PEF funded resources carefully considered to have greatest impact for children not reaching expected outcomes. The PEF funding was used to target pupil well being and attainment in literacy and numeracy – all aspects that have been greatly impacted due to covid.
- Strong working partnerships with other Professionals to fully support a wide range of barriers to learning.
- Mindset work used in some classes to encourage children to understand how their attitude and mood can affect learning.
- Pupils participate in the life of the school through pupil groups but also in the community through National Trust, Pitmedden News, Litter Picks, allotment, Green Acres, a wide variety of sports groups and teams. Although these have been impacted hugely by covid restrictions.
- The whole staff are aware of equity for all pupils and ensure no child misses out on activities, curricular trips, or residential trips because of finance.
- Some pupils are effectively involved in pupil groups allowing pupil voice. This is at the beginning stages of contributing to our self-evaluation activities.
- Attendance levels are generally high at Pitmedden and inclusion is successful for most pupils.
- Teachers are developing their confidence in making professional judgements alongside benchmarks, progressions and assessment information to allow them to know where children are within their learning
- **ILD is used in the nursery and can show the progress of learners in literacy, numeracy and H&WB**

**How do you know?**

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

- Good relationships between staff and families and learning is shared both by staff and parents.
- During periods of remote learning a high number engaged with the learning activities and staff interaction in both nursery and school.



- Children are asked about their learning and consulted which makes them feel empowered and know that their voice is valued and heard within the nursery.
- Class teacher assessment corresponds with SNSA data results.
- The school overall is performing above national and Aberdeenshire attainment.
- Attendance overall is above local and national average.
- Children enjoy and participate fully in pupil groups to make an impact for the school and the local community. These groups encourage pupils to take on leadership roles.
- The school fully supports all pupils to attend curricular and residential trips regardless of financial circumstances.
- The school tries to provide a wide variety of opportunities for the children through sports and expressive arts as well as trips and visitors to extend skills and experiences.

### What are you going to do now?

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

- Continue to develop our new monitoring and tracking system allowing staff to discuss individual pupil progress and plan for appropriate interventions and the impact that these have.
- **Nursery to develop a more robust approach to monitoring and tracking including the analysis of the data to inform next steps.**
- Develop a more robust approach with learners and pupil groups – ensuring all children are contributing to the self-evaluation of the school. Knowing that they can have a say in their learning experiences and that this will impact how we move forward.
- Further develop staff confidence in making judgements on where pupils are within their learning. Moderation activities, particularly in literacy would be beneficial.
- Further develop staff confidence in the use of benchmarks, progressions, assessments alongside professional judgement to know where children are within their learning
- Identify barriers to learning and provide targeted support at the earliest opportunity.
- Identify areas of strength and needing improvement and build on these to provide impact across the school.



## PEF 2022-2023

Article 26 – Governments should provide money and other support to help children from poor families.

<b>Identified gap</b>	Literacy – dip in attainment Covid – wellbeing/nurture
<b>Expenditure</b>	Total PEF funding for 2021/22 is £8,224 <ul style="list-style-type: none"><li>✘ Contribution to Pupil Support Worker</li><li>✘ Contribution to PSA with a focus on literacy and numeracy</li></ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"><li>✘ Improved literacy/numeracy outcomes for those targeted by our literacy PSA</li><li>✘ PSW to support learners with H&amp;WB difficulties giving the opportunity to work through difficulties and thrive</li></ul>
<b>Impact Measurements</b>	<ul style="list-style-type: none"><li>✘ Measuring the impact of the PSW on identified pupils. (well-being webs, leuven scale of engagement)</li><li>✘ Monitoring and tracking data – showing pupil progress in literacy.</li><li>✘ Assessment data showing pupil progress in literacy/numeracy</li><li>✘ Feedback from pupils and parents.</li></ul>

## Capacity for improvement

The school and nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data. This alongside teacher professional judgement allows us to see clearly 'what' we need to improve. It is also incredibly important to us that we discuss learning and progress with our pupils, gaining insight in how to support improvement, knowing our learners know how they are successful and their next steps in learning.

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 ensure our children are at the center of what we do allowing us to 'get it right' for every child.

As with the last school year covid recovery will continue to sit as part of our improvement plan.

Through policy and practice we will continue to show our commitment to providing opportunities for children to fully access all their rights in the UNCRC. We will continue to develop children's wellbeing (physical, emotional, social and mental) and participation by providing opportunities for children's views to be heard on their learning and on school improvement. We will continue to encourage our children to see themselves as global citizens that recognise the impact they can have on tackling global issues affecting all children through our topic work and pupil groups (Rights Respecting, Eco, Fairtrade and Pupil Council).



## Action plan 1

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p><b>Priority 1:</b> To improve attainment in literacy – with a specific focus on Writing</p>		<p><b>Data/evidence informing priority:</b> Attainment data showing a dip in attainment in writing. Feedback from staff identifying lack of confidence in progression writing programme of learning.</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
<ul style="list-style-type: none"> <li>Analysis of school data</li> </ul>				Behind Schedule
<ul style="list-style-type: none"> <li>Staff questionnaire to inform views on current writing practise in the school. Highlight areas of writing policy to target &amp; develop</li> </ul>				Not Achieved
<ul style="list-style-type: none"> <li>Moderation across stages using new child friendly criterion scales and consider how Meldrum Cluster moderation fits into this</li> </ul>				

<ul style="list-style-type: none"> <li>• Staff development session on moderation activity. Feedback to date and review processes and provide clear clarification on use of criterion scales as a result</li> <li>• Share out to allow use of and provide feedback on writing progressions for each different writing genre to create continuity of both technical skills and text features. Ensure they are fit for purpose and meet the needs of staff/pupils. This should be in line with Education Scotland Benchmarks and Aberdeenshire Progression Frameworks</li> <li>• Review policies and progressions from other schools/councils</li> <li>• Continuity of success criteria/feedback/assessment pro-forma for writing lessons - linked to language of learning development</li> <li>• Ensure coverage of each genre across the academic year – create planning pro-forma</li> <li>• Analysis of school data</li> <li>• Staff questionnaire re-issued</li> </ul>	<p>HT &amp; Teaching staff</p> <p>HT &amp; Teaching Staff</p> <p>HT &amp; Teaching staff</p> <p>HT &amp; Teaching staff</p> <p>Teaching Staff</p> <p>HT &amp; Teaching staff</p> <p>Teaching staff</p>	<p></p> <p>Feb 23</p> <p>Mar 23</p> <p>Mar 23</p> <p>April 23</p> <p>Ongoing</p> <p>June 23</p>	<p>staff around the effective use of the scales. Looking at tracking data and how the assessment and moderation informs this</p> <p>Engaging in discussions during moderation activity. Staff feedback. Tracking data information</p> <p>Observations. Feedback from staff. Pupil focus groups</p> <p>Staff collegiate work – building a school-based policy and progression that is fit for purpose for Pitmedden</p> <p>Observations, pupil focus groups</p> <p>Planning progressions highlighted to show coverage</p>	
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## ACTION PLAN 2

<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> School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>		
<p><b>Priority 2:</b> To develop the language of learning to be consistent across classes. Allowing learners to be clear what they are learning, how they are successful and the next steps within their learning</p>		<p><b>Data/evidence informing priority:</b> Staff feedback, pupil focus groups, observations</p>		
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>Staff session on what are the features of high-quality learning and teaching. Highlighting what features staff see within their practice and a basis of discussion of where we need to go</li> <li>Establish where we are as a school with regards to LI/SC, next steps and differentiation. This will form the basis of a starting point in our journey</li> <li>Work collaboratively as a staff establishing a clear understanding of the shared language of learning. Establish LI (de contextualized and not using any acronyms) and SC and</li> </ul>	<p>HT &amp; Teaching staff</p> <p>HT &amp; Teaching Staff</p> <p>HT &amp; Teaching Staff</p>	<p>May 21</p> <p>Oct 21</p> <p>22</p>	<p>Analysis of activity and sharing the information and relating to theory around this</p> <p>Pupil focus groups, staff observations and discussions</p> <p>Pupil focus groups, staff observations and discussions. Peer observations</p>	

<p>how these are constructed. Leaflet created establishing a consistent approach to creating/co-constructing LI/SC (Shirley Clarke – Outstanding Formative Assessment book to be used to support)</p> <ul style="list-style-type: none"> <li>• Reading, analysis, reflection and considerations on practice from Shirley Clarke – Outstanding Formative Assessment (chapter 6). Consideration on classroom practice and the value and impact sharing LI/SC have on pupil learning</li> <li>• Sharing with parents/carers the language of learning (leaflet/presentation)</li> <li>• Professional development for PSA staff to share language of learning and how we effectively use this within classes</li> <li>• Staff reflect again about what they see as the features of high-quality learning and teaching. Has their views developed/changed/evolved during our developments</li> </ul>	<p>HT &amp; Teaching Staff</p> <p>HT</p> <p>HT &amp; PSAs</p> <p>HT &amp; Teaching staff</p>	<p>22/23</p> <p>22/23</p> <p>22/23</p> <p>22/23</p>	<p>Staff discussions around the text, reflections. Peer observations. Learning walks</p>	
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## Wider Achievements

- Extended Nursery hours to support children & families.
- Transition for all our pupils from Nursery to P7
- Netball club & tournament
- National Glee competition
- Allotment improved with paths to support outdoor learning and growing vegetables.
- Achieving our Eco green flag
- Achieving our Fairtrade award
- P7 residential trip with Logie Durno, Barthol Chapel

## Memories are made of this:

- Mrs Day piping out P7s on their last school day
- Dress as you please days.
- P7 trip to Dounans
- Whole trip to the cinema to see Arthur Christmas
- Class trips to; Aquarium, Science Centre and Local Pitmedden
- Poetry competition in memory of Kathryn Trim
- Jubilee celebrations wearing red, white and blue
- Our first normal sports day in years
- Burns competition with guest judges including former HT
- Carol singing outside school
- P1 & P2 nativity
- Great Pitmedden book swap
- Uniform recycling
- Duck Race, ran by FoPS
- Ladies Afternoon tea ran by FoPS
- Shorts and Shades Disco, ran by FoPS
- P6 & Nursery buddies to support transition
- Matt Kinghorn, Poet in to share and inspire children writing poems
- iPad music sessions for children
- Therapet

## Wider Community Links

- Forest School Days at Nursery & School at Pitmedden Gardens & Haddo House.
- Good Community links with Udney Trust.
- Participation in the school allotment to care and develop it.
- Coop/Tesco foodshare
- Linking up with our local foodbank
- Green Acres hamper instead of staff secret santa
- Tesco donated biscuits, hot chocolate for our Golden Ticket winners
- Church did an Easter Story workshop for children



- Tennis club lessons