

St Fergus Primary School

Trying Hard to
do Our Best



We Aim High!

HAPPY

CONFIDENT

ACHIEVING

CREATIVE

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 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 St Fergus 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 St Fergus Primary we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Avril Sutherland/Pauline Robertson

Head Teachers

The School and its context

At St Fergus School our vision is 'Trying Hard to do Our Best – We Aim High!' Our core values highlight that we believe our pupils should be Happy, Confident, Achieving and Creative. Our school aims are in line with Aberdeenshire Council School Aims.



AIMS

At St Fergus School we are committed to GIRFEC (Getting It Right for Every Child) to ensure our children are SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included).

- We know what we are learning and why
- We can talk about our learning
- We learn well together
- We enjoy our learning
- We are all helped to make progress in our learning
- We learn in classrooms, our homes and beyond
- We celebrate our learning

St Fergus School is situated in the village of St Fergus, five miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by Mobil Oil. It admits pupils from ELC (age 3) to primary 7 (age 12).

On completing P7, pupils transfer to Peterhead Academy, in the town of Peterhead which has ten associated feeder schools, part of the Peterhead Cluster. Within the Peterhead Cluster, all services operate in an integrated framework to ensure that each child has the fullest opportunity to maximise his or her potential.

The school has a roll of 101 pupils and an ELC roll of 25 with 6.6 FTE teaching staff, including the joint Head-Teachers. The teaching team is supported by an ASL teacher, four Pupil Support Assistants, an Early Years Senior Practitioner, an Early Years Lead Practitioner, four Early Years Practitioners and a Support Worker in ELC, our school administrator, kitchen staff, cleaning staff and two part-time janitors. Our school website provides current information on all aspects of school life. The school handbook provides more information on names of staff along with other school data. A copy is available on our website.

Community links are a vital part of school life. School has links with all companies situated at St Fergus Gas Terminal and with smaller local businesses. The village church and hall are utilised throughout the session. St Fergus School Association (Parent Council) meet at least once every term and fundraise in order to support school improvement priorities. The school building is let out to various organisations including Active Schools as well as other volunteers who run extra-curricular clubs. School staff offer many extra-curricular lunchtime clubs including netball, coding, Lego, choir and art.

SIMD Data

The Scottish Index of Multiple Deprivation provides data on how many children we have living in different deciles. Those living in areas of most deprivation live within decile 1. Although St Fergus School does not have any children who are classed as living in an area of deprivation this may not accurately reflect the circumstances of all our pupils in their everyday lives and their access to opportunities or the needs that they have as individuals. We believe that all children are entitled to the best education to enable them to be the best they can be, and we work hard to achieve this for our pupils.

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- Improving learning, teaching and assessment.
- Partnership working to raise attainment.
- Developing leadership at all levels.
- Improvement through self-evaluation.



National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally, to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School? 4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 -

https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

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)
<ul style="list-style-type: none"> To revisit the school vision, values and aims 	<p>VV&A shared with parents at evening workshop event. Shared with staff and pupils at whole school assembly. Pupil voice gathered from P1-7 through Daily Dozen focus groups. Teaching staff engaged with 1.3 quadrant self-evaluation activity. It became clear that there was no need for the school values to change but the vision statement was too wordy for our younger learners. Family task issued through Google Class for suggestions for updated vision statement and relevance of school logo. Gathered feedback from entire parent body through Parent Council, Parent Improvement Planning Group and consultation event in November. February In-service gave staff opportunity to reflect on all feedback and updated vision statement agreed. New vision statement launched in term 4 to all stakeholders including community partners/elected members.</p>	<p>Vision statement now uses more child friendly language. All learners will be more able to talk about the school vision and what it means for them individually and the school collectively. All stakeholders familiar with updated vision as it continues to be widely shared.</p>
<ul style="list-style-type: none"> Learning, Teaching & Assessment 	<p>Collaboratively created a sketch note following staff self-evaluation on 2.3 and pupil reflections through Daily Dozen focus groups. (This was sent to Aberdeenshire Council Creative Services to reproduce both digitally and high-quality display posters.) The sketch note depicts what</p>	<p>More robust QA in the consistency of standards and practice throughout St Fergus School. Our parents and school community now have a visual, easy to follow format on learning, teaching and assessment at St Fergus School.</p>

<ul style="list-style-type: none"> • One Plus Two 	<p>makes very good learning, teaching and assessment at St Fergus School. The sketch note was shared with parents, families and community.</p> <p>New Camembert Portal introduced and being used at early and first level. February In-service Day spent personalising Education Scotland progressions and weekly planners for all levels and to accommodate composite class models. Mrs Leys led collegiate training on Virtual Class for French.</p>	<p>The majority of pupils are participating in daily routines in French from P1-7. They are experiencing more meaningful, well-planned learning activities designed to extend their knowledge and use of French vocabulary.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Education Scotland Weekly Planners to be used consistently throughout school, leading to more opportunities for reading and writing in French at second level. • Staff development opportunities to gain a clear understanding of the progression of the four skills in language learning. • All staff to become confident using French Virtual Class and launch with parents through Family Learning Event term 3 2024. • Expand on One Plus Two links for L3 in cross-curricular planning at second level for P5-7. • Mrs Leys to continue leadership of One Plus Two to support all staff.
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<ul style="list-style-type: none"> • Developing the Young Workforce 	<p>Staff have engaged with national and local guidance, particularly the Meta-Skills Progression Framework from Education Scotland. We have introduced ‘skill of the month’ across school – covering communication, integrity, curiosity, creativity and adapting over session 22/23. A display in the entrance corridor is regularly updated with examples of skills development from each class across school. We now track and record our skills development. Time is allocated during assemblies to share skill development learning and its links to the real world. For our younger learners, songs/stories are used to make this meaningful. Partnership working has been strong including parents/visitors into school to talk about their jobs in engineering, fishing, emergency services, IT, and veterinary. Also, visits out of school to local farms, dairy and gas terminal.</p>	<p>There is now more awareness with most pupils of how the ‘identified’ meta-skills relate to their experiences in real life and how they can apply these. Most pupils are becoming more capable and confident using these skills and reflecting on them.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Adapt to skill of the term. During session 23/24 focus on meta-skills: Term 1- Feeling Term 2- Collaborating Term 3- Focusing Term 4- Sense-making • Introduce 3 yearly cycle for DYW • HT part of authority DYW Skills Development group – looking at how best to embed skills for learning, life and work; the profiling of skills and developing a common approach – disseminate & implement accordingly.
<ul style="list-style-type: none"> • RME Curriculum 	<p>Whole school RME progression constructed during November In-Service days</p>	<p>Coverage of all CfE experiences and outcomes for both Christianity and Other World Religions, repetition is reduced. There are now clear links between RME framework and UNCRC. Key events in the school calendar have been factored in. Learning in RME is now more meaningful and relevant for all pupils and now clearly in line with Education Scotland benchmarks as they progress through early to second level.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Implement new RME progressions fully from August 2023.

<ul style="list-style-type: none"> Numeracy/Maths 	<p>Outdoor Learning All teaching staff read and became familiar with the document 'Successful Approaches to Learning Outdoors, A Report by HM Inspectors Feb 2022' Context progressions and additional resources folders were created for Numeracy/Maths at early, first and second levels. Mrs Strong led on the outdoor learning and signposted staff to East Ayrshire Council resource packs. Our P1-3 classes have experienced regular planned outdoor learning with a numeracy/maths focus.</p> <p>Progressions Implemented school bespoke numeracy/maths progressions and evaluated termly. Second level changed and adapted following evaluation. Introduced new resources – Leckie and White Rose to fill gaps in a meaningful way. Assessment now built into the progressions and Leckie purchased for high quality assessment and further evidence towards achievement of a level. HTs observed numeracy/maths in all classes term 2 using 2.3 Quadrant documentation and moderated jotters/workbooks term 3. Daily Dozen pupil focus group responses showed that pupils could talk about their learning, reflecting on strengths and areas for development.</p>	<p>Benefits to pupil wellbeing, improved problem solving and communication skills, an enhanced knowledge of their world.</p> <p>Next Steps</p> <ul style="list-style-type: none"> P1-7 regular planned outdoor learning with a numeracy/maths focus through the roll out of Context Progressions. Time allocated to create resource boxes/evaluate the above. (Daily Dozen question to be redone term 4 2024) In-service opportunities for PSA training in outdoor learning. <p>Improved outcomes for all pupils. Gaps in learning so that the building blocks for a firm foundation are in place. Clear, specific assessment is built into the progression which means next steps can be clearly identified and progress more robustly monitored leading to a rise in attainment. 2022-23 Most pupils (82%) working at/above the expected level nationally in number, money, measure. Almost all pupils (91%) working at/above the expected level nationally in shape, position & movement and information handling.</p> <p>Next Steps</p> <ul style="list-style-type: none"> In-Service day Nov allocated to developing progressions further (Active Heinemann games/Leckie problem solving/Leckie assessment/Numicon P1-7) PSAs to develop resource boxes for Active Heinemann. Staff CLPL through SEF
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<ul style="list-style-type: none"> • Additional Support for Learners 	<p>Problem Solving Problem Solving Focus Week in term 3 including Family Learning Event with HT presentation and class visits raised awareness of whole school problem solving strategies and common language with all stakeholders. These now on display in every class and being referred to across the curriculum.</p> <p>Raise awareness of dyslexia With Parent Council sourced funding from Shell grant, we have created 'Ways of Working' boxes for every class and both teaching and support staff are now more aware of the benefits of using these resources to make every class dyslexia friendly. Teaching and support staff had training session Feb 23 with Dyslexia Champions, Peterhead Academy with a focus on the screening process and the dyslexia toolkit.</p> <p>ASL planning/evaluating ASL teacher now included in school key tracking periods – 4x yearly tracking meetings/conversations with HTs. ASL teacher following and using cluster documentation.</p>	<p>Majority (56%) parents/carers attended. Parents/carers are better equipped to support their children with their learning. Most pupils are becoming more confident problem solvers and are more able to use and apply the knowledge and skills learned in new contexts and across all curricular areas.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Daily Dozen question to be redone term 4 2024, evaluate further. • Introduce Leckie problem solving into curriculum. • Extend use of Numicon throughout school, P1-7. • Staff CLPL through SEF <p>All classes are now beginning to be more dyslexia friendly. Both teaching and support staff have increased knowledge of how to support learners with dyslexia. ASL staff have been upskilled.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Dyslexia awareness week to reinforce WOW boxes. Assembly led by Mrs Strong/Mrs Watson. <p>Better use of PSA allocations/timetabling of support staff. More robust QA around meeting the needs of every learner with identified ASN.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • ASL staff to access cluster ASL support and training.
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<ul style="list-style-type: none"> • Reporting to Parents 	<p>Targeted Literacy Support Targeted Literacy Support teacher 1.5 days weekly with Scottish Government funding to assist with covid recovery priorities particularly in writing at first and second level.</p> <p>Introduced Interim Reports to parents in term 2 ahead of 10-minute parent appointments to discuss the report. Traffic light system used to help inform parents of their child's progress through CfE levels in Literacy, Numeracy, HWB.</p>	<ul style="list-style-type: none"> • HTs to attend Circle Resource training with EPS. HTs to familiarise themselves with 'Train the trainer' materials and set improvement priorities for session 24/25 <p>Increase in attainment evident from SNSA results in P4 and P7. Most pupils (76%) working at/above the expected level nationally in writing. Targeted literacy support has had impact particularly at P7 stage. 60% on track for 2nd level writing at start of P7 and 76% achieved 2nd level or beyond by end of P7.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Identify targeted pupils for 23-24 cohort with focus still on literacy/writing. <p>Parents are becoming better informed about their child's progress and more aware of/involved in ways they can best support at home. Feb Parental Surveys showed a 4% increase in parents who strongly agreed/agreed that the school keeps me well informed about my child's progress. (This equates at most parents – 88%) Less than half (45%) of parents responded to the feedback form in May, however almost all (96%) strongly agreed or agreed that the interim report was useful for informing them of their child's progress.</p> <p>Interventions needing to be implemented have been timelier due to the above. Interventions to support or to challenge both in school and at home.</p>
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		<p><u>Next Steps</u></p> <ul style="list-style-type: none">• Add Interim Reports to annual school calendar.• Align May report with Interim Report e.g., HWB and PE separate.
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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: 1.3, 1.2: 5
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- An aspirational newly updated school vision statement underpinning continuous improvement has been launched.
- Our vision, values and aims drive school improvement. All staff encourage commitment to the shared vision and through focused whole school/class sessions, children are developing a clear understanding of our school vision and values. The school vision and values are clearly on display in corridors and classrooms and regularly discussed.
- Learning Leaders' initiative embedded throughout school. Common learning language used in all classes. Learning characters used with pupils to promote self-evaluation.
- Parental and school community expertise continues to drive school improvement. The Parent Improvement Planning Group have continued to meet with the Head Teacher at least twice yearly.
- The effectiveness of professional learning opportunities that support staff and improve outcomes for learners. Teaching & support staff attended both Local Authority in-service day training events on Learning, Teaching & Assessment and this has been followed up by professional reading.
- Inspired and passionate teaching is commonplace and embedded in the school ethos.
- Sharing and collaboration of evaluation and improvement priorities with all staff, pupils, parents and wider school community.
- There is a collaborative approach to self-evaluation through commitment to TSISS. We are part of a trio of schools that challenge and support one another.
- Data from stakeholder surveys is used effectively in the self-evaluation process to set priorities for improvement and to clearly define next steps.
- All key improvements link clearly to evaluations which are collated and driven by strategic direction. We self-evaluate against our own school core values – happy, confident, achieving and creative.
- Collaborative working practices between all staff to improve planning, learning, teaching and assessment. A bespoke sketch note has been produced and shared with stakeholders.
- Staff understand the value of self-evaluation and improvement planning. They are highly committed to work collegiately to improve outcomes for pupils and their CLPL is linked to improvement planning.
- Leadership roles are encouraged and taken on by staff.
- Professional Review and Development procedures are implemented as per GTCS and Aberdeenshire guidelines.
- Staff are clearly aware of and use GTCS standards as a tool for self-evaluation.

- All staff have been trained on UNCRC and are aware of the rights of the child. Staff actively implement these into their planning and practice.
- Pupil Council and P7 cohort are regularly involved in suggested school improvement through termly class visits and annual Leavers' Legacy.
- Learners have increased ownership of profiles (Reflective Records) and choice in the samples of work added to these.

How do you know?

What evidence do you have of positive impact on learners?

Our school has a shared vision, core values and aims that are relevant to our school and community. Following consultation with staff, pupils, parents and families it became clear that the vision statement was too wordy for younger learners. Updated vision statement is more child-friendly and easier for all pupils to remember, talk about and reflect on.

The school engages in self-evaluation involving all stakeholders and encourages pupils to take responsibility for decision making and school improvement through their involvement in the Pupil Council, Prefects, Play Leaders, Digital Leaders, E Safety Team, Junior Road Safety Officers, Magazine Group, Librarians, P7 Leavers' Legacy and Rota Kids. The Pupil Council have a display board that highlights some of the key improvements they have been involved in because of termly visits to classes to gather pupil views. Pupils engage in reviewing their own learning and the work of the school.

Every child has a profile known as their Reflective Record and they add samples of work regularly as well as reflecting on their learning including the 4 capacities of CfE. The Head Teachers ask for pupil views through the ongoing 'Daily Dozen'. This was specifically used in term 1 to focus on our Vision & Values then on Numeracy/Maths in term 2 & 3. P7 pupils take responsibility for improving an aspect of school for those coming behind them through their annual Leavers' Legacy. This year they decided to fundraise for upgrading the gym hall.

Our Learning Leaders' initiative continues to encourage all pupils to lead learning and share their learning with others. Learning Leader awards continue to be given regularly and this is tracked, monitored and recorded weekly, as well as being celebrated at assembly. Almost all learners exhibit the characteristics of effective learners. They can talk about their learning, how they learn best and steps they can take to improve/overcome difficulties.

Staff continue to share lead roles in school initiatives (One Plus Two, Music, School Magazine, PE/sport, Science, Digital Learning, Outdoor Learning) to improve outcomes for all pupils. All staff engage in professional dialogue and are keen to continue to improve the school. New staff are fully included to ensure we have a shared understanding of what we need to do to improve through evaluating the quality of our work and the impact of change. Staff purple folders provide support and guidance for both new and existing staff. These include staff annual calendars with information on key tracking and monitoring periods, collegiate activities, etc.

We engage with all stakeholders through a range of evaluation methods e.g., Parent Evenings, Family Tasks & Family Learning opportunities, Stay n Play sessions at ELC, digital sharing of ELC observations, surveys and questionnaires, SFSA meetings, Parent Improvement Planning Group meetings, E Safety Group meetings. An annual school calendar continues to be issued to all parents/carers in August and this is kept updated on the school website. The fortnightly newsletter also keeps all stakeholders informed of school developments and improvements as well as being an excellent platform for sharing

children's successes and achievements. The latest news of what's happening in school as well as photos/comments of pupil learning is posted on Twitter regularly.

Teaching staff read and are continuing to become familiar with the document How Good Is OUR School? Key areas of focus as identified in audit 2019/20 around the ethos of learner participation and to what extent children at St Fergus School are actively involved in school improvement, continue to be part of our improvement planning for 2023/24 and beyond.

What are you going to do now?

What are your improvement priorities in this area?

- Each staff member to have clearly identified leadership role within school.
- Mrs Leys to continue leadership of One Plus Two to support all staff with implementation of French virtual class.
- Mrs Strong/Mrs Watson to take leadership of Dyslexia Awareness Week – promote use of 'Ways of Working' boxes and raise profile of dyslexia friendly class ethos throughout school.
- Continue to focus on collaborative approaches to self-evaluation through involvement in TSISS as part of a trio of schools challenging and supporting one another.

Action Plan 1					
<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS and 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> <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>	
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	Progress		
			On Track		
			Behind Schedule		
			Not Achieved		
<p>Priority 1</p> <p>Year 1</p> <p>Redefine staff leadership roles in term 1 – Aug in-service day, PDRS meeting, term 3 collegiate, HTs create sketch note of evidence gathered.</p> <ul style="list-style-type: none"> ➤ One Plus Two ➤ Music ➤ Digital ➤ DYW ➤ Outdoor Learning ➤ ASL ➤ HWB ➤ PE & Sport ➤ Science <p>Staff to use HGIOS QI 1.1, 1.2 and 1.3/GTCS professional standards to produce an action plan for session 23/24 to be shared at PDRS meeting in Sept.</p>	<p>Improved outcomes, rise in achievement/attainment for every pupil.</p> <p>Universal Targeted – ASL (dyslexia awareness, targeted literacy), HWB.</p> <p>Leaders will be motivated and inspire others to sustain a collective commitment to our priorities, ultimately improving outcomes for pupils.</p> <p>More robust quality assurance that we have consistency of standards and practice throughout St Fergus School and are informing parents/school community of our</p>	<p>RAG progress with staff leadership through use of bespoke quadrant document (challenge questions HGIOS). Create sketch note for Leadership of Learning/Change</p>			

<p>Year 3</p> <p>HTs continue to work collaboratively with TSISS trio (focus as above)</p> <ul style="list-style-type: none"> ➤ How do trio schools implement 1.2 and 1.3? Share/gather ideas through visits and conversations. VSE visit term 4. 	<p>progress and identified areas for improvement in a visual, easy to follow format.</p>	<p>(Staff and Learners) – share with stakeholders 2024</p> <p>VSE visit observations and feedback report. Feedback/reports from TSISS conversations & visits. Triangulation of evidence (quantitative/qualitative/direct observations)</p>	
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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: 2.3, 2.2, 2.5, 2.7: 5

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

How well are you doing?

What's working well for your learners?

- The very positive ethos in the school based on our shared vision and values and a respect for learning. Almost all children are motivated and eager to engage in their learning.
- Positive engagement with parents through regular Sharing of Learning (fortnightly newsletter, Twitter @StFergusSch, school website, family learning tasks that involve both child and parent, in-school Family Learning Events, Class Sharing of Learning Assemblies); Surveys and Questionnaires to gather feedback that is then analysed and used to prioritise next steps for improvement; Parent Council (St Fergus School Association and sub-groups for Improvement Planning and E Safety).
- Clear priorities for continuous improvement of the curriculum and these are regularly reviewed and refreshed by an awareness of current educational thinking including guidance from Education Scotland, Scottish Government, Regional Collaborative – The Northern Alliance and Local Authority.
- Maintaining a focus on the importance of Internet Safety and highlighting this with both pupils and parents annually. In term 3, we held an Internet Safety fortnight when PC Hislop & PC Will visited all classes to provide age/stage appropriate support and there was a Family Learning event where each class shared on the theme of 'Want to talk about it? Making space for conversations about life online'. This was followed by a parent only support session hosted by the police officers.
- Learning is being enriched and supported by more effective use of digital technologies including Google Classroom and Teams (P7). Staff, pupils and parents continue to experience upskilling in their use of digital technology. A parental support workshop was offered with assistance from the Aberdeenshire Love Learning Team. Our Pupil Magazine Group have shared a user-friendly guide for parents to access Google Class at home.
- Staff have a shared vision and understanding of what very good learning, teaching and assessment looks like. This was shared with parents/stakeholders in the form of a bespoke sketch note.
- Both teaching and support staff participated in Local Authority In-Service day training on Learning, Teaching and Assessment with keynote speakers Mark Burns and Shirley Clarke.
- Staff use school bespoke progressions, Aberdeenshire Frameworks, Emerging Literacy Progression, Curriculum for Excellence experiences and outcomes, and Education Scotland benchmarks to plan effectively, ensure sufficient pace and

meet pupil need. They provide a balance of group work and personalised tasks to give children appropriate support and challenge.

- New RME school progression framework in place for early-second level with clear links to UNCRF.
- Tracking formats are in place and staff are becoming increasingly confident when considering a range of assessment evidence to make judgements about children's progress within a level.
- High Quality assessments in Literacy are adding to robust evidence to assist with professional judgement on achievement of a level.
- Use of bespoke progression planners for listening & talking is ensuring that assessment in this area of Literacy is more robust.
- Collegiate time is allocated allowing staff opportunity for moderation within/across stages as well as across Peterhead cluster schools.
- Pupil Equity Funding was used to provide additional Pupil Support Assistant hours to particularly support learners in the core areas of Literacy and Health & Wellbeing.
- More robust assessment of HWB is now in place using Coram Life SCARF assessment resources.
- Teaching staff have engaged with 'Meta-Skills Progression Framework from Education Scotland and whole school 'skill of the month' introduced. Most pupils becoming aware of how these soft skills relate to their real-life experiences and how they may apply these.
- Since covid recovery we have re-engaged with parents, visitors and local businesses to make pupils more aware of the links between the world of work and the knowledge/skills learned at school. (Visitors into class/trips in the locality)

How do you know?

What evidence do you have of positive impact on learners?

At St Fergus School children are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. All staff have annual refresher courses and new staff have induction training. Teaching and support staff have completed all 5 modules of Nurture Training with input from EPS.

Our whole school ethos is centred on our vision – 'Trying Hard to do Our Best, We Aim High!' We believe children at St Fergus are happy, confident, achieving and creative. These core values form the basis of everything we do. All our staff share this vision and recognise children as unique individuals with specific talents and needs. They work tirelessly to provide a varied and engaging curriculum and a positive school experience for all.

Our curriculum rationale is continuously evaluated and modified and is shared with parents annually as well as being available on the school website.

Aberdeenshire Frameworks/Northern Alliance Progressions and Education Scotland Benchmarks continue to be used to inform planning and identify next steps in learning to ensure progression for all learners, in all curricular areas. School progressions for numeracy/maths, grammar & punctuation, listening & talking, music and art continue to be used/evaluated.

School curriculum development time this session has been allocated to constructing an RME progression for early-second level, further developing our Numeracy/Maths progression with context planning for outdoor learning and adapting Education Scotland's One Plus Two weekly planners for implementation from August 23 onwards.

Overviews for Health and Wellbeing/Science continue to support staff with planning, learning/ teaching and assessment. Through cross-curricular themes, we plan lessons

that are unique to our setting and locality and continue to make links through these to the wider world of work. We have introduced 'skill of the month' across school – covering the meta-skills of communication, integrity, curiosity, creativity and adapting over session 22/23. A display in the entrance corridor shows examples of skills development from each class across school and we are beginning to track and record this. Almost all pupils are becoming more aware of the links between the world of work and the knowledge/skills gained at school. There is increased awareness of the use of higher order thinking skills and pupils are regularly getting opportunities to apply skills to real life situations/contexts.

What are you going to do now?

What are your improvement priorities in this area?

- Plus One Action plans to be identified by each class teacher and critical enquiry carried out over the course of the session. (Mark Burns LTA in-service Nov 22 follow up).
- Education Scotland One Plus Two Weekly Planners to be used consistently throughout school, leading to more opportunities for reading and writing in French at second level.
- Staff development opportunities to gain a clear understanding of the progression of the four skills in language learning within French.
- All staff to become confident using French Virtual Class and launch with parents through Family Learning Event term 3 2024.
- Expand on One Plus Two links for L3 in cross-curricular planning at second level for P5-7.
- Introduce 3 yearly cycle for DYW. Adapt meta-skills to 'skill of the term'. Focus on how best to embed skills for learning, life and work; the profiling of skills and developing a common approach.
- Implement new RME progressions fully from August 2023.
- Use of Pupil Equity Funding to continue to support health and wellbeing, and close gaps in core areas of Literacy, Numeracy/Maths.

Action Plan 2			
<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</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> <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>	
			Actions/Roles/Timings
<p>Priority 2a</p> <p>Year 1</p> <p>Each class teacher to identify one area of Learning, Teaching & Assessment where change will have impact on learners. Create Plus One Action plan, share with HTs at PDRS, implement over session. Evaluate end of term 3, complete for 14/06/24.</p>	<p>Small change in each class will lead to big impact for every learner. Staff collaboration on successful Plus Ones will be disseminated across school.</p>	<p>Critical enquiry data, analysis and evaluations.</p>	<p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Priority 2b</p> <p>Year 2</p> <p>Introduce Education Scotland One Plus Two weekly planners throughout school. Staff development opportunities to gain a clear understanding of the progression of the 4 skills in language learning. Use of new Camembert portal. In-service Feb, collegiate term 3.</p>	<p>Pupils will experience meaningful, well-planned learning activities, designed to extend their knowledge and use of French vocabulary.</p>	<p>Purple folder tracking, HT monitoring periods as per calendar. Collegiate time – evaluate/amend.</p>	

<p>Virtual Class to become regular part of One Plus Two within each class. Staff to increase their familiarisation/confidence with the Virtual Class. (Feb In-service day) Family Learning event to launch the above with parents/stakeholders – term 3</p> <p>Further develop L3 through cross-curricular themed rolling programme at second level for P5-7.</p>	<p>Learners will have more opportunity for reading & writing in French.</p> <p>Staff will have a clear understanding of the progression of the four skills in language learning which supports effective learning and teaching.</p> <p>Pupils will consistently participate in daily routines in French from P1-7.</p> <p>Pupils will experience meaningful, well-planned learning activities, designed to extend their knowledge and use of French vocabulary.</p> <p>Digital technologies will be used by staff and pupils to create real and meaningful learning experiences.</p> <p>Learners will be introduced to additional languages (L3) from P5 onwards through the context of cross-curricular themed work.</p>	<p>Class visits, observations, HT conversations, TMR – Family Learning event.</p>	
<p>Priority 2c Year 2 Adapt skill of the month to skill of the term and introduce 3 yearly cycle for meta-skills. 23/24 focus on the following skills: Term 1 – feeling Term 2 – collaborating Term 3 – focusing Term 4 – sense making HT participation in LA – Aberdeenshire DYW group on skills development.</p>	<p>Pupils will continue to be more aware of/make links between the world of work and knowledge and skills gained at school. Increased awareness of the use of higher order thinking skills. Pupils will continue to have regular opportunities to apply skills to real-life situations/contexts. Learners will become more capable and confident in the meta-skills for life. Staff will regularly reference DYW links in their weekly and termly planning and track skills covered.</p>	<p>Planning/tracking documentation – meta-skills wall display, learning visits, observations and conversations, termly school assembly focus</p>	

<p>Priority 2d Year 2 Implement the new school progression for RME to ensure coverage/reduce repetition of all CfE experiences and outcomes at early, first & second level for both Christianity and Other World Religions. Clear links to UNCRC – term 1 Global Citizenship week, Family Learning event, collegiate planning time.</p>	<p>Curriculum structure will support progression of experiences and outcomes, making learning more relevant and meaningful for pupils. Planned learning will be clearly linked to Es & Os and in line with Education Scotland benchmarks.</p>	<p>Observations, learning walks, purple folder tracking periods, collegiate time for evaluating/amending (term 4)</p>	

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: 3.1, 3.3: 4

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

How well are you doing?

What's working well for your learners?

- The ethos and culture of the school where everyone feels valued and cared for, where views are listened to, and opinions/concerns are regarded as being important and worthwhile.
- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open and supportive relationships based on trust.
- Staff use GIRFEC and wellbeing indicators to improve outcomes for children.
- Health & Wellbeing rationale and programme with clear links to SHANARRI. SCARF online resources (Coram Life Education) are used to deliver and assess HWB themed topics from early-second level.
- HWB pupil surveys are used twice yearly to identify areas for development both at class and individual level.
- A Global Citizenship Week is part of our annual school calendar. This includes a focus on UNCRC and Global Goals. There is family involvement in this through Google Class tasks and a Family Learning in-school event.
- Individual Education Plans are in place if required and are written in consultation with all relevant stakeholders.
- Most teaching staff have participated in IEP training to further support the construction of smart targets.
- Individualised programmes are in place to close gaps in learning.
- Teaching & support staff have been upskilled in using the dyslexia toolkit and ways of working to ensure all pupils are being exposed to a dyslexia-friendly environment.
- Learners' achievements in and out of school are recognised and celebrated. This is tracked and recorded. Follow up procedures are in place to support children who may be missing out.
- Teaching staff run a variety of lunchtime clubs including netball, coding, Lego, choir and art.
- All staff are up to date with Child Protection procedures and show great commitment to the welfare of the children.
- Chronologies are maintained on Latest Pastoral Notes.
- All staff have received training in/follow the principles of 'a whole school nurturing approach'.
- The school has an ASN audit of need which is used in regular tracking discussions with staff. ASL staff are included in key tracking periods and the timetabling of pupil support staff links to this.

- The school applies PEF to support learners who are in danger of achieving below expectations in literacy, health & wellbeing.
- Parents are kept informed about pupil progress and events in school through the fortnightly newsletter and the school website. Progress reports are issued in Nov & May and parent appointments held twice yearly.
- For pupils transitioning to Peterhead Academy, CLD work closely with school and offer enhanced transition. Prefects offer a Curricular Transition Club and there is a 3-day visit for all P7 pupils in term 4.
- Our P7 pupils are introduced to Microsoft Teams ahead of the transition activities.
- Transition from ELC to P1 begins with regular activities planned jointly between ELC and P1 staff from Jan through to June each session. This includes visits to nursery, P1 and outdoor activities as well as buddy support from senior pupils and meetings for parents/carers.
- The P1 teacher visits ELC regularly during McCrone time both to support staff and get to know pre-school children.
- St Fergus School Association (Parent Council) supports the school extremely effectively to ensure inclusion and equality in learning opportunities within and beyond the school.

How do you know?

What evidence do you have of positive impact on learners?

Staff at St Fergus School have a very good knowledge of pupils, their families and the local community. The school strives to ensure all are treated fairly and with respect and there are clear procedures in place to support pupils. All staff have completed the appropriate equality and diversity training on ALDO. A whole school nurture approach is embraced, and HTs, teaching and support staff have completed modules 1-5 of nurture training with support from the school's Educational Psychologist.

Tracking and monitoring procedures are in place for children with additional support needs to ensure we are meeting the needs of every learner with identified ASN. Both learners and parents, along with staff are involved in the setting up and review of individual educational plans where these are required. ASL staff evaluations are beginning to be used more robustly in the setting of new targets/planning for individuals and groups.

At St Fergus School, we have an annual Global Citizenship week with a focus on the UNCRC. Classes work individually and collaboratively on this, giving children a voice to challenge intolerance and discrimination. The majority (66%) of parents/carers attended our Global Citizenship Family Learning morning in term 1.

Fundraising for Macmillan Cancer Support, Comic Relief as well as Children in Need is organised annually. The Pupil Council are actively involved in the planning and implementation of Children in Need as well as World Book Day. The purchase of new books for the school library (where every child was consulted and given personal choice) has led to increased opportunity to develop a love for reading for pleasure, both in school and at home within the family environment.

Our team of Junior Road Safety Officers organise and track the Walk to School on Wednesday initiative and all classes participate in the Daily Mile. JRSOs take leadership for educating others about road safety and host a whole school assembly during Road Safety Week. They have participated in the Junior Cop initiative with Police Scotland, helping to raise awareness in the local community of the need to cut speed in the village.

We have a clear rationale and programme in place for Health and Wellbeing with clear links to the wellbeing indicators to help us get it right for every child at St Fergus School. The SHANARRI characters are introduced from nursery upwards so that children can begin to identify visually with these and speak about what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to strive to close the gap through planned, prioritised use of PEF.
- Identify targeted literacy support pupils for 2023-24 cohort.
- Dyslexia awareness week to reinforce WOW boxes. Assembly led by Mrs Strong/Mrs Watson
- ASL staff to access cluster ASL support and training.
- HTs to attend Circle resource training with EPS and roll out 'Train the Trainer'.
- Use 360 Safe as an online safety self-review tool.

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: 3.2: 5

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

How well are you doing?

What's working well for your learners?

- Attainment is tracked over time and data is used to identify improvement priorities.
- Moderation of samples of pupil evidence in Literacy has helped to increase professional confidence on 'achievement of a level'.
- Use of assessments for benchmarking, giving clarity of next steps for learners.
- Attainment data from standardised assessments demonstrates that there is good alignment between this and teachers' professional judgements.
- Staff use a wide range of assessment data, including standardised assessment results and high-quality assessments to inform differentiated learning plans where groupings tend to be fluid.
- Data is used effectively to track progress and identify areas requiring targeted support. This has been implemented at the primary stages where data results have shown dips or gaps in learning.
- Targeted Literacy Support Teacher 1.5 days to support with writing.
- Interventions are in place to support individual pupils. IEPs with smart targets are in place if required.
- New Nelson Spelling & Reading Comprehension resources continue to be well received by almost all pupils and motivation/engagement is high.
- There is a significant improvement in pupils use of cursive script from P3 upwards.
- Regular quality writing time every week continues to lead to improved outcomes for most pupils.
- Collaborative working between ELC/P1 staff on pre-writing skills/phonological awareness is improving outcomes for our youngest learners.
- Standardised assessment results (P4 & P7) are showing an improvement in pupils' spelling of both common and tricky words. Pupils are applying their knowledge of spelling rules and patterns correctly.
- A strategy-based approach to teaching reading comprehension and a focus on reading for enjoyment contributes to improved outcomes for most pupils.
- World Book Day is now embedded into the school calendar and pupils take leadership for the planning/implementation of this.
- Our school library has benefitted from £3200.00 worth of new books (fiction and non-fiction) from local partnership working. This has led to an increase in pupil excitement & enthusiasm in reading for pleasure.
- Time allocated daily for mental maths activities in P4-7.
- Whole school problem-solving language on display in every class and introduced progressively in an age/stage appropriate way. Pupils encouraged to use the

common problem-solving strategies in all curricular areas, not just numeracy/maths.

How do you know?

What evidence do you have of positive impact on learners?

Attainment in Literacy and Numeracy/Maths had been rising steadily over a number of years with most pupils achieving at/above the expected level. After Covid hit and the disruption of missed learning and periods of remote learning, attainment did take a dip. However, we are once more on an upward trajectory.

At end of session 2022/23 most pupils in P1, P4 and P7 attained at/above the expected national level.

Listening & Talking 90%

Reading 82%

Writing 76%

Numeracy/Maths 88%

Health & Wellbeing 90%

Changes were introduced at the start of session 2021/22, to the way spelling, handwriting, and reading comprehension strategies were taught across school. New resources were purchased to support this and to provide greater differentiation both to support and challenge. Weekly quality writing was prioritised in every class and literacy became the main focus of classroom observations, moderation work, HT monitoring of pupils' writing, HT Daily Dozen pupil focus groups.

Our numeracy/maths progressions have also been revamped over the past 2 years and new resources purchased from Leckie to support at first and second level and to enhance problem solving opportunities at every stage. Numeracy/maths was the focus of HT classroom observations, HT monitoring of jotters/workbooks and HT daily dozen pupil focus groups in session 2022/23.

Robust tracking and prediction procedures are in place and HTs and class teachers have regular tracking meetings to ensure effective intervention measures are in place to ensure support as/when required as well as challenge for those exceeding expectations. The ASL teacher provides support with diagnostic assessments. Robust tracking also assists with continuous progression for learners at points of transition.

We are aware of the importance of children maintaining their skills and knowledge in the use of Google Classroom and for parents to also remain familiar with the platform, so use it for some aspects of homework on a weekly basis as well as tasks within school. Early years teachers now regularly use Google Classroom to share photos of learning with parents and it is also used to support extra-curricular activities. Parents are better able to support their children after benefitting from parental workshops on the use of Google Class.

What are you going to do now?

What are your improvement priorities in this area?

- To implement regular planned outdoor learning for P1-7 with a numeracy/maths focus through the roll out of Context Progressions.
- Time allocated to create resource boxes/evaluate the above.
- In-service opportunities for PSA training in outdoor learning.
- Develop numeracy/maths progressions further (Active Heinemann games/Leckie problem solving/Numicon/High Quality Assessment). PSAs to develop resource

boxes for Active Heinemann, staff CLPL through SEF – Numicon rolled out across school.

- Writing to be focus of HT class observations, sampling of pupils’ work, Daily Dozen focus groups.
- Provide opportunities for staff to moderate writing and discuss pedagogy with stage colleagues.
- Collaborative working between ELC/P1 staff on Emerging Literacy in order to improve Literacy outcomes for our youngest learners.

Action Plan 3			
National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:	Progress
			On Track
Key drivers of improvement	Specific to HGIOS 4	Specific to HGIOELC	Behind Schedule
Performance Information	3.2 Raising attainment and achievement	3.2 Securing children’s progress	Not Achieved
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people’s health and wellbeing. • Improvement in employability skills and sustained, positive destinations. 	<p>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>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>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p>	<p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life</p>	
<p>Priority 3a</p> <p>Year 2</p> <p>ASL – identify targeted P4 & P7 pupils for Literacy support & implement weekly programme.</p> <p>Reinforce dyslexia awareness and use of WOW boxes in</p>	<p>Pupils on the cusp will achieve first/second level writing.</p> <p>All classes will continue to be dyslexia friendly,</p>	<p>TMR 4 x yearly SNSA evidence</p> <p>High Quality writing assessments</p> <p>Daily Dozen focus groups</p> <p>HT class observations – term 2</p> <p>PPP annual conversations</p>	

<p>classrooms. Assembly in term 1 – whole school led by ASL staff.</p> <p>ASL staff continue to be included in key tracking periods – 4 x yearly tracking meetings/conversations with HTs to ensure best use of PSA allocations/timetabling of support & ASL staff. PEF – PSA additional hours</p> <p>Continue to implement adaptations to planning/assessment of programmes of work between class teachers/ASL staff. ASL staff to access cluster ASL support and training – collegiates/in-service days.</p> <p>HTs to attend training events on Circle resource hosted by EPS. Familiarisation with ‘Train the Trainer’ programme leading to staff audit and identified priorities for 24/25 session. Circle resource to be rolled out with all staff by June 2025.</p>	<p>and this ethos will be consistent throughout as useful and relevant resources continue to be readily available.</p> <p>There will be increased staff knowledge through collaborative work between ASL, teaching and support staff, promoting support for all and improving outcomes for all learners. More robust QA around meeting the needs of every learner with identified ASN.</p> <p>End of term ASL staff evaluations to be used more robustly in the setting of new targets/planning for individuals and groups requiring support. Improved communication between ASL teacher/class teachers ensuring smart targets are clear to all.</p> <p>Every classroom will be as inclusive as possible. PSA time will be allocated in the best possible way to support targeted pupils with ASN. Improved engagement and achievement for all learners.</p>	<p>More robust ASL short/long term plans & end of term/session evaluations</p>	
<p>Priority 3b Year1 Online Safety – audit of online safety procedures using 360 safe tool. Creation of online safety policy. Nov in-service day, Feb in-service half day. Internet safety parent group/staff involvement.</p>	<p>Children will be more innovative, confident and responsible in the use of technology and staying safe online. They will critically examine and make informed choices about</p>	<p>Using the 360 safe audit report – an increased score for Internet Safety. How tech is being used in classrooms? – observations, Daily Dozen Focus Groups</p>	

	their use of digital technology.		
<p>Priority 4a Numeracy/Maths Year 2 Roll out context progressions for outdoor learning (numeracy/maths) across school. PSAs to access outdoor learning training/create resource boxes (in-service days).</p> <p>Year 3 Develop numeracy/maths progression further – Active Heinemann games, Leckie problem solving, Numicon P1-7, High Quality assessment. Teaching staff – term 2 & 3 collegiate, Nov in-service.</p>	<p>All pupils P1-7 will have regular, planned outdoor learning within the context of numeracy/maths. More positive learning experiences in numeracy/maths taking place outdoors resulting in pupils applying their problem solving and mathematical skills of enquiry, critical thinking and reflection in a healthy environment.</p> <p>Improved outcomes for all pupils – targeted or universal. Gaps in learning addressed so that the building blocks for a firm numerical/mathematical foundation are in place. Clear, specific assessment built into the progression means next steps can be clearly identified and progress more robustly monitored leading to a rise in attainment in numeracy/maths.</p>	<p>Repeat Daily Dozen 2022/23 questions with sample pupils in term 4. Numicon feedback. Observations, collegiate time for evaluation.</p> <p>Repeat Daily Dozen 2022/23 questions with sample pupils in term 4. TMR - (HT conversations) High Quality assessments – Nov, Feb, May. SNSA results.</p>	
<p>Priority 4b Writing Maintenance Regular, weekly high quality writing opportunities for all pupils to continue to be prioritised. LI, SC and feedback to be embedded. Writing to be the focus of HT class observations/Daily Dozen focus groups – term 2, sampling of pupil work – term3. Continued opportunity for cluster moderation of writing/learning conversations around pedagogy.</p>	<p>Pupils becoming more assessment capable and more aware of next steps for improvement. Improved outcomes in writing standards/attainment levels.</p>	<p>Assessment results, GL results, SNSA analysis, attainment data, classroom observations (term 2), moderation of jotters/High Quality assessments (term 3), tracking meetings and conversations, Daily Dozen focus groups with HTs (terms 2), staff collegiate discussions/evaluations, cluster moderation</p>	

<p>Priority 4c Early Level Maintenance</p> <p>Continue to develop robust assessment evidence of children's progress through early level Literacy, Numeracy, HWB and track and monitor this.</p> <p>P1 teacher to support ELC staff with Emerging Literacy. Curricular and pastoral transition to be jointly planned and delivered Jan – June 2024.</p>	<p>ELC staff more aware/confident in judgements of children's progress through early level CfE.</p> <p>Improved collaborative working between ELC and P1 will ensure consistency of approach and resources, leading to smoother transition experience for all.</p>	<p>P1 Emerging Literacy screening data, staff professional judgements, HT/EYSP monitoring and observations, ELC/P1 transition document,</p>	
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PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>Analysis of attainment data has identified first level and second level cohorts with specific barriers to learning particularly in literacy.</p> <p>Emerging Literacy screenings at beginning of P1 used to identify individual starting points and early intervention as required.</p>
<p>Expenditure</p>	<p>PEF allocation £6125.00 PSA 8.75 hours Fixed term 21.08.23 – 05.07.24</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Provide support with programmes of work for first level cohort in reading and writing. Individual/targeted group support with a focus on multi-sensory approaches. Targeted pupils will be on track for first level literacy by end of P4.</p> <p>Provide support with programmes of work for second level cohort in literacy. Individual/targeted group support with scaffolding writing across various genres, phonics interventions and bulk reading. Targeted pupils will be on track for second level literacy by end of P7.</p> <p>Improvements in early years pupils' - phonological awareness, fine motor skills, oral language, understanding of concepts of print, leading to improved outcomes for early level literacy. Targeted pupils will achieve early level literacy by end of P1.</p>
<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Rise in literacy attainment at all levels – ACEL data end of P1, P4 and P7.</p> <p>Individual literacy milestones being reached for individual pupils.</p>

Capacity for improvement

School and ELC staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child

Trying Hard to
do Our Best



We Aim High!

HAPPY

CONFIDENT

ACHIEVING

CREATIVE

Wider Achievements

- £2315.20 raised at sponsored walk/toddle
- £471.87 raised for Macmillan Cancer Support (organised by P2/3 & P4/5)
- £425.13 was raised in one day for Children in Need (organised by Pupil Council)
- £296.13 raised for Comic Relief with dress in red
- Fancy dress day on theme of 'You are a Reader' to promote reading for enjoyment on World Book Day. Whole school assembly led by Pupil Council.
- P7 planned and implemented Coronation Celebration Day as part of Leavers' Legacy
- P7 Leavers' Legacy was an upgrade of the gym hall including painting and new curtains
- 16 pupils continue to learn violin
- Ukulele lunchtime club for pupils in P5 & P6
- Netball lunchtime club for P4-7, sponsored shoot to raise funds. All teams participated successfully in numerous galas. P4/5 blue team won 6 galas!
- Coding lunchtime club supported by senior pupils who are Digital Leaders
- Lego lunchtime club for P1-3
- Choir for P4-7
- Art lunchtime club for P5-7
- Continued participation in Daily Mile and Walk on Wednesday initiatives
- JRSO led whole school assembly for Road Safety Week, 'Design a Jacket' competition
- Issue 12 & 13 of the school magazine 'Blaze' produced by pupil group sent electronically to parents Dec/July
- P5 pupils completed Play Leader training with Active Schools
- Active Schools supported with lunchtime playground games club for P1-3
- P4 pupil won art competition organised by Game & Wildlife Conservation Trust, Scotland

Memories are made of this:

- P7 buddies supported P1 in early days
- Book Bug sessions with P1 and P7 together
- ELC/P1 regular transition activities both indoor and outdoor from Jan - June
- P6 pupils took on the role of Play Leaders. Active Schools have trained present P5s ready for August
- ELC tea party for both returners and new starts

- Evidence Me used to share with ELC parents' photos & comments of children 'settling into nursery'
- SFSA organised Halloween Disco for P1-7, Brunch with Easter Bunny, Soup & Sweet Christmas Fayre
- Christmas parties for ELC and each class with a special visit from Santa and a gift for every child
- ELC and school Christmas concert performances
- Christmas concert for senior citizens (leaflet drop by P7)
- Christmas jumper day to coincide with our delicious Christmas lunch
- Whole school trip to pantomime at Aberdeen Arts Centre – Cinderella
- Christmas Nativity at St Fergus Church
- Burns Scottish School Lunch
- Decorated Easter Egg competition and prizes from SFSA
- P7 pupils chose design for Leavers' hoodies/wore these for term 4
- Whole school potted sports/ELC sports event
- Athletic Sports achievements for individuals in each year group
- ELC trip to Boomerangs & Wynford Farm
- P1/2 trip to Little Treasures Toy Museum in Banff
- P2/3 trip to Ednie Farm and Rora Dairy
- P4/5 trip to Crathes Castle
- P5/6 trip to Absafe, Aberdeen
- P7 Activity Week – dry ski slope / swimming / 10 pin bowling / Lochter Activity Centre / sailing / Codonas
- P7 Night out to Union Square (funded by SFSA)
- P1/2 and choir performance of 'Joseph and his Amazing Technicoloured Dreamcoat'
- P2/3 shared their learning on Food and Farming at a special assembly
- P4/5 shared their learning on Scotland
- P5/6 showcased their rap/dance and musical prowess supported by professional musicians from YMI
- P7 performed 'Wind in the Willows' and 'Midsummer Night's Dream' to an audience of parents/family
- Coronation Celebration Event organised by P7 as Leavers' Legacy fundraiser

Wider Community Links

- Meet the Teacher Event, HT presentation on Vision, Values and Aims, Google Class support session from Love Learning, Education Support Officers
- Consultation on updating School Vision Statement – launch of this (term 4)
- Global Citizenship week with each class focussing on a global goal/right of the child
- Family Learning Event – Global Citizenship/UNCRC
- Visit from Director of Education, tour of the school given by Pupil Council
- Visit from Sandy Manson Lord Lieutenant of Aberdeenshire – Coronation Assembly
- Interim reports issued November

- Read, Write, Count bags for P1-3 from Scottish Book Trust
- £75.11 raised for Poppy Scotland
- 38 shoeboxes given to Blythswood Christmas Shoebox Appeal
- E Safety parent group involvement in planning for internet safety week – ‘Want to talk about it? Making space for conversations about life online’.
- E Safety Family Learning Event
- PC Hislop & PC Will visited every class for E Safety sessions
- Family Learning Event on Numeracy/Maths and Problem Solving with HT presentation
- Rota kids in P7 (Chartered Status) continues with links to the Rotary Club of Peterhead. P7 team participated in Peterhead Rotary Quiz.
- JRSOs participated in Junior Cop initiative
- Fruity Fridays became Munching Mondays (result of Pupil Council feedback)
- Assemblies provided by SSPCA, Fire Service, Macmillan nurse, local churches, Peterhead Library staff
- Sarah from Highland Hustle Tots visited ELC
- P1/2 weekly outdoor learning sessions
- Kodaly sessions for P1/2, P2/3 and P4/5
- P2/3 and P4/5 visited St Fergus Church
- Bikeability training for P4 and P6 pupils was offered by parent volunteers
- Ros Mutch held fitness session with P5/6
- P5/6 Seafood Scotland workshop
- P5/6 class participation in Youth Music Initiative weekly workshops with professional musicians
- P5/6 trip to RSNO at Music Hall, Aberdeen
- P5/6 visited St Fergus Gas Site (Shell UK Ltd)
- P7 pupils participated in transition events/activities through Microsoft Teams and 3-day visit to Peterhead Academy
- P7 Go Wild transition sessions with CLD
- P7 pupils attended after school transition club led by Peterhead Academy prefects
- P7 Digital Leaders regularly visited Renouard Court to support residents with digital technology
- School welcomed students from Aberdeen University who were supported by teaching staff in P1/2, P4/5, P5/6 and P7
- Foundation Apprentice from Peterhead Academy on placement in ELC and P1/2
- Parent Meetings for New Entrants into P1 in August
- 4x yearly parent meetings for new entrants into ELC with taster sessions
- Open Evening with Book Fayre and stalls
- DYW links – visitors (veterinary nurse, fisherman, Fire Service, Community Police Officers, IT specialist, engineers, illustrator)
- St Fergus Netball Gala supported by SFSA raised £1274.00 for school funds
- £3208.00 worth of new books for our school library from Usborne Community Book Pledge in partnership with local businesses
- SFSA consistently support to ensure inclusion for all with special treat at Christmas & Sports Day, Easter egg prizes and P7 end of primary school outing. SFSA donated £4000.00 in June 2023 to school to support with learning resources and experiences going forward.