



**Foveran School**  
**Standards & Quality Report**  
**2017-2018**  
**&**  
**School Improvement Planning**  
**2018-2019**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Foveran 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 Foveran School we work '**Hand in Hand**', committed to 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.

Mr David Williams

Head Teacher

Foveran School

# The School and its Context

- We are a rural school north of Aberdeen City. Our school has a pupil capacity of 45. At the time of writing the school has 23 pupils. There are two classes; P1-3 (11 pupils) and P5-7 (12 pupils). The village is earmarked for development with plans for over 200 in effect.

Our school motto which underpins our values is:

**"Hand in Hand towards Excellence!"**

- Our curriculum marches **towards excellence** by offering a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Rights Respecting Pupil Council, Healthy Safe Kidz and Foveran ECO Green Flag parties, children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.
- At Foveran School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

## **Responsible Citizens**

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

## **Effective Contributors**

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

## **Successful Learners**

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

## **Confident Individuals**

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

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

## **High quality, active learning experiences**

At Foveran School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

## **High levels of performance**

Children are making very strong progress in their learning across all curricular areas.

## **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included.

## **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

## **The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Foveran School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners.

## 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 2017-2018.

Priority 1 <u>Developing a shared vision, values and aims</u>	
Progress	<ul style="list-style-type: none"><li>The pupils, staff and community of Foveran Sch were greatly involved in developing the school motto "<b>Hand in Hand towards Excellence</b>". The pupils painstakingly mulled over various incarnations of suitable mottos that would be most reflective of our shared values. One family came up with the selected motto and it was clear by the votes casted that this was a favourite.</li></ul>
Impact	<ul style="list-style-type: none"><li>The motto has given a shared statement that can be seen around the school because it is based on our school badge.</li><li>All pupils, including Primary 1, can remember our shared statement and feel empowered by having a clear identity.</li><li>The community feels more engaged from our democratically chosen motto and most can articulate the aims of the school from the foundations of this motto.</li><li>The pupils have now been delving into the values that underpin the motto, with most being able to list, friendship, teamwork, support, high standards without prompt.</li></ul>
Next steps	<ul style="list-style-type: none"><li>The values and aims now need to be formalised with the pupils and widely published.</li><li>I would like to create a song that is accessible to all of our pupils to help celebrate our motto, inspire regular discussion about the values and aims.</li></ul>
Action	<ul style="list-style-type: none"><li>Next Steps have been incorporated into Priority 4 Action Plan.</li></ul>

<p style="text-align: center;"><b>Priority 2</b></p> <p style="text-align: center;"><b><u>Improving the education in digital technology &amp;</u></b></p> <p style="text-align: center;"><b><u>The effective use of assessment data</u></b></p>	
Progress	<ul style="list-style-type: none"> <li>• Digital Technology was enhanced greatly with investment in “micro:bit” devices, Wonder devices “Dot and Dash”.</li> <li>• A course was undertaken from April to June 2018 that improved digital literacy in both teachers and pupils.</li> <li>• The BBC coding website provided excellent support in assisting the effective teaching of new technology concepts.</li> <li>• The head teacher participated in Education Scotland National Improvement Framework priority on improving quality assurance and moderation.</li> <li>• An attainment review was constructed identifying key findings from the data achieved.</li> <li>• A tracking document was completed to better track the progress our pupils are making through the levels.</li> <li>• Planning documents were created to cut bureaucracy and better reflect the evaluations and targets created from assessment data reviews.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• The teachers and pupils are more confident with contemporary digital language and technology.</li> <li>• Pupil were given the chance to code was available to all pupils which has been identified by the Office for National Statistics as being a large growth area in recruitment opportunities.</li> <li>• The quality assurance and moderation project provided greater confidence in knowing that the pupils, teaching and assessments were in accordance with national standards or above.</li> <li>• The attainment review document provides an excellent forum for the HT and teachers to discuss individual pupils and if we are meeting their needs.</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• The digital technology needs to be revisited and reinforced to build greater independence in coding.</li> <li>• Further investment is required on digital technology including, laptops, iPads, desktops, tablets, 3D headset, drone, sound equipment, lighting, etc.</li> <li>• Further training is required on digital literacy for teachers to add more depth of knowledge with coding.</li> <li>• Maintenance of attainment review documents and review meetings.</li> </ul>
Action	<ul style="list-style-type: none"> <li>• Foveran School has enrolled in the Digital Schools Award and will work initially just with the pupil council and latterly as the senior class in term 4 2019 to make significant progress in the goals of the award.</li> </ul>

<b>Priority 3</b> <u>Improved outcomes for all pupils</u>	
Progress	<ul style="list-style-type: none"> <li>Increased awareness of important government legislative acts and educational documents such as: Child Protection, GDPR, Equality Act, GTC standards, UNCRC, Children and Young People Act (2014).</li> <li>Pupil Equity Fund (PEF) used effectively to target barriers to attainment.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Increased confidence in knowing the full extent of responsibilities and procedural sequences for the various situations that are encompassed by regulatory documents/acts.</li> <li>Improved reading literacy skills specifically for senior pupils with the purchase of contemporary age appropriate fiction bought from finance provided by PEF.</li> <li>PSA support gave specific support to complete activities identified by the class teacher and support for learner's teacher.</li> <li>Reading comprehension attainment has improved through access to Education City reading modules.</li> <li>New literacy games gave the opportunity for the targeted and wider population of pupils to play games to enhance reading skills. This benefited many other areas of the curriculum including social skills, mental health, listening and talking, etc.</li> <li>Additional 'Nessy' licences allowed the school to support those pupils that will spelling difficulties in a fun, interactive and closely tracked way.</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>Continue developing knowledge of government and educational documents/acts that can impact on teaching: Community Learning and Development Regulations 2013, Education Act 1980, Standards in Scotland's Schools, etc. Act 2000</li> <li>Create a 2018-19 PEF plan that will enhance the outcomes achieved from the previous plan or target new areas for development.</li> </ul>
Action	<ul style="list-style-type: none"> <li>PEF plan for 2018/19 has been created.</li> <li>The government and education acts/documents have been incorporated into Priority Action Plan 4.</li> </ul>

## **2. How good is our leadership and approach to improvement?**

Relevant NIF priority: All

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

Level of quality for core QI: Good 4

### **Overview:**

All stakeholders have a shared understanding of the vision values and aims at Foveran School. There are clear tools for consulting with all on school improvement. Leadership roles are undertaken by both staff and pupils. There is a clear drive for school improvement and team work/sense of collective responsibility is evident across the school. The strategic direction of the school is based on a sound analysis of data and other feedback.

### **1.3 Key strengths:**

- 2018 School vision consultation on new School vision.
- Excellent partnership working with parents in policy, fund-raising, school estate, community cohesion, etc.
- Effective consultation has been made with wider community/partners where possible to help deliver the best experiences & outcomes for our learners.
- Our ethos is an inclusive, supportive and achieving environment to be in.
- Annual audit is made of school performance. The three core QI's are visited in depth with one QI selected from a quick broad brush audit. This has particularly difficult with changing school roll/staff in the past two years.
- The staff both past and present have had high expectations of themselves and pupils.
- As a small rural school there are many leadership roles that staff can access. Due to being a one class school for a significant period of time opportunities have been available but not enacted.
- All of the Foveran School pupils have been attached to a club/committee to enhance their leadership roles.
- All staff are very professional and consistent in having high expectations, enforcing behaviour rules and standards and creating a warm, welcoming and positive ethos.
- The staff have an excellent ethos of teamwork with a focus on collective responsibility.
- There has been opportunities for high quality professional development for all members of staff.
- CL has participated in a collegiate meeting where the creative process started in approaches to planning for 2018/19.
- The PRD and EAR for DW & KR has been highly effective. KD has had limited but valuable opportunities.
- DW has shared his practice with schools at a national level through the Quality Assurance and Moderation Support Officer role.
- Foveran School has not been in a position to share good/excellent vision with staff but has been engaging with the Pupil Council and Parents.
- The teaching staff have been involved in the self-evaluation of the school. Recently, with the publication of 'How good is OUR school' the pupils have engaged in evaluation.
- We have reviewed the impact of our PEF Funding Plan with measurable success for one pupil in particular. Other impacts that are being measured include our reading resources and introduction of Big Maths.

### **Identified priorities for improvement:**

- With our full complement of teachers in permanent posts QA will restart in August 2018.
- A new school display based around 'How good is OUR School' is being created with the themed probing questions being central to quality feedback from pupils, non-teaching staff, parents and, where appropriate, our community.
- Newburgh Mathers/Slains and Arnage Schools have accepted the invitation to work together to progress the QAMSO National Improvement Framework objective.
- Start the CLPL/PRD process with AR & CL to offer clear objective that they would like to achieve.
- We look to continue this positive ethos through continued close relationships with pupils and families.
- Further develop the role of Parents in school evaluation using the hgiOs document as a basis for discussion and review.
- Our curriculum rationale will be revised in due course once values and aims are defined.

### **3. How good is the quality of care and education we offer?**

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: Good 4

#### **Overview:**

The ethos of Foveran School is positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all. The quality of teaching is good. The school continues to develop the use of IT to support learning appropriately. Staff plan collegiately and they use assessment information in order to track progress and identify next steps in learning.

#### **2.3 Key strengths:**

- Our pupils (especially Upper Stages) have an excellent understanding of their progress in and their next steps. Please see our Pupil Profile Reports.
- Foveran School pupils (especially Upper Stages) can speak with confidence about their strengths and areas for development as demonstrated through their personal pupil profile reports.
- In the Upper Stages our pupils lead their own learning through our Skills for Life, Learning and Work Award. The pupils are also involved/consulted about what they would like to learn when topics begin.
- The Foveran School Pupil Council are involved in improving the learning experiences in class time.
- Foveran School pupils (especially Upper Stages) can speak with confidence about their strengths and areas for development as demonstrated through their personal pupil profile reports.
- Our planning is closely assessed using formative and summative assessment techniques to ensure all pupils have learning experiences tailored to their needs.
- Foveran School has its own Developing the Young Workforce, Skills for Life, Learning and Work Award. This is helping focus the pupils on developing the attributes desired through this national initiative.

#### **Identified priorities for improvement:**

- There is a need to refine, align, consolidate and reinvigorate our pupil award scheme to ensure that it is more engaging and incorporates the latest goals from Education Scotland.
- With new teachers having started planning will be completed collegiately.
- Discuss with our new teachers the desired and most efficient planning formats to record the excellent experiences, tailored learner experiences for our pupils.
- Continue to build pupil independence in writing increasingly valuable self-reflection statements
- Consult with our new teachers to ensure that our skills for life, learning and work award is embedded throughout the whole school and through the week.
- Continue to build pupil independence in writing increasingly valuable self-reflection statements.
- Consult with new members of staff to create a shared vision for learning and teaching.

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

Relevant NIF priority: All

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

Level of quality for core QI: Very Good 5

Overview:

##### **3.1 Key strengths:**

- Our GIRFEC training is well up-to-date. We revisit the SHANARRI indicators regularly at the beginning of each school year.
- Foveran School has a very clear procedure to ensure our pupils have support at the right time, right place and the right people.
- We have an excellent review process at Foveran School to ensure that all pupils are considered for staged intervention regularly.
- We do not currently have any pupils with IEPs however we have the documentation ready to intervene when required.
- Our wider achievements are tracked through our Pupil Profile Reports, and Foveran School Developing the Young Workforce; Skills for Life, Learning and Work Award.

##### **Identified priorities for improvement:**

- To ensure our new teachers are aware of Aberdeenshire/Foveran School procedures.
- It would be beneficial to enshrine our ASN/SFL/Staged Intervention/IEPs/CSPs this in a refreshed policy document.
- The Skills for Life, Learning and Work Award could be better utilised to track wider achievements.

Relevant NIF priority: All

Relevant NIF driver(s): Raising attainment and achievement

Level of quality for core QI: Very Good 5

Overview:

##### **3.2 Key strengths:**

- The HT scrutinises the attainment data of the pupils on an individual basis.
- Our judgements are closely aligned with standardised data.
- The HT has an awareness of dips and gains in attainment data for specific pupils.
- Pupil progress is closely monitored periodically to ensure all pupils are attaining their potential. Data from SNSA, classroom practice, holistic assessments, etc. is used to inform professional judgements with remedial action identified to ensure that progress is maintained.
- Achievements are shared and celebrated at Foveran School regularly (See @FoveranSch). The 4 capacities are discussed and celebrated annually with our school shields used as a vehicle to enhance knowledge & motivation.
- Foveran School has created a Skills for Life, Learning and Work Award to specifically address the aims of the Developing the Young Workforce agenda.
- Foveran School effectively uses school data and SIMD data to identify areas for improvement.

##### **Identified priorities for improvement:**

- Continue to refer to attainment data when creating school improvement plans for 2018/19.
- Refine, align and reinvigorate Skills for Life, Learning and Work Award to make it more engaging and valuable.
- Continue to refine these reports and build pupil independence on creating profiles.
- Continue to celebrate and record achievements. Link 4 capacities to skills for life, learning and work award.
- The new teachers at Foveran School need training on the SNSA attainment data combined with classroom assessment data and their own professional judgement.
- There is a need to analyse how to best use the data from the new SNSA. The data is very specific to curricular outcomes and more difficult to use on a wider more general comparative statistical way that INCAS was.

## Pupil Equity Funding Proposal

<b>Proposal Period</b>	2018/19
<b>Name of School</b>	Foveran Primary School
<b>Amount of money allocated</b>	£2,400

Data and analysis	Proposed Interventions	Impact measurement	Governance
<ul style="list-style-type: none"> <li>Presentation of data in the local context</li> <li>Analysis of what this reveals in terms of the attainment gap</li> <li>Identification of target populations</li> <li>Rationale behind proposals</li> </ul>	<ul style="list-style-type: none"> <li>Proposals to address identified issues</li> <li>Rationale and evidence behind proposals</li> <li>Aim and expected impact of proposals</li> <li>Initial assessment of funding requirement</li> <li>See Annex B for menu of interventions</li> </ul>	<ul style="list-style-type: none"> <li>Proposals for measuring impact</li> <li>Data, new and existing, which will be required</li> <li>Plans for how data will be collected and reported</li> </ul>	<ul style="list-style-type: none"> <li>Proposals for how the work will be managed locally</li> <li>Plans for local governance and reporting</li> </ul>

### 1. Data and analysis

Our data set is too small (2 pupils) to make meaningful analysis. As individuals, the pupils concerned have appropriate individual learning plans to meet their identified needs.

Our rationale behind proposal is to implement strategies and put in place the appropriate resources to increase social mobility and reduce the attainment gap.

### 2. Proposed interventions

Through direct teaching and PSA support using appropriate resources we propose to offer the targeted pupils/others that would benefit, lessons/activities to;

- **Reading:** Increase the skills necessary for increasing fluency, understanding and comprehension of fiction and non-fiction.
- **Writing:** Increase the skills necessary for spelling accurately, using spelling rules and increasing the range of vocabulary used.

**Literature:** Age appropriate, contemporary literature, both fiction and non-fiction is critical to improve the literacy standards.

**Education City:** Maintaining our subscription to the literacy modules will ensure that the pupils can access games to reinforce learning intentions at school and at home.

#### **Health and Wellbeing:**

- a. Bringing in a top quality yoga instructor to help develop the core strength and flexibility of the pupil's concerned aims to increase self-esteem and confidence.
- b. Purchasing fitness based resources that can be used in our school building, as opposed to our 'off-site' gym location.
  - i. Light weights
  - ii. Mats
  - iii. Steps

iv. Instructor mic

### 3. Impact Measurement

Our proposed intervention is specifically designed to raise the attainment of the identified most disadvantaged pupils and also the whole school population over time.

#### Impact from interventions

- **PSA support**: impact shall be measured through a series of assessments based on the resources she is using. A brief report/set of results shall be shared with the HT.
- **Literacy**: The impact of our new literature shall be measured through questionnaires, teacher evaluations of reading and literacy attainment data.
- **Education City**: The impact of these modules shall be monitored through the sites assessment record and usage.
- **Health and Wellbeing**: A record sheet will track the progress of the pupils with evaluations of their progress being recorded through their individual profiles.

### 4. Planned Expenditure

	Details	FTE/Hours/ No.	Cost 2017/18
<b>Teaching staff</b>	N/A		
<b>Support staff</b>	PSA Time	2 hours per week x12weeks	£272
<b>Supported study</b>	N/A		
<b>Transport</b>	N/A		
<b>Lets</b>	N/A		
<b>Resources/Equipment/ Materials</b>	Age appropriate literature (fiction & non-fiction) Education City Literacy Modules Fitness Equipment	£1158 £300 £400	£1858
<b>Commissioned/purchased services/partners</b>	Yoga Instructor	£270	£270
<b>Other</b>	N/A	N/A	
<b>Total</b>			<b>£2400</b>

### Capacity for improvement

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

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

### Key priorities for session 2018-19

Priority 1 – Achieve Education Scotland's target of 2hrs of Physical Education

Priority 2 – Quality Assurance and Moderation

Priority 3 – Self Evaluation – How good is OUR school

Priority 4 – Core Quality Indicators

## Action planning

National Improvement Framework Priorities		HGIOS and ELCC	
<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> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• Performance Information</li> <li>• School improvement</li> </ul>		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 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Priority 1 Physical Education	Achieve 2hrs of quality Physical Education  Increased ability in speed, core stability & strength, flexibility and stamina	Records shall be kept from the pupils to monitor their improving abilities.  Pupil profiles will include evaluations of impact.  Evidence will be forthcoming from standard self-evaluation processes and also priority 3: How good is OUR school?	Funding to support planned activities.
Priority 2 Quality Assurance and Moderation	Improved lessons through activities having more specific planning.  Improved attainment through increased use of Learning Intentions and Success Criteria.  Increased attainment through improved approaches to assessment.  Assessment may increase through an improved understanding of the achievement of a level.  Improved attainment through increased usage of the national benchmarks.  Increased attainment through more effective feedback.	Improved attainment in literacy and maths.  Greater confidence in knowing when to credit a pupil with having achieved a level/outcome (questionnaires).  A wider variety of assessment being used to create a broad consensus of achievement (QA&M meetings).  Greater reference to the benchmarks (plans).  Improved feedback to pupils (sampled work).	N/A
Priority 3 How Good is OUR School	Genuine involvement of pupils and families in the school evaluation cycle.  Improved ethos as ownership of school improvements is shared.	How good is OUR School display board finalised and populated regularly with input from pupils and parents.	N/A

		Greater involvement in self-evaluations with regular correspondence asking for contributions.	
Priority 4 Core Indicators	<p>Finalised Vision, Values and Aims will increase pride, identity and clarity of mission.</p> <p>Increased attainment through high quality CLPL/EAR and Attainment Review meetings.</p> <p>Increased positive ethos as groups work towards awards: Eco, RRSA, and Digital Schools.</p> <p>Increased attainment through refresher courses in maths: Big Maths &amp; Numicon</p> <p>Refined practice of the Pupil Profile Reports will enhance the pupils own self-reflection and engagement in target setting.</p> <p>Increased attainment through a shared vision of Learning and Teaching.</p> <p>Pupil will develop enhanced skills required for life, learning and work with a re-designed school award program.</p> <p>Increased inclusion would result from a coherent refreshed ASN, staged intervention, IEP/CSP policy document.</p> <p>Increased attainment would result in a greater understanding from teachers knowing in more detail the content/requirements of SNSA.</p> <p>Increased attainment and wellbeing for pupils as teachers develop knowledge of government and educational documents/acts that can impact on teaching: Community Learning and Development Regulations 2013, Education Act 1980, Standards in Scotland's Schools, etc. Act 2000</p>	<p>Values will be understood to the differentiated capacity of the pupils. Create a school motto song! CLPL/EAR &amp; Attainment Review Meeting minutes, course records, GTC records. Group minutes, twitter feed, newsletters, achievement of awards, etc.</p> <p>Course attendance records, forward plans, classroom observations.</p> <p>Pupil Profile Reports, Collegiate meeting minutes, Pupil Council feedback, How good is OUR School feedback board.</p> <p>Learning and Teaching Policy.</p> <p>Foveran Sch Skills for Life, Learning and Work Award program. Achievement records, twitter feed, profile reports.</p> <p>ASN/Staged Intervention/IEP/CSP/SFL policy document.</p> <p>Collegiate Meeting Minutes, Observation of SNSA being undertaken.</p> <p>Staff collegiate meeting minutes.</p>	Fund used to effectively support pupils requiring additional support in literacy.

## **Wider Achievements**

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

We are a Gold Level Rights Respecting School and we regularly interrogate the human rights of a child in school, locally, nationally and internationally.

Our pupils had a wide range of experiences including; The Guide Dog Association, Fire Brigade, Glenythian Vets, the NSPCC, Charanga Music, World Book Day, Children in Need, Mindfulness Health Week Session, an Up Helly Aa' Jarl, HD Training Company (Adults with Special Needs), Sports Day, coding project, bufferflies, Balmedie Beach Day, Aberdeenshire Youth Music Initiative Quartet, woodwork candles to name a few.

This session we have had many different opportunities in order to promote the wider curriculum.

Many of our pupils achieved the Active Aberdeenshire Activtiy Challenge with Bronze, Silver and Gold awards for many pupils.

All pupils from P4 to P7 took part in the certified First aid Course sponsored by St John's ambulance. This has given all the chance to develop crucial life skills.

Our Primary 6/7 pupils took part in a residential week to Glenshee Ski Centre. They all had a thoroughly enjoyable experience.

## **Wider Community Links**

Our Community Café creates a welcoming environment that aspires to build community cohesion, develop pupil skills in work and to promote the positive ethos of our school.

Once again this year the school put together our Christmas Nativity 'Angel Express' which was held in the school due to the atrocious wintry conditions. The performance was fantastic and the pupils definitely gained in confidence and pride.

Our Parent council, pupils and staff worked hard to make significant improvements to the school including: bike shelter, resurfaced playground, basketball backboards and a significant input into our new school motto.