

**Foveran School**

**Standards & Quality Report**

**2019 - 2020**

**&**

**School Improvement Planning**

**2020 – 2021**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. 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 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.

Jamie Ferguson

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 47. At the time of writing the school has 28 pupils. There are two classes; P1-3 (16 pupils) and P4-7 (12 pupils). The village has a large residential development in effect for over 200 once complete.

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 2019-2020.

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| **Key priority 2019-2020** | **Key actions undertaken** | **Impact (achieved throughout 2019-2020) and next steps to inform improvement planning** |
| **Priority 1: Making thinking visible**  Aim - to create a culture of thinking in the school and to help pupils to think, plan, create, question and engage independently as learners. | * New Head Teacher (Mr Ferguson) undertook some of the support sessions and before they stopped due to global pandemic. * Support materials were studied with a view to starting some explicit work with children in term 4. * Pupil profiles were arranged through SeeSaw and created in such a way as to be regularly reflected upon and updated by the pupils themselves. * One of our class teachers has previously undertaken this training and is now regularly using these techniques in class. | ***Expected impact of this priority has been impacted by the COVID-19 global pandemic***   * Support sessions stopped due to global pandemic. They are due to begin again in the new year and we will begin again at that point. * Due to SeeSaw becoming a vehicle for our home learning during lockdown, pupil profiles were not fully established. We have recently been advised that SeeSaw is no longer GDPR compliant and as such, we will have to revisit our pupil profile planning. |
| **Priority 2: Quality assurance and moderation**  Aim – to improve attainment through improving the quality of learning and teaching, assessment, feedback and usage of national benchmarks. | * Staff have engaged in assessment activities with school and Cluster colleagues. Alongside cluster colleagues we undertook training with Isabella Wallace in ‘Talk less Teaching’, giving us a new array of assessment techniques. * A new Quality Assurance calendar has been established. * Staff have increased their use of success criteria and learning intentions. * Staff have been developing a wider variety of assessment techniques such as exit tickets which is contributing to a greater confidence in knowing when to credit a pupil with having achieved a level/outcome. | ***Expected impact of this priority has been impacted by the COVID-19 global pandemic***   * The global pandemic altered our plans to moderate work with cluster colleagues but we did identify the need for a more formal and regular moderation network. As such, Mr Ferguson has been working closely with the Head Teachers of three other small schools to create the ‘Ellon Small Schools moderation PLC’ which will form a part of our improvement plan for the next year. * We are still in contact with schools from a ‘self-improvement trio’ which was established just prior to the pandemic with a view to moderating our schools out with our local cluster. We hope to be able to work closely with them to moderate with a wider variety of colleagues. |
| **Priority 3: 1+2 French**  Aim – Pupils would have a subject specific active lesson for 30-40 mins each week | * The school invested (along with neighbouring Tipperty) in the Camembear French teaching resource. * French is used regularly in our early stages class. * For the first half of the year, before the pandemic, we were delivering 45mins per week of explicit French lessons with a visiting specialist for our upper stages class. | ***Expected impact of this priority has been impacted by the COVID-19 global pandemic***   * While the delivery of French was a success prior to the lockdown, during this period our visiting specialist left the authority and one of our upper stages class teachers went on maternity leave. This, along with the lockdown itself has meant that the delivery of French has been less consistent than we had hoped. * In the next session it will be a priority to assess the delivery of languages and match them to the skills of the teaching staff we have and the languages taught at Ellon Academy. |
| **Priority 4: Reporting and profiling (SeeSaw)**  Aim – an improved source of information for parents that reports to them the progress of their children and a record of the learning journey each pupil has experienced. | * Pupils and parents given instruction and ongoing support in the SeeSaw platform and app. * Staff training delivered by staff with prior experience in the app. * With the advent of home learning and the lockdown, SeeSaw was identified as the best vehicle to deliver home learning and was used as such throughout the lockdown period. * Pupil profiling investigated and planned with a view to being used in term 4. | ***Expected impact of this priority has been impacted by the COVID-19 global pandemic***   * Pupils and families became increasingly familiar with the use of SeeSaw and feedback shows that it was very popular. * Pupil profiling was postponed in term 4 due to lockdown, but we aim to bring it into our plans for the next year. * Unfortunately, we have recently been advised that due to legal reasons, the GDPR status of SeeSaw has been called into question and we have been asked to stop using it. We will therefore be working to find an alternative method of reporting to parents and pupil profiling. |

# How good is our leadership and approach to improvement?

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| **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: 4 (Good)**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a very positive ethos within Foveran school. All staff and almost all pupils can articulate the new vision of the school, ‘Hand in hand towards excellence’ and values and aims are currently being reviewed by all stakeholders.   The vision and values in development will be in line with GIRFEC and UNCRC and will be embedded in our curriculum rationale and are embedded in the life of the school.   * Classroom charters have been established in each class which have been linked to the UNCRC. * Our curriculum rationale was last reviewed by all stakeholders in 2015. Upon completion of the development of our new Vision, Values and Aims this session, we will revisit our curriculum rationale and invite all stakeholders, through community events, survey and Parent Council to ensure it properly articulates the views of all stakeholders. * The SHANARRI wellbeing indicators have been embedded into school life through explicit learning, assemblies and rewards. * There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school. * The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life an improvement. * All staff are very professional and consistent in having high expectations, enforcing behaviour rules and standards and creating a warm, welcoming and positive ethos. * All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps. * 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. * There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster. * There are many opportunities in place for pupils to drive forward improvement and ensure their voice is heard. All pupils have focussed responsibilities linking to skills for learning life and work. All the Foveran School pupils have been attached to a club/committee to enhance their leadership roles. * Foveran school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All classes are observed regularly, peer observations are planned for and there is growing consistency in practice across the school. * Cluster HTs engage in cluster capacity building activities to support leadership and * improvement. * Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes. * Loose parts play work to facilitate intervention and prevention strategies * There are many opportunities for staff to take on leadership roles within Foveran School. * All staff at Foveran school know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families. * Foveran School works effectively with other schools within our cluster to identify common areas for improvement. * Foveran school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * During session 2018-2019 a full review of the vision of the school took place. All stakeholders were involved in this. A new motto was developed by all stakeholders, ‘Hand in Hand towards excellence’. * Staff and parent focus groups are ongoing. * You said, we did approach is used. * Social media and surveys are used effectively to seek opinion. For example, we are having ongoing discussions with stakeholders about our school uniform. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan. * The school engage with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching. * There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice. * QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback. * There are pupil groups in place for areas such as Rights respecting, Eco groups and Healthy, safe kids. * Teaching staff have a range of leadership opportunities such as Forest Schools, digital leaders, 1+2 and visible learning amongst many others. * Whole School QA calendar clearly documents processes to review and improve schoolwork. * Moderation work carried out throughout the year. We have established a local Small Schools moderation and professional learning group for this purpose. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * To embed the vision, values and aims more in the school & community so that they are an integral part of the school culture. * Attention needs to be paid towards how we might monitor and evaluate visible thinking within the school. * 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. |

# How good is

# the quality of care and education we offer?

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| **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: 4 (Good)**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The ethos of Foveran School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences , are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes. * Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. * Most pupils can articulate what they are learning and why and know what they need to do in order to become successful. * Most pupils are becoming increasingly independent in their learning. * There is consistent practice in place within all classes at Foveran linking to AIFL and feedback. Differentiation exists across all classes. * Most pupils are involved in self/peer assessment opportunities. * Learning intentions and success criteria are well used to support pupils in their learning. This practice is growing in consistency across the school. Pupils in both classes are often involved in co constructing success criteria with staff. * Staff are making effective use of questioning during learning and teaching experiences extending learning as appropriate. * All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes * Almost all learning experiences are planned to match pupils needs/abilities. * All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning. * All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps. * Almost all staff have confidence in using a wide range of assessment data including standardised assessment results. * Termly tracking supports pupils progress in learning. * Digital technology is used to support learning across all classes. * Parents/carers and pupils share learning through the use of a digital platform. This has, until recently been SeeSaw but we are looking at alternatives due to recently discovered issues with that platform. * All staff and pupils use a wider range of learning environments including the outdoors, as well as ensuring there are opportunities to develop skills for learning, life and work. * 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 can speak with increasing confidence about their strengths and areas for development. * 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. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * QA processes taking place throughout the school year. * Foveran are developing an effective feedback code with a view to ensure there is consistency across the school. This is being trialled in our upper stages class. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area. * Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches. * Pupils’ are developing their understanding of knowledge and skills as well as their identification of strengths/next steps * Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards. * National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning. * Foveran has an agreed assessment calendar which shares key areas of focus .throughout the school year. * Professional dialogue ongoing throughout the session. * Termly tracking meetings are held with staff. * SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers. * Consideration of trends in data are used appropriately to inform future improvement planning. In session 20-21 there will be a key focus on L&T following interrogation of data by our small schools moderation network. * Following recent investment, Foveran is developing digital leaders and increasingly effective is used made of devices such as ipads. Technology is also used to support targeted interventions where appropriate. * Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive, especially during the lockdown period. * Twitter and, recently, Facebook are used to promote everyday learning and achievements. * Member of teaching staff is Forest school trained and plans outdoor activities with staff. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Embed agreed processes and practice in relation to feedback to support pupils appropriately. * Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning. * Evaluation of pupil groups such as pupil council, Eco and Healthy/safe kids in order to ensure this work is having an impact. * Embed the practice around co-construction LI/SC is in place in order to ensure there is consistency across all classes. * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. * Continue to familiarise all staff with the interrogation of SNSA data. * Continue to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities. * Loose parts play needs to be refined, reviewed and enhanced * Forest Schools initiative needs to be maintained, promoted and expanded where possible. * Increased involvement of the community in skills for life, learning and work award * There is a need to refine, align, consolidate and reinvigorate our skills for life learning and work award scheme to ensure that it is more engaging and incorporates the latest goals from Education Scotland. * Continue to build pupil independence in writing increasingly valuable self-reflection statements. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 4 (Good)**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Our GIRFEC training is 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 with the right people. * We do not currently have any pupils with IEPs however we have the documentation ready to intervene when required. * All staff at Foveran have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils. * All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. * The school have developed a whole school promoting positive behaviour policy. A promoting respect and resilience policy has also been developed which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively. * Class charters have been established by the learners in each class and are linked to the UNCRC. * All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues * All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately * Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others * The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff. * Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing * A range of universal supports are available in all classes. * Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs),and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners. * All pupils have chronologies in the form of Pastoral notes on SEEMIS. This includes a particular area to record any incident of alleged bullying. * Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils’ needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff. * Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. * Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work. * An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries. * Annual update of GIRFEC/Child protection training carried out. * Staff complete annual data protection, equalities and diversity training as provided by local authority * Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing. * ALEC/SCARF resources used – The school use a three-year rolling programme for smaller schools. * Effective partnerships are in place with local hall and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid and CPR programme. * Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils when appropriate. * Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils when appropriate. * The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils. * MAAPM process is available when appropriate and will involve regular meetings with staff, parents, and other agencies to meet pupils’ needs. * Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of fie visits is carried out each year to support transition to p1. Older pupils act as buddies for new P1 pupils in term1. * The cluster has a comprehensive transition programme run in partnership with cluster primaries and Ellon Academy. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * 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. * Continue to develop approaches and incorporate more opportunities to develop mental wellbeing including the use of Therapets, mindfulness, relax kids etc. * Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions. * Continue to build capacity as a team to ensure the needs of all pupils are met. * Continue to embed whole school nurturing approaches. Staff will be given ongoing opportunities to cascade any information from training received. |

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| **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: 4 (Good)**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a positive picture of attainment for Foveran School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels. * Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.   The school has a robust tracking and monitoring system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also reviewed for impact. 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. * All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. * Pupil Equity Funding has been used to support the development of literacy and digital literacy. It has also been used to fund targeted individual and group support. * Foveran pupils are successful, confident, and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities. * Pupils participation with their wider community is successful through developing partnerships. * Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out. * Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils * 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. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures several pupils are exceeding expectations in both literacy ad numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils. * Tracking and monitoring system and tracking meeting info is kept up to date termly. * HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils. * The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Foveran and with neighbouring schools in our newly formed Ellon Small Schools Moderation PLC. * Foveran school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development. * Parental volunteers - when circumstances allow, run our library, and help with events and excursions. * All pupils involved in pupil groups including rights respecting, healthy safe kids (wellbeing) and our pupil council. * There are further opportunities for pupil leadership through our buddy system and also opportunities to take ownership and share their learning through shared learning events and community cafes. * Ongoing praise certificates and shared value awards are issued in assemblies and Friday lunchtimes. * All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through our life skills programme. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to celebrate and record achievements. * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Continue training for staff around assessment incorporating support from local authority QAMSOs * Continue to familiarise all staff with the interrogation of SNSA data. |

# PEF 2020-2021

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| **Identified gap** | * **ICT resources** – we have identified a shortage of devices (iPad/laptops) in the school and which was highlighted during the lockdown. Additionally, the digital literacy required to make use of online resources was identified as an area of improvement. As well as this, the range of subscription services we have which can help develop digital literacy skills and allow pupils to work from home when appropriate could be improved. As such, it has been decided that a good proportion of our resources this year and some of the carry forward from last year will be allocated towards closing this gap. * As with last year, we found **extra PSA hours** to be an invaluable addition for targeted interventions and intend to allocate funding there again. |
| **Expenditure** | Our annual Pupil Equity Fund allocation this year was £2350.  We will be allocating funds towards   * Additional PSA hours * Renewing our subscription to Education City * Adding a subscription to ‘Reading Eggs/Reading Eggspress’ for all pupils in the school. * Additionally, the rest of our allocation, as well as some underspend from last year’s PEF allocation, funds set aside from our school budget and grants from the Hill of Fiddes Community Windfarm fund will go towards buying sufficient numbers of devices/tablets so that each child in a class can access one individually. We will also have appropriate secure storage and charging facilities for them. |
| **Expected outcomes** | * Additional PSA hours will be used to help us identify and close gaps in attainment * Renewed and additional subscriptions will allow us to continue with established learning and enhance our reading in the school. * The funds used to expand our ICT resources will allow us to enhance the delivery of almost all areas of the curriculum and will help develop digital literacy in the school. * Should there be a need for further lockdowns in the future, we will be able to offer more bespoke assistance to families and loan out devices where necessary to help families. Enhancing digital literacy in general will allow us to have more flexibility in delivering learning during a lockdown. |
| **Impact Measurements** | * When a gap has been identified for an intervention utilising these PSA hours, we will be able to use the school’s data over time among other forms of feedback to see if progress has been made. * The subscription services we have ordered contain in built assessment tools which will allow us to gauge progress of individual learners and wider cohorts. * Should a further lockdown become necessary, we will be able to compare the online engagement and participation of children and families. |

# Capacity for improvement

Foveran 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.

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To improve To support the ‘recovery’ of learning at Foveran School, ensuring all are fully supported to engage with the ‘new normal’.** | | | **Data/evidence informing priority: The children, school and the wider community have found themselves in an unprecedented situation regarding the COVID-19 Lockdown. This will touch on all aspects of school life and data/evidence will therefore come from a very wide range of sources.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Re-building positive relationships with pupils, staff, parents/carers and community.  Clear focus on Health and wellbeing within school.  Re-establishing what the school stands for within the community. (Using the developing vision, values to support the daily life for all in school.)  . Consideration will be given to:   * Acknowledging and responding to the experiences of pupils and their family/community. * Providing appropriate supports to meet individual needs * Rebuilding the sense of community across the school * Re -establishing positive and trusting relationships * Engagement with the new routines and structures - supporting all to become familiar and confident within these.   Re engagement with the curriculum:  In school learning - with a key focus on Literacy, numeracy and health and wellbeing.  A focus on SHANARRI in both classes to highlight to children what their expectations of school (and beyond) should be.  Ensuring learning experiences are based on a  strengths-based approach – building on what children and young people can do and not what they can’t do or ‘have missed’.  Supporting transitions appropriately.  Ensuring that there is a focus on development of the skills for learning life and work.  Continuing to support the development of the use of technology, moving on from the developments of term 4 – 2019-2020. (supporting blended learning.)  Ensuring opportunities are also provided for outdoor learning. If permitted, organise outdoor learning excursions. | | All staff  Teaching staff  Teaching staff  Teaching staff  Teaching staff  All staff  Teaching staff  All staff | | Term 1  Term1+2  Term 1+2  Term 1  Term 1+2  Ongoing  Ongoing  Ongoing | Assess learner’s social and emotional needs in the first few weeks by planning and delivering open activities.  Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people’s learning needs on their return to places of learning.  Use of school’s health and wellbeing assessments during term 1.  Use previous years’ forward plans, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress.  Use of engagement in learning evidence used during lockdown to support gathering of information on children’s learning.  Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners  Collegiate planning to be supported virtually to ensure moderation of planning for learning, teaching and assessment. | |  |

# Action plan 2

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| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : To improve Moderation of literacy with a specific focus on Listening and Talking.** | | | **Data/evidence informing priority: Analysis of school data, collegiate discussion, and interrogation of current assessment strategies regarding Listening and Talking in the school.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Agree targets for pupil presentations at Early and Upper Stages across the four schools and a period for conducting these * Pupils and staff to assess presentations using the proformas provided and share these with the participating schools in a moderation event * Staff then to engage in moderation of attainment levels of the selected presentations * Agree targets for pupil discussion groups at Early and Upper Stages across the four schools and a period for conducting these * Staff and pupils to assess pupil discussion tasks using the proformas provided and share these with the participating schools in a moderation event * Staff to engage in moderation of attainment levels for the pupils involved * Review outcome of Listening and Talking moderation * Look at methods of increasing attainment levels in Listening and Talking across the four participating schools * Implement changes / improvements * Reassess all pupils involved early in Term 4 and compare attainment levels | | All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff | | Sept-Nov 2020  Sept-Nov 2020  Sept-Nov 2020  Nov ’20-Jan’21  Nov ’20-Jan’21  Nov ’20-Jan’21  Mar-Jun 2021  Mar-Jun 2021  Mar-Jun 2021  Mar-Jun 2021 | Learners will have a clearer idea of the CfE expectations for Listening and Talking for their stage  Learners will have structured opportunities to develop listening and talking skills  Learners will have a better understanding of their strengths and weaknesses in listening and talking and be able to set targets for improving their listening and talking skills  We are laying the groundwork for a longer term professional learning community with local small schools in our cluster. | |  |

# Action plan 3

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| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To create school wide curricular pathways for Social Studies, Technologies and Sciences through effective ‘bundling’ of Expectations and Outcomes (Es&Os) in a manner that allows all children to experience all curricular areas with depth in a three year rolling cycle.** | | | **Data/evidence informing priority: Self evaluation had identified that we could more effectively deliver certain areas of the curriculum if we identify and eliminate areas of repetition and therefore have more time. We would also take the time to identify any gaps in coverage and address them.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Looking outwards – gather examples of curricular pathways in use in other settings and enquire as to their strengths and weaknesses. * Audit our own coverage of the curriculum and the various ‘topics’ that had previously been covered * Collectively analyse the various options open to us and decide what would be the best fit for Foveran. * Develop a new set of ‘bundled’ Es&Os which take account of what has been done and what we would like to do going forwards * Design a new Interdisciplinary Learning (IDL) grid which describes and records those Es&Os which children in each year group will cover in a rolling three year programme. * Begin to use these new pathways. | | Teaching Staff  Teaching staff  Teaching Staff  Teaching Staff  Teaching Staff  Teaching Staff | | Term 1  Term 1  Term 2  Term 2  Term 3+4  Term 3+4 | When completed, we will be able to measure progress in the following ways.   * We will be able to regularly audit coverage and compare it to what we have now. * We will be able to measure learners progress through assessment in these curricular areas and analyse performance over time. | |  |

**Action Plan 4**

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| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To improve Vision, values and aims.**  **Building on our, ‘Hand in Hand towards excellence’ vision, we seek to develop new values and aims that reflect our unique context and current stakeholders.** | | | **Data/evidence informing priority: Self-evaluation and feedback suggests that our current values and aims, while relevant, were created some time ago and have not had input form any of our current stakeholders. By developing a new set of these, all stakeholders will have a greater sense of ownership in the school and these VV&As will be at the heart of our school ethos, driving a life long positive attitude to learning.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Through work on the SHANARRI wellbeing indicators with each class, we will develop a shared understanding of certain values. * We will investigate a range of different values and have pupils debate their various merits in school. * We will select a range of values and invite parents to contribute ideas and to indicate preferences. * We will invite learners to a Parent Council meeting where they can present their preferred values * We will democratically decide what our chosen values will be and then use them to create a statement of aims for the school. * We will launch our values at a suitable event – likely a community café. * We will embed our values in the life of the school, using them to celebrate successes, present awards and regularly reflect on progress by seeking feedback from stakeholders. | | Teaching staff  Teaching staff, pupil voice groups  Stakeholders  Parent council, stakeholders, pupils  All stakeholders  All stakeholders  All staff | | Term 1  Term 2  Term 3  Term 3  Term 3  Term 4  Ongoing | * Pupils will be able to discuss the SHANARRI indicators and what they look like in Foveran School * Pupils will be able to define and compare a variety of values. * Parental engagement through feedback and surveys * Stakeholder feedback * Ongoing engagement with weekly awards and celebrations. | |  |

# 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. For example, our early stages class were lucky enough to have their poetry included in a published anthology!

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; Balmedie Beach Day, Science centre trips, Children in Need, agricultural shows, new painted playground games and mud kitchen, outdoor forest school, Create Club, Movie nights, Village pumpkin trails, Fairtrade Fortnight, World Book Day, residential activity weeks to name but a few.

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

**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 ‘It’s a Party’. The performance received wonderful feedback from the community and the pupils gained in confidence and pride.

Our Parent council, pupils and staff worked hard to make significant improvements to the school including: a new mud-kitchen, loose-parts play garden, painted playground games, story-telling chair, and boy’s toilet refurbishments.