



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

## School Forward

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

**Self-Evaluation for Self-Improvement** is at the heart of our practice in 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 Towards Excellence**’, 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 45 pupils. There are two classes: P1-3 (23 pupils) and P4-7 (22 pupils).

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 Pupil Council, Community group and Foveran ECO group, 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 events last session, Foveran came together post pandemic to collectively chose the values which were considered the most important for us as a community to instil in our young learners. At Foveran School our overarching aim is to provide those learners with opportunities to experience and develop as a large community **Family**, with the skills and attitudes needed to become **Respectful, Honest** and **Kind** young people. Through working in partnership with parents and the wider community, we hope to create an ethos which ensures a positive 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 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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022) and next steps to inform improvement planning
<p><b>Priority 1:</b> Re-establishing effective pupil voice in school</p>	<ul style="list-style-type: none"> <li>• Analysis of which pupil 'working groups' would be most appropriate for our school was undertaken, this involved staff and learners.</li> <li>• 3 working groups were established. A Pupil Council, and Eco Group and a Community Group – All learners from P2 upwards learned about the possible role and potential impact of these groups and joined a group of their choice.</li> <li>• Groups established charters and constitutions, leadership roles and had an appointed staff member for support.</li> <li>• Notice boards established for each group near the school entrance.</li> <li>• Groups were given the opportunity to plan and run an event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Children in each of the groups have each been given the opportunity to be part of a group, most of which have already had an impact on the life of the school.</li> <li>• The Community Group took over the organisation and planning of the community café and ran one for the Jubilee, which was incredibly well supported by the community, filling our local hall to capacity and providing a vehicle for the entire school to develop skills and share their learning.</li> <li>• The Eco Group planned a community litter pick at a local beach for the whole school, parents, and members of the community. It was very well supported and gave learners and families an opportunity to learn about their local environment and local waste strategy.</li> <li>• The Pupil Council undertook a range of surveys to determine how they could best make a positive impact. A 'tuck shop' plan has been started and will be put into action in the 2022-23 session.</li> <li>• Next steps: we are going to make the development of these groups a priority the next improvement plan with a view to further developing pupil voice and to ensure each pupil group has a vision and an aim.</li> </ul>
<p><b>Priority 2:</b> Moderation of learning, teaching, and inclusion.</p>	<ul style="list-style-type: none"> <li>• Head Teachers worked with partners from educational psychology to determine the best way to establish a shared understanding of universal supports across the entirety of the Ellon Cluster of schools. Universal supports relate to maximising the ability and resources available within schools to provide targeted support for groups and individuals.</li> <li>• It was determined that the 'Circles' resource, would be the best vehicle to deliver this across the cluster.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilising the 'CIRCLES' resource, we have identified changes which could lead to positive changes in our classrooms. We have audited the classroom spaces for suitability in structures and routines as well as the social and physical environment and made changes based on our findings. We have committed to regularly assessing our classes with these criteria.</li> <li>• We have also undertaken some targeted participation audits for individual learners to help us identify potential</li> </ul>

	<ul style="list-style-type: none"> <li>• Training sessions were planned and delivered after school and during in-service days, giving schools the chance to investigate and reflect on their own settings.</li> <li>• Using a range of toolkits, the school looked at the resources, classroom organisation and techniques to support inclusion.</li> </ul>	<p>barriers to learning. Going forward we will continue to sample learners and assess their experiences with the CIRCLES criteria.</p>
<p><b>Priority 3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• The upper stages class were introduced to the concept of values, including why they are important and how they are used.</li> <li>• The upper stages class chose a 'value' to champion and created posters and videos which were shared with the whole school.</li> <li>• We invited families and the wider community to a community café and had a very good turnout. At this event, the values were discussed and displayed and upper stages pupils asked members of the community to select the values that they felt were most appropriate for Foveran School. These votes were combined with those of pupils and staff and we established that Respect, Honesty, Kindness and Family would be our school values.</li> </ul>	<ul style="list-style-type: none"> <li>• Our values will be displayed around the school, referred to throughout learning and teaching and recognition will be given to pupils who exemplify these values.</li> <li>• We will establish an award system at assemblies to recognise these values in action.</li> <li>• We will hold a pupil competition for children to create a vision statement for the school which includes our new values.</li> <li>• Our promoting positive behaviour policy will be adapted to ensure that the new values will be a focus in our restorative approaches.</li> </ul>

## 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: 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 were revisited by all stakeholders last session. 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 over the course of this session.
- Classroom charters have been established in each class which have been linked to the UNCRC and the SHANARRI wellbeing indicators.
- Our curriculum rationale was last reviewed by all stakeholders in 2015. Upon completion of the development of our new Vision, Values and Aims last session, we will revisit our curriculum rationale this session 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. Weekly assemblies are also linked to these, and the yearly assembly plan is shared with families at the beginning of the year along with guidance for families to help reinforce our learning outcomes.
- 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 and 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 have 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. Pupils have been attached to a working group 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.
- There are 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. There are regular collegiate sessions planned with teaching staff, stage partners from other schools and other agencies.
- 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'. During the 2021-2022 session, further work was undertaken involving all stakeholders to identify a set of values that represented the unique nature of the Foveran community. They were Honesty, Family, Respect and Kindness.
- You said, we did approach is used.
- Social media and surveys are used effectively to seek opinion. A rolling programme of stakeholder consultation, based on the themes and principles in the 'How good is OUR School' document, are helping us to gather effective feedback from learners and their families.
- The school engage with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching. Our termly Community Café has become a highlight of the year and is well attended by the wider community.
- There is an ethos of professional engagement and collegiate working from all staff. There is an 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 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 Community.
- Teaching staff have a range of leadership opportunities such as Forest Schools, digital leaders, and curricular design and delivery.
- 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.
- 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?

### **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 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 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 digital platforms. Due to a variety of factors the format has changed several times, but we are now primarily using SeeSaw based on positive feedback.

- 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.
- 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.
- Across the school we have created a set of 'Developing the Young Workforce' (DYW) awards, and we hold weekly sessions where children can develop or learn a variety of new skills. Pupils earn recognition as they learn, and their efforts are celebrated at the end of the year.

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

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

- QA processes taking place throughout the school year.
- 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.
- 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.
- Following recent investment, Foveran is developing digital leaders and increasingly effective is used made of tablet style devices. Technology is also used to support targeted interventions where appropriate.
- Social media and surveys are used effectively to seek opinion. A rolling programme of stakeholder consultation, based on the themes and principles in the 'How good is OUR School' document, are helping us to gather effective feedback from learners and their families.
- Feedback from parents/carers around the use of Seesaw and Google Classrooms to share learning, progress and feedback was very positive, especially during the lockdown period.
- SeeSaw and social media are used to promote everyday learning and achievements.
- A 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?**

- As part of an Aberdeenshire wide focus on high quality learning and teaching, we will revisit and define our shared understanding of what high quality learning and teaching will look like at Foveran. We will develop a new process of supporting and monitoring staff with that shared understanding at the centre.
- 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 Community in order to ensure this work is having an impact. Due to the impact of the pandemic, these groups have been recently refreshed.
- Embed the practice around co-construction LI/SC is in place 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.
- Develop new partnerships with local business and involvement with the community to further enhance our DYW awards.
- Loose parts play needs to be refined, reviewed and enhanced.
- Forest Schools initiative needs to be maintained, promoted and expanded where possible. Our sessions last year proved to be very popular with a wide range of benefits. This session we will extend this to include new outdoor settings.
- Continue to build pupil independence in writing increasingly valuable self-reflection statements.

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

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

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

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

**Level of quality for core QI: 4 (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 and our annual assembly calendar is constructed around the wellbeing indicators and shared with families.
- 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 individual education plans 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 has developed a whole school promoting positive behaviour policy. The school has high expectations of behaviour and incidents are rare and are 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. 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. We utilise the CIRCLES resource to regularly assess and monitor those supports. We do this in common with all schools in the Ellon network of schools to ensure consistency of language, understanding and approach.
- 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 our ASL teacher to plan targeted interventions. Our 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. There is a positive and supportive ethos throughout the school.
- 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 regularly alongside RSHP (Relationships, Sexual Health and Parenthood) and these are shared annually with parents and families.
- Effective partnerships are in place with local hall and community groups, police liaison and community officers. Bikeability is offered annually. 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 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.
- 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.

### **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 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, high level 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. 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 extremely 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 and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Tracking and monitoring systems 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 an 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 Community Groups, Eco Group 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. End of year awards are linked to school aims and are referred to throughout the year.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life, and work through our Developing the Young Workforce award.

### **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 to familiarise all staff with the interrogation of SNSA data.

## PEF 2021-2022

<p><b>Identified gap</b></p>	<ul style="list-style-type: none"> <li>• In class support: As with last year, we found extra PSA hours to be an invaluable addition for targeted interventions and intend to allocate funding here again.</li> <li>• Literacy and numeracy: We will once again use some funding to allow us to continue to use some subscriptions which had been very beneficial to targeted families during the lockdown period – this will ensure consistency.</li> <li>• Experiential Learning: The opportunity to spend time outdoors learning about and through the local environment is something we have not been able to effectively do in the past.</li> <li>• Resilience is an area which has been identified for some time throughout the Ellon area as a required focus. The impacts of the pandemic will only make this more relevant.</li> </ul>
<p><b>Expenditure</b></p>	<p>Our annual Pupil Equity Fund allocation this year was £2818. We will be allocating funds towards</p> <ul style="list-style-type: none"> <li>• Additional PSA hours</li> <li>• Renewing our subscription to Reading Eggs</li> <li>• Renewing our subscription to SeeSaw</li> <li>• Additionally, we allocated the remaining funds towards blocks of outdoor learning opportunities at local sites. The funding paid for transport to local sites such as Balmedie Beach and Haddo Forest, as well as equipment.</li> </ul>
<p><b>Expected outcomes</b></p>	<ul style="list-style-type: none"> <li>• Additional PSA hours will be used to help us identify and close gaps in attainment</li> <li>• Renewed and additional subscriptions will allow us to continue with established learning and enhance our reading in the school.</li> <li>• Should there be a need for further lockdowns in the future, continuing subscriptions we have embedded will enable us to maintain a good level of consistency in home learning.</li> <li>• With the ability to travel further afield and more often, the range of experiences we can offer children will become richer and more diverse.</li> </ul>
<p><b>Impact Measurements</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The subscription services we have ordered contain in built assessment tools which will allow us to measure progress of individual learners and wider cohorts.</li> <li>• Should a further lockdown become necessary, we will be able to compare the online engagement and participation of children and families.</li> <li>• Upper stages pupils will all have a greater understanding and appreciation of their local area through outdoor learning as well as being able to develop a variety of new skills and their own resilience.</li> </ul>

## **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

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol> <p><b>United Nations Convention on the Rights of the Child (UNCRC):</b></p> <p>Article 28 – You have the right to an education.</p> <p>Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p>		
<p><b>Priority 1: Development of literacy (Writing) across the school</b></p>		<p><b>Data/evidence informing priority: Our assessment data shows that writing across the school is the area most in need of development. While still at a good level locally and nationally, it is behind other aspects of literacy, numeracy and health and wellbeing at our school.</b></p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> <li>Interrogation of data from sources such as SNSA to identify areas of Writing which are in need of development</li> <li>Consult colleagues and partners and research effective ways to address development needs.</li> <li>Staff training in new approach to address these needs.</li> <li>Staff to collectively design a way to incorporate a new whole school approach to teaching writing into our school curriculum.</li> <li>Benchmark assessment to ascertain current achievement levels in writing.</li> <li>Implementation phase – staff to begin to use these new approaches in class and assess progress.</li> <li>Benchmark exercise to ascertain impact.</li> </ul>	<p>Teaching staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p>	<p>Term 4 (previous session)</p> <p>Term 1</p> <p>Term 1-3</p> <p>Term 4</p>	<p>Impact measurement will come through the following.</p> <ul style="list-style-type: none"> <li>Assessment results against benchmarks exercises and against NSA results</li> <li>Pupil feedback</li> <li>Staff feedback</li> </ul>	

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol> <p><b>United Nations Convention on the Rights of the Child (UNCRC):</b></p> <p>Article 28 – You have the right to an education.</p> <p>Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p>		
<p><b>Priority 1: Developing the young workforce (DYW)</b></p>		<p><b>Data/evidence informing priority: The DYW initiative is an important national priority, which brings with it the opportunity to focus on learning skills for lifelong learning that we want to develop and highlight.</b></p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> <li>Identify a vehicle for the delivery of a life skills focussed block of learning and a time of the week to devote to it.</li> <li>Create a whole school life skills progression</li> <li>Identify and ensure we have the skills and training in our current staffing to deliver these skills. Staff CPD as required.</li> <li>Create a set of recognition awards which can be displayed by children and celebrated at assemblies and end of year awards.</li> <li>Implementation phase – once a progression has been created, deliver the skills training on a weekly basis and, towards end of year, seek feedback from whole school community.</li> <li>Bring parents in to school for skills focussed discussions with classes about their own work experiences.</li> </ul>	<p>Teacher identified to lead the development and all staff to contribute as required.</p> <p>All staff</p>	<p>End of term 4, previous session</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2-4</p>	<p>We will evaluate impact through analysis of the DYW key performance indicators, as well as by seeking feedback from the whole school community in term 4.</p> <p>We expect learners to be able to discuss the new skills they have learned and to be able to reflect in an informed way about their career aspirations.</p>	

## Action Plan 3

National Improvement Framework Priorities		HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p> <p><b>United Nations Convention on the Rights of the Child (UNCRC):</b></p> <p>Article 28 – You have the right to an education.</p> <p>Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p>	
<p><b>Priority 1 : To enhance our ability to deliver high quality learning and teaching based on recent developments in pedagogical theory.</b></p>			<p><b>Data/evidence informing priority: After the pandemic and our return to normality, a new focus upon our core purpose of learning in teaching, taking into account recent developments and local authority priorities</b></p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	Behind Schedule
<ul style="list-style-type: none"> <li>Foveran school staff will collectively engage with new research relating to learning and teaching.</li> <li>A series of engagements with industry experts, such as Bruce Robertson, Mark Burns and Shirley Clarke, through the local authority, will be undertaken.</li> <li>Current classroom pedagogy will be interrogated and a shared understanding of what high quality learning and teaching will look like in Foveran will be agreed.</li> <li>The shared understanding will be used to formulate an agreed quality assurance document and classroom observations and future training needs will be linked to it.</li> </ul>	Teaching staff	<p>Term 1</p> <p>Various in-service days</p> <p>Term 2-3</p> <p>Term 3-4</p>	<p>Because the scope of this action plan is wide ranging and dynamic, we would rather wait and see how the training evolves before we identify any specific measurement.</p> <p>Ultimately, the impact will be visible through improved attainment and positive feedback. As well as that, we will identify areas we wish to assess for impact as the year progresses.</p>	Not Achieved	

## 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 Beach Days, 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, a variety of charity events, World Book Day, residential activity weeks to name but a few.

## Wider Community Links

As with last session, the disruption to our normal year from lockdowns and guidance associated with the COVID pandemic curtailed our ability to interact with the community the way we would have liked over this session.

Despite that, we were once again able to put on a virtual Christmas show which gave pupils the chance to enjoy many of the more traditional aspects of putting on a show while giving us the opportunity to develop their digital skills and use of exciting technologies such as green screens.

The local Hill of Fiddes Community Windfarm Trust has been a big help to us once again, allowing us to purchase a variety of resources for the school from new devices to textbooks, as well as giving us funding to replace our playhouse which was destroyed by Storm Arwen. We have also worked with a local group, 'Fancier Foveran', to obtain funding from Hill of Fiddes to upgrade the local park which we use regularly for P.E. lessons. The upgrades provide greater seating options, some of which are accessible, for the benefit of the school and wider community.

We have been approached by the Hill of Savock organisation who are proposing plans for a footpath network around the village and have offered our help and endorsement to the project and, should it come to fruition, we will be embracing a range of educational opportunities in the planning and construction of the network. Similarly, as a school we are going to be working with and supporting the Newburgh and Ythan Community Trust, a charitable organisation set up to promote the good of the local community through work on cultural, historic, educational, and natural heritage of the area. We hope to be able to help them with a variety of projects and help with their outdoor education plan.

Our Parent Council – despite the challenges of fundraising during a pandemic, have continued to support us very generously with funding for school trips, refreshments, prizes, end of year gifts and Christmas Pantos, leavers hoodies, not to mention a variety of resources for the class and fun community experiences such as our Halloween Pumpkin trail which was open to the whole village and very well received.