



Buchanhaven School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our 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 Buchanhaven 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 Buchanhaven School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Linda Strachan

Head Teacher

The School and its context

Vision for the school

At Buchanhaven, our vision is to encourage our pupils to bravely try new experiences, to be confident and successful individuals, who value and are proud of their own and each other's achievements. Our staff nurture and support our pupils, and their families, to lead healthy lives and be active members of our community. We promote resilience across the school and encourage everyone to "never give up".

Values that underpin our work

Following consultation (February 2020) the values which best describe us here at Buchanhaven currently are:

Respectful – Ambitious – Inclusive – Responsible

The motto we have created to help us remember these values is:

We're right rair bairns

Spoken in our native tongue, rair is an old Scots' word which has many definitions. It is of relevance to us at Buchanhaven when used to describe something as being extraordinary or remarkable¹. Despite having one of the largest school rolls in Aberdeenshire, we fully believe our children are remarkable. We take time to recognise their unique, individual skills and talents which in turn, contribute to the continued success of our school.

Our school community works together to encourage everyone to demonstrate these values. They are also key to our "Climate for Learning" policy which encourages pupils to engage with these daily in meaningful ways. Regular opportunities are provided to celebrate success through recognising pupils who demonstrate our values in positive ways.

What do we aim to achieve for our children/pupils?

At Buchanhaven we aim to provide a happy, welcoming and inclusive environment for everyone in our school community. By working collegiately with all our stakeholders, we provide high quality learning and teaching, which encourages pupils to have high standards, develop a growth mindset and be proud of their achievements. Engagement in these rich learning experiences, allows our pupils to develop skills for lifelong learning through becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Context

Buchanhaven School and ELCS is situated at the northern entrance to the town of Peterhead, near the River Ugie. Peterhead is one of the largest populated towns in Aberdeenshire and Buchanhaven School is one of Aberdeenshire's largest Primary Schools. It lies in the district of Buchanhaven, a traditional fishing community. The school is surrounded by housing but is close to the Catto Park Playing Fields, Balmoor Stadium, the local Community Centre, Swimming Pool and Golf Course. The Buchanhaven catchment area also encompasses housing to the West of the town.

Buchanhaven School is non-denominational.

The building consists of five wings built around the entrance area, new office block and large gym hall with stage. It has 19 classrooms, a small resources room, a newly refurbished library, a sensory room, a workshop and a fully furnished nurture room. The school presently enjoys grass and tarmac play areas, an all-weather area as well as a wooden adventure area. Our ELC has also recently been refurbished and boasts its own enclosed outdoor area. Since August 2021, our ELC has been operating 1140 hours in line with Government policy.

There are 81, 3–5-year-olds in our ELCS and a further 470 learners on our school roll. The staff consists of the Head Teacher, 3 Depute Head Teachers, a Principal Teacher, a Nurture Teacher, 16 fte class teachers and 1.2fte ASL teachers. There are also 19 Pupil Support Assistants, an Early Years Senior Practitioner, 2 Early Years Lead Practitioners, 10 Early Years Practitioners, 2 Early Years support worker and 1 Early Years Excellence & Equity Practitioner. The staff are supported by 2 Administrators, a Clerical Assistant and Janitor.

At Buchanhaven, we pride ourselves on our inclusive ethos, how we meet all our learners' needs as well as the experiences we provide. We value our partnerships with parents, carers, families, and our community.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>QI 3.2 Raising Attainment Priority 1:</p> <ul style="list-style-type: none"> • To improve attainment in Writing, following end of year data pack evidence. • Maintain improvements in attainment in Maths following positive progress in session 2021/22. 	<ul style="list-style-type: none"> • Identify current learning and teaching experiences being delivered in classrooms – T1 & T3 • Establish strengths and areas for development with pupils, staff and parents. • Create a learning snapshot journey of pupils across the school, over the year with sample writing pieces, to show progression in learning. • Establish consistent expectations across stages for effective teaching in Writing. • Provide opportunities for colleagues to peer observe and assess. • Consider follow-up training from Big Writing team. • Monitor termly progress in Maths through use of assessment spreadsheets, Big Maths tracking (on-line) and Pupil Tracking Meetings. • Consider use of targeted support slot/team being re-directed to Numeracy should SMT consider this necessary. • SMT attended local cluster Maths transition group with colleagues from cluster and Peterhead Academy to address academy concerns about maths skills of pupils going into 	<ul style="list-style-type: none"> -Self-evaluation activity completed with colleagues and pupils to identify current experiences and good practice -Termly Grammar assessments introduced to ensure more robust tracking of pupil progress and support professional judgements -Following self-evaluation and moderation exercises by colleagues, SMT and pupils a whole school focus from Term 3 on consistent Writing expectations being displayed in jotters and in learning and teaching experiences across the school -Colleagues working as stages to create age-appropriate methods for pupils recording progress towards targets in Writing. -Feedback Friday introduced across school to encourage pupils to begin to develop confidence in talking about their learning – what’s going well and what their next steps are. -Writing assessment snapshot created across school to identify trends in gaps in making progress towards achievement of relevant targets

	<p>S1. Shared current good practice with colleagues.</p> <ul style="list-style-type: none"> • Investment in TJ3 Assessment to provide opportunities for challenge at P6 & P7 pupils and support confidence in professional judgement of ACEL at Second level Maths. • PT from Peterhead Academy Maths attended Buchanhaven School to observe assessment methods for P7 in term 4, including TJ Assessment & SNSA and experience how colleagues used the range of evidence available and moderated to finalise decisions about ACEL levels. 	<p>-Colourful semantics approach developed by SMT and shared with colleagues to address sentence level pedagogical approaches to improve learners' confidence and ensure more effective progress towards next steps. Scheme extended for Second level to allow for progression related to grammar learning and teaching progression.</p> <p>-Writing (pupils on track or above): <u>Assessment Data:</u> Whole School 21/22 v' 22/23: +4% <u>SNSA Data:</u> P1 Literacy 22/23:86% P4 Writing 22/23:85% P7 Writing 22/23:83%</p> <p><u>Numeracy (pupils on track or above):</u> <u>Assessment Data:</u> Whole School 21/22 v' 22/23: +5% <u>SNSA Data:</u> P1 Numeracy 22/23:93% P4 Numeracy 22/23:87% P7 Numeracy 22/23:81%</p> <p>P6 & P7 Pupils working on 3rd level TJ: 15/136 (11%)</p> <p>-Pupils given opportunity to consolidate previous year's assessment in termly progression planners by term 1 levels staying same as previous year.</p>
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		<p>-Monitored Maths attainment termly using TJ and Big Maths system.</p>
<p>QI 2.7: Partnerships Priority 2:</p> <ul style="list-style-type: none"> To improve parent, pupil and partnership engagement following the covid-19 impacted recovery period. 	<p>*SMT to work with local community providers to create a well-being package to support pupils. *School calendar to be created to share and promote school events. *Stakeholder information event to be arranged to update on School Improvement progress during last 2 sessions of covid. *Termly parent engagement opportunities established. *Focus groups consisting of a variety of stakeholders will be created to support school improvement focuses linked to: -Equality & Diversity curriculum & policy -RSHP curriculum</p> <p>*After school and lunchtime clubs will be offered following covid restrictions being eased. *Increase in pupil led parent events to share learning experiences and successes *Pupil leadership opportunities/awards to be established for Senior Pupils. *Explore and investigate learning opportunities linked to John Muir awards and Dynamic Youth Awards.</p>	<p>-Well-being coach from AFCCT retained for 2 days per week this session and has delivered Sports Leaders, Mindset (P5, P6 & P7 classes) and Red Start (P2, P3 & P4 classes) sessions.</p> <p>T1: 46 pupils targeted=10% T2: 48 pupils targeted=11% T3: 29 pupils targeted=3% T4: 33 pupils targeted=3%</p> <p>Has also supported individual pupils in classroom learning and well-being sessions.</p> <p>-Well-being coach from PFCCT appointed in term 2, following creation of new partnership with Club. Works 5 days per week and provides social, emotional, mental well-being sessions. T3: 57 pupils targeted=13% T4: 68 pupils targeted=15%</p> <p>Has also supported individual pupils in classroom learning and targeted individuals with anxiety, emotional regulation, and bereavement.</p> <p><u>Parent Engagement Opportunities:</u> -Successful meet the teacher open event held in term 1 where parents also were provided with</p>

		<p>information on improvement journey over recovery years and focus going forward.</p> <ul style="list-style-type: none">-Parents were also provided with opportunities to have their voice heard in terms of school improvement focuses this session.-Parent consultation has taken place this session on:<ul style="list-style-type: none">-wider achievement nominations (T1, 3 & 4)-school improvement (T1 (wish list) T3 (RSHP) & T4 (LTA & SQUIP evaluations)-Senior pupil residentials (T1)-Pupil After School Clubs (T1)-Christmas Show changes (T2)-School events calendar provided the following opportunities for parent & community engagement alongside, fundraising opportunities:<ul style="list-style-type: none">-Buchanhaven Brunch (T2 onwards)-Stay & Play for Under 3's (T2 onwards)-Buchanhaven Beast Race (November 2022)-Christmas Fayre (PC led) (November 2022)-Buchanhaven Lights Up (PC led) December 2022-Breakfast with Santa (December 2022)-Summer Fayre & Football Gala (PC led) April 2023-Family Fun Festival (June 2023)-Whole school trip to HMT pantomime December 2022.-Damage to school roof in February 2023 and subsequent availability of space, led to plans for parent open events to have to be postponed.
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After School Clubs/Lunch Clubs:

-Free After school clubs were provided in T1, T2 & T3 for pupils to experience a range of learning opportunities - cooking, crochet, Ju-Jitsu, STEM, Science, Art, Drawing, Football, Glee. These were provided by staff who had this written into their WTA and well-being coaches/PSW's. 291 pupils (66%) were provided with spaces at these clubs.

-PSW's provided lunchtime Lego clubs for pupils across the school in Term 3.

RSHP/Equality & Diversity:

-Whole School RSHP Policy has been updated to reflect updated guidance. 21 (5%) parents had the opportunity to be involved in its development by reviewing online resources and providing feedback.

-Equality & Diversity policy update was being led by staff member who had requested this for her CPD linked to University Course. She led a collegiate meeting on LGBTQ+ training supports for colleagues in T3. Policy has been updated by SMT. Due for consultation in T1, next session.

Pupil Leadership:

-All P7 pupils have had the opportunity to engage in our young leaders scheme, where they are

		<p>recognised for supporting the staff and pupils in school.</p> <p>-4 levels of leadership award have been recognised this session.</p> <p>-John Muir information was shared with staff through collegiate and some classes started to work towards award.</p>
<p>QI 2.3 Learning, Teaching & Assessment</p> <ul style="list-style-type: none"> • LTA Policy and vision statement developed for Buchanhaven in line with local authority updates. • Consistent LI/SC/ Feedback/AiFL strategies for class teachers. • Continue development of Outdoor Learning. 	<ul style="list-style-type: none"> • Establish current experiences of learning, teaching and assessment at Buchanhaven school by seeking feedback/evaluation from all staff, pupils and parents against Aberdeenshire LTA quadrant. • Through QA, identify current position on LI/SC/Pupil Feedback and AiFL strategies across stages at Buchanhaven School. • Teacher Self-evaluation of current practice in relation to these key teaching skills. • Attendance at CLPL offers being provided by the local authority in November 2022 – Mark Burns (giving effective feedback February 2023 – Shirley Clarke (effective questioning) • Use this information to create our shared expectations of best practice, which 	<p>-All actions completed through collegiate meetings, feedback sessions, moderation sessions, pupil consultation, parent consultation.</p> <p>-SMT Quality Assurance completed.</p> <p>-Many aspects of improvement in this area are connected to improvements in Writing developed over the course of this session:</p> <p>-consistency in expectation for LI & SC for each stage</p> <p>-consistency in expectation for feedback for each stage</p> <p>-consistency in expectation for core writing standards in each stage</p> <p>-consistency in expectations of pace and challenge for each stage</p> <p>-DHT has continued to work with the LTA team led by Kay McDonald & Danica Smith.</p> <p>-Informal feedback received from QIM on completed LTA overview poster. Shared with cluster colleagues.</p>

describes the LTA experiences our pupils should have at each stage across the school.

- **From this create our vision statement for LTA at Buchanhaven School.**

-Almost all of our teaching staff attended CLPL provided by the local authority.

-Some teachers introduced aspects from the Shirley Clarke CLPL into existing practice.

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

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

How well are you doing?

What's working well for your learners?

Our pupils said:

- Almost all pupils know our school values and can demonstrate them across all areas of our school. They know what the values look like, feel like and sound like at Buchanhaven.
- Most of our pupils have provided feedback at various points this session. We have completed lots of surveys (mostly online) and our views and feedback have been sought lots this school session. We have used lots of different platforms to establish the most effective method for gathering our views.
- Most of our pupils acknowledged the opportunities to try new things this session. We enjoyed lots of opportunities to try new things this session – clubs, specialists, outdoor learning, residential.
- Almost all of our pupils recognise that staff care about them, their learning and want to help them improve.
- Pupils affected by moving classrooms because of storm damage, were positive about the opportunities this provided.

Our colleagues said:

- Our Vision, Values and Aims are embedded in our school culture and ethos
- School leaders provide clear direction through long-term planning and preparing of priorities for school improvement. 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 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.
- Our SMT respond to feedback from colleagues ie: planners, stage overviews
- Positive relationships are evidenced across the school
- We continue to be praised by specialists, professionals and visitors about our Nurturing culture and ethos.
- Despite logistical challenges, we were able to keep our whole school community together on the current Buchanhaven site, following damage caused by a storm in February.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.

-There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster

Our parents said:

- Most children can talk confidently about the RAIR values. Staff exemplify these to our pupils regularly.
- The school continues to be praised by visitors for its nurturing and supportive ethos.
- Almost all school staff are approachable and respond to requests for support promptly.
- We feel welcomed, warm and included when we come into school for events/activities.
- The range of supports available to our children and families is fantastic. Staff can signpost people to supports within the local community.

How do you know?

What evidence do you have of positive impact on learners?

Our pupils said:

- There is a very positive ethos within Buchanhaven school. We learn lots and have fun!
- We talk about the values every day. All staff and almost all pupils can articulate the vision and values.
- We know what the values look, feel and sound like across all areas (learning and social) of the school and were involved in creating these. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and are embedded in the life of the school.
- We know what we are learning, when and why. The school have a clear curriculum rationale and termly progression planners in place, ensuring it reflects the uniqueness of our community. Most stakeholders have an awareness of our rationale.
- Most of our pupils acknowledged the opportunities to try new things this session. We enjoyed lots of opportunities to try new things this session – clubs, specialists, outdoor learning, residential.
- Pupil voice used to identify areas of strength and development across the school.
- There are an increasing amount of opportunities in place for pupils to drive forward improvement and ensure their voice is heard. P7 pupils have focussed responsibilities linking to skills for learning life and work.

Our colleagues said:

- 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 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.
- Buchanhaven 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 consistency in practice across the school.
- Buchanhaven school has become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.

Our parents said:

-All staff at Buchanhaven 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.

-Almost all of our parents were supportive of our logistical arrangements put in place following storm damage.

-The majority of our parents appreciated being consulted regularly on various aspects of school life including school improvement.

-Verbal feedback received demonstrated appreciation for colleagues providing after school clubs, attending extra-curricular school events and residential trips.

What are you going to do now?**What are your improvement priorities in this area?****Our pupils said:**

-They wanted more leadership opportunities – ie:leading learning, pupil groups

-They wanted to continue having opportunities to talk about their learning and develop more confidence in this.

-They wanted their parents in more for open afternoons

Our colleagues said:

-Parents could be in more for topic showcase, open afternoons, stay & play type opportunities

-More opportunities for peer observations

-Wider community partners to be more consulted in our improvement and evaluation process

Our parents said:

-Continue to provide opportunities to be meaningfully involved in the learning and teaching - Best of Buchanhaven assemblies, Open Afternoons, Stay & Play type activities.

-It is important that the partnership between school and parents continues to be recognised in ensuring pupils continue to be successful ie: new LTA statement, alongside the Ready to Learn Checklist

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

How well are you doing?

What's working well for your learners?

Our pupils said:

-in some of the classes that were affected by building work, some pupils commented they found it tricky to listen as it could be noisy. Overall, the majority of pupils affected by classroom moves said it felt the same as their original classroom and could identify some benefits of the experience.

-they enjoyed the focus week learning opportunities that were provided this year in French, Science, Eco and Diversity.

-access to chromebooks, laptops and iPads has been positive this session and an increasing number of pupils use this to support their learning, particularly for extended writing. Digital technology is used to support learning and promote independent curricular engagement, across all classes.

Our colleagues said:

-the development of outdoor learning has been paced well to support building practitioner confidence

-colourful semantics training was useful in developing approaches to improve writing across the school

-the focus weeks being back on the annual calendar was a positive experience and allowed all staff

-the range of resources that are available in school to support learning helps workload

-our termly progression planners continue to provide consistency across the school

-data analysis and tracking was helpful in providing opportunities for reviewing targeted interventions and daily programmes

-Feedback Friday was a good approach to begin developing pupil confidence in identifying next steps for learning and being able to self and peer assess more confidently

-online planning - template planning folder that was provided has been helpful in reducing workload, colleagues creating and sharing learning with peers online has also been positive in supporting workload reductions whilst still ensuring differentiated and appropriate learning opportunities. Some staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.

-the curriculum has been revised (Grammar, RSHP, HWB) following colleague and parental feedback and changes were made accordingly.

Our parents said:

- Access to ICT for our pupils is very important. Currently inventory shows we have 1 iPad per 2 pupils (based on current cohort of pupils). Significant investment in chromebooks and laptops has allowed for greater use to support curricular access and independence. Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning using a digital platform – Evidence Me. The school uses social media platforms well to share learning and wider achievement successes with parents and the wider community.
- The local area is used well to support and provide relevant learning opportunities. All staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

How do you know?**What evidence do you have of positive impact on learners?****Our pupils said:**

- Most pupils shared they could tell us what they were learning about. Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In some classes, pupils are involved in co constructing success criteria with staff.
- Most pupils said they were beginning to write trickier or more detailed sentences.
- The majority of pupils said they know what they needed to work on next time to improve their writing.
- In the wider curriculum, most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- The majority of pupils are involved in self/peer assessment opportunities.
- The majority of pupils said that they know about and have participated in Feedback Friday. There is consistent practice in place within some classes at Buchanhaven School, linking to AIFL and feedback.
- Mild, Hot & Spicy challenges are available in some Literacy & Numeracy lessons. Less frequent across wider curriculum. Differentiation options exist across all classes.
- The majority of pupils said that they experienced some Maths as part of Outdoor Learning.

Our colleagues said:

- Buchanhaven School has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Almost all pupils are becoming increasingly independent in their learning.
- 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.
- Collegiate working and sharing of good practice have been considered through the use of National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- 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 SMT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought to identify next steps.

-Professional dialogue, both formal and informal opportunities is key to pupil success.

Our parents said:

- Pupil needs; whether academic, social or emotional are met by school staff and support/services available in school. Almost all learning experiences are planned to match pupils needs/abilities.

-The ethos of Buchanhaven School is warm, positive, nurturing and promotes mutually respectful relationships.

-Most of our pupils experience a positive climate for learning. Almost all pupils engage well with learning experiences , are eager to learn, motivated and involved. We feel there is growing evidence of appropriate pace and challenge across most classes.

What are you going to do now?

What are your improvement priorities in this area?

Our pupils said:

-wanted more opportunities to choose their learning themes in the classroom

-wanted more opportunities to experience the creative side of the curriculum – Art, Music, Drama, Dance

-wanted to update the topic bundles we currently provide.

Our colleagues said:

-colourful semantics training was well received, but timing of this didn't allow time for maximum impact on learning. Continue to develop this approach next session through NCCT teachers.

-Topics and IDL could be refreshed, particularly for composite classes. Ideally colleagues would like to see a 3 yearly cycle to provide appropriate breadth and depth.

-More emphasis on DYW. Seek opportunity to re-introduce Career's Week

-Opportunity to evaluate the programmes and resources we currently use to support learning and teaching – assessment of

-Identified need for update/refresh of PE pedagogy and requested training in PE specifically.

Our parents said:

-More opportunities to be involved in the learning and teaching - Best of Buchanhaven assemblies, Open Afternoons, Stay & Play type activities.

-More regular opportunities for hearing about pupil progress (although we recognise that Evidence Me has a current DPIA issue which is being rectified)

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: 5

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

How well are you doing?

What's working well for your learners?

Our pupils said:

-Almost all of us are able to demonstrate our RAIR behaviour expectations. This means we can feel safe, happy and successful in school.

-Our behaviour policy helps ensure that people are treated fairly and appropriately. It is linked to the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively.

-In our HWB we learn about diversity and making everyone feel welcome here. There are sometimes assemblies on this too.

-The majority of pupils recognised having input from a well-being coach

-Less than half of pupils identified receiving specialist input from Community Liaison Officer (P6 & P7 only)

-The majority of pupils recognised opportunities to learn new skills via after school/lunch clubs

Our colleagues said:

-The school ethos and values positively contribute to a shared understanding of inclusion.

-Pupils who need extra help with well-being are identified promptly and provided with relevant pathways.

-The Nurture, PSW, AFCCT, PFCCT and family link workers all work together to

-Various supports from tracking including Nurture, sfl, AFCCT, etc. Multi agency support coordinated and shared effectively with all stakeholders.

-Inclusive ethos deeply embedded in all members of staff across the school and appear evident in all classrooms.

-PEF pupils being provided with iPads in order to make sure they can access work at home and in class.

-Utilised mccrone to build relationships at the start of the year.

-Children who may struggle have the chance to come in and meet teacher/classroom on inservice day, meet the teacher day, relevant info passed onto next year teachers,

-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.

Our parents said:

-Buchanhaven provide a wide range of support for families and pupils.

-Well-being coaches have had a big impact on pupil engagement with learning – particularly related to pupils dealing with bereavements and anxiety.
-The updates to the reports, which now show if pupils are receiving support, on track or exceeding expectations is a positive change. Most parents feel comfortable asking class teachers what they can do to support their child.

How do you know?

What evidence do you have of positive impact on learners?

Our pupils said:

-We all learn about SHANARRI in our HWB. We can describe the ways in which these indicators are being met at home and in school.
-The majority of pupils recognised having input from a well-being coach
-Less than half of pupils identified receiving specialist input from Community Liaison Officer (P6 & P7 only)
-The majority of pupils recognised opportunities to learn new skills via after school/lunch clubs
-Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately
-Our HWB programme promotes our understanding of physical, mental and emotional wellbeing and supports us to develop kindness, self-respect and respect for all others.

Our colleagues said:

-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 pupils have an online chronology via Seemis which is updated regularly and accessible by all school staff.
-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
- Focus weeks (specifically Multi-cultural week) provides a good opportunity to explore diversity,
-Outdoor spaces are used effectively and are well timetabled so all classes have the same opportunities
-All teaching staff have been given training on outdoor learning and are aware of the academic and well-being benefits.
-At the start of each year all classes look at the UNCRC and we are required to have them shown in all classrooms. In almost all classes these are linked to classroom charters and expectations.
-Nurture training and emotions coaching has been completed by almost all staff in session 22/23 to support pupils.
-Outside agencies such as school nurse, school counsellor, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
-PSW's completed Lego "Think Brick" training and LiAM trained and use this to support targeted pupils and families.
-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.

- PSW, PFC and AFCCT support. Timetables regularly changing to reflect current needs of the children. Support is targeted to pupil need and is regularly reviewed to ensure effective use of resources and maximise impact.
- The ASL & Nurture teams work closely with class teachers and SMT and respond promptly to pupil need. Opportunities for dialogue informally and through tracking meetings held with SMT.
- Children enjoy our whole class reward system linked to the school values and climate for learning policy.
- Assemblies celebrate pupils consistently showing our values in class and in the playground. Hot Chocolate opportunities termly allow pupils to celebrate success and share their learning with SMT.
- Emotion coaching and child protection training has allowed almost all staff to act quickly and know what to do if an incident occurred.
- Outdoor learning/loose part play continues to allow pupils opportunities to be creative, learn and in many cases, met well-being needs.

Our parents said:

- Happy with the range of supports, access to professionals that Buchanahaven provides. Those families involved in the CPM process were confident that this is being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Happy with the links with local churches (assemblies) police, fire station, CLO's. Parents have joined staff in completing bikeability training (April 23)
- Children's successes outside of school are regularly celebrated.
- School displays very much re-inforce the RAIR values

**What are you going to do now?
What are your improvement priorities in this area?**

Our pupils said:

- Continue to learn more about what makes us the same and what makes us different.
- Opportunities to work towards a school or individual award: John Muir, RRS, Eco etc

Our colleagues said:

- Embed Equality & Diversity policy
- PSA training on emotion coaching and restorative practice to support consistency in approach for meeting all pupil needs.
- Continue to build partnership and programme offered by well-being coach. Build capacity as a team to ensure the needs of all pupils are met. Number of pupils requiring targeted interventions has increased over the last two years.
- Refresh behaviour policy – 3 year cycle of improvement.

Our parents said:

- Support school to achieve an award to recognise good practice in place for Nurture/Eco/RRS etc
- Continue to support school developments which will benefit all pupil and staff well-being.

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

How well are you doing?

What's working well for your learners?

Our pupils said:

- assessment results help us know what we need to do to improve our learning.
- we are beginning to develop confidence in talking about our learning, strengths and areas to improve
- Senior pupils felt they experienced an increase in expectations and were able to identify the opportunities for challenge, specifically linked to TJ Level 3, which some of our P6 & P7 attempted this session following investment in this resource.
- pupils that need extra support can spend time with the well-being coaches, PSW's and Nurture team.
- our learning successes are celebrated by our teachers in class, we can also go to the office and share with SMT for stickers.
- successful learning is shared on our social media channels for parents to see
- our wider achievements are celebrated termly in assembly.

Our colleagues said:

- assessment results are used to put pupils onto appropriate pathways.
- moderation opportunities have been provided by SMT and Cluster to continue to support developing confidence with achievement of a CfE level.
- achievements in and out with school are recognised regularly in assemblies and social media channels
- wider achievement clubs provided all pupils the opportunity for developing skills and talents. For many of our pupils this provided the opportunity to try new activities.

Our parents said:

- we are able to nominate our child/ren for wider achievement success termly and feel comfortable sharing this with the school.
- we enjoy seeing our child/ren being praised on social media for learning success
-

How do you know?

What evidence do you have of positive impact on learners?

Our pupils said:

- They enjoy opportunities to share their learning around the school. They enjoy being photographed for twitter.
-

Our colleagues said:

- There is a positive picture of attainment for Buchanhaven School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- 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 TMR 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 regularly reviewed for impact.
- All classes are observed regularly, peer observations are planned for and there is consistency in practice across the school
- Whole school action points and development work is shared through pupil council work. Pupil council complete self-evaluation activities and assist SMT during lesson observations and quality assurance sessions. There are further opportunities for P7 pupil leadership through buddies and supporting around the school, volunteering at events.
- P6 pupils also have had opportunities to take ownership and share their learning through shared learning with P6 supporting ELC with Coronation Tea Party Events for Senior Citizens.
- Partnership working with community groups such as Brave Woodlands, Aberdeenshire Ranger, Aberdeenshire Sailing Trust, Peterhead Football Club, PJ Coutts Fitness, NB Fitness, Buchanhaven Heritage, Peterhead Rugby Club, Chance to Shine Cricket, YMI, CLD links with Peterhead Academy.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through our life skills programme.
- Tracking of attendance and latest. SMT monitors this in line with current Aberdeenshire Council policy.

Our parents said:

- The number of pupils that were accommodated at after school activity clubs was really encouraging. We were happy to provide funding for resources to support these. There was a wide range of activities available for pupils to choose from.

-

What are you going to do now?

What are your improvement priorities in this area?

Our pupils said:

- opportunity to review TJ Maths assessments – it's too long!
- can we celebrate learning success in assembly ie: reading, spelling, writing, maths, French certificates

Our colleagues said:

- Continue to develop after school and lunchtime club options.
- Continue to provide opportunities to engage in moderation across cluster to develop staff confidence with achievement of CfE level.

Our parents said:

- We will support the school to continue to provide after-school club/lunch club opportunities for pupils.

PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p><u>Curriculum</u> From data, it can be concluded that interventions for reading, writing and maths should have a positive impact on attainment for those pupils identified and being targeted on a daily basis.</p> <p><u>Attendance, Lates and Exclusions</u> Whilst most FSM children have an attendance rate of 85% or above and low levels of late arrivals, this has been since the introduction of our breakfast club. It is therefore imperative that this continues to full capacity as the global cost of living crisis continues to affect our families and community.</p> <p><u>Wider Achievement</u> For almost all of our free school meals pupils, their only access to wider achievement is through clubs and opportunities organised and provided by the school, including school holidays where this has been possible.</p> <p><u>Summary</u> Improve teaching and learning experiences, using PSA allocation, thus leading to improved attainment in Literacy and Numeracy. Classes will be able to provide PSA daily programmes and targeted support following the identification of learning gaps.</p> <p>Support pupils' wellbeing using the Pupil Support Worker and the school nurturing principles to plan interventions leading to improved resilience, wellbeing and attendance. Opportunities for wider achievement will also be supported with PSW after school clubs.</p> <p>Improve pupil and family engagement, participation, learning and wellbeing. This will be a key focus now that Covid-19 restrictions have eased for the next school session. Including opportunities of holiday clubs and supporting wider achievement.</p>								
<p>Expenditure</p>	<table> <tr> <td>PSW x1 FTE</td> <td>£40,000</td> </tr> <tr> <td>PSA x2 FTE</td> <td>£20,000</td> </tr> <tr> <td>Wider Achievement</td> <td>£10, 000</td> </tr> <tr> <td>Well-being Coach - PFCCT</td> <td>£18, 200</td> </tr> </table> <p>Intervention 1 – PSW (1xFTE)</p>	PSW x1 FTE	£40,000	PSA x2 FTE	£20,000	Wider Achievement	£10, 000	Well-being Coach - PFCCT	£18, 200
PSW x1 FTE	£40,000								
PSA x2 FTE	£20,000								
Wider Achievement	£10, 000								
Well-being Coach - PFCCT	£18, 200								

- Identified pupils will develop self-esteem and resilience, showing improvement in peer relationships and ability to cope in conflict.
- Identified pupils across all stages will have improved attendance and punctuality demonstrating to an average of at least 90% attendance. (current average)
- Identified pupils across all stages will demonstrate a 20% increase in improved punctuality.
- Further reduced whole school exclusion rates to a maximum of 1 per session (current 1)
- Identified pupils will be fully included and will be able to self-regulate, using skills taught to managing their behaviour.
- Identified pupils will have the opportunity to participate in an extra-curricular activity and seek thrive in wider achievement experiences

Intervention 2 – PSAs (2xFTE)

- All identified pupils will know their targets and work towards their next steps in learning
- All pupils will have improved attainment over time, aiming to close the gap over a period of 3 years (this moving on to year 3)
- By 2024: 80%-90% of pupils will attain national CfE levels of attainment in Literacy and Numeracy, across all deciles.

Intervention 3 - Wider Achievements

- All identified pupils will participate positively within different contexts within and out with the school.
- All identified pupils will engage in out of school activities, leading to increased participation in activity, development of new skills and improved learning.
- All families of identified pupils will have increased opportunities to participate in activities and develop new skills.
- Increase attendance of identified families at Parents' Evenings/Reporting opportunities to 75%
- Identified pupils being further supported by their families will lead to all round improvement – both wellbeing and attainment.
- Increase access to food during holiday periods, thus decreasing financial pressures on parents.

Intervention 4 – Well-being Coach - PFCCT

	<p>Working with class teachers and pupils in senior classes, with a well-being programme has been run to support pupils to develop a positive growth mindset, resilience, compassion and empathy which will provide them with valuable skills for life and learning.</p> <p>Support has also been provided to model positive play experiences in the senior playgrounds supporting pupils to problem solve issues in a more positive, safe and empathetic manner.</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Intervention 1 – PSW (1xFTE)</p> <ul style="list-style-type: none"> • Identified pupils will develop self-esteem and resilience, showing improvement in peer relationships and ability to cope in conflict. • Identified pupils across all stages will have improved attendance and punctuality demonstrating to an average of at least 90% attendance. (current average) • Identified pupils across all stages will demonstrate a 20% increase in improved punctuality. • Further reduced whole school exclusion rates to a maximum of 1 per session (current 1) • Identified pupils will be fully included and will be able to self-regulate, using skills taught to managing their behaviour. • Identified pupils will have the opportunity to participate in an extra-curricular activity and seek thrive in wider achievement experiences <p>Intervention 2 – PSAs (2xFTE)</p> <ul style="list-style-type: none"> • All identified pupils will know their targets and work towards their next steps in learning • All pupils will have improved attainment over time, aiming to close the gap over a period of 3 years (this moving on to year 3) • By 2024: 80%-90% of pupils will attain national CfE levels of attainment in Literacy and Numeracy, across all deciles. <p>Intervention 3 - Wider Achievements</p> <ul style="list-style-type: none"> • All identified pupils will participate positively within different contexts within and out with the school. • All identified pupils will engage in out of school activities, leading to increased participation in activity, development of new skills and improved learning.

	<ul style="list-style-type: none"> • All families of identified pupils will have increased opportunities to participate in activities and develop new skills. • Increase attendance of identified families at Parents' Evenings/Reporting opportunities to 75% • Identified pupils being further supported by their families will lead to all round improvement – both wellbeing and attainment. • Increase access to food during holiday periods, thus decreasing financial pressures on parents. <p>Intervention 4 – Well-being Coach – PFCCT (1xFTE)</p> <p>Working with class teachers and pupils across all stages and classes, to support pupils to develop a positive growth mindset, social, emotional and mental well-being and be more engaged in their classroom learning. Also supporting pupils to provide opportunities for them to gain valuable skills for life and learning (DYW).</p> <p>Support has also been provided to model positive play experiences in the senior playgrounds supporting pupils to problem solve issues in a more positive, safe and empathetic manner.</p>
<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Learners are raising their awareness of their emotions and how to manage them, utilising safe spaces and trusted adults. This is allowing them to engage in the coping strategies they are working on and participate in their day-to-day learning.</p> <p><i>Use of qualitative data for HWB: Boxall profiles; SHANARRI wellbeing indicators</i></p> <ul style="list-style-type: none"> • <i>Use of quantitative data: Attendance and Punctuality tracking</i> • <i>Use of quantitative data: Exclusion information from SEEMIS</i> <p><i>Tracking after school clubs/wider achievement</i></p> <p>Daily programmes and targeted support for individuals are closely tracked and monitored to measure learner progress and continue to ensure timely interventions.</p> <p><i>Use of quantitative data: SNSA data and CfE levels</i></p> <ul style="list-style-type: none"> • <i>School tracking and monitoring, assessments, data analysis</i> • <i>Use of benchmarks to assess CfE levels – ACEL reporting</i> <p><i>Wider achievements</i></p>



Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, 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, our community and other professionals, to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1 :</p> <ul style="list-style-type: none"> To improve attainment in Writing, following end of year data pack evidence. Maintain improvements in attainment in Maths following positive progress in session 2022/23 	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> -Assessment results from session 2022/23 -Teacher feedback from session 2022/23 -Attainment tracking from session 2022/23 -QA completed by SMT -SNSA feedback @P1, P4 & P7 session 2022/23 			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> Embed revised learning, teaching and assessment statement in classroom practice. Create consistent expectations across stages for AiFL and feedback, for Literacy & Numeracy. Use targeted support opportunities (SMT led and delivered) to target data trends to make positive changes in pupils achieving expected CfE level in Writing (P5, P6) Use NCCT team to deliver colourful semantics across early, first and 	<p>All Staff</p> <p>SMT to lead and deliver</p>	<p>On going</p> <p>By TP2</p>	<p>Pupils will be more confident in talking about learning and next steps.</p> <p>Increased opportunities for pupil progress, increased pace and challenge.</p> <p>More pupils achieving the expected level (first) by February 2024</p> <p>Increased number of pupils working at the expected level in writing (June 2024)</p>	

<p>second levels to continue to improve writing at sentence level.</p> <ul style="list-style-type: none"> • Provide opportunities for colleagues to peer observe and assess Writing • Review learning, teaching and assessment of pupils who are working at Third Level in Literacy & Numeracy • Monitor termly progress in Maths through use of assessment spreadsheets, Big Maths tracking (on-line) and Pupil Tracking Meetings. • Consider use of targeted support slot/team being re-directed to Numeracy should SMT consider this necessary. 			<p>Increased colleague confidence in delivering highly effective learning experiences in Writing.</p>
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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<p>QI 2.7: Partnerships</p> <p>Priority 2: To continue to improve parent, pupil and partnership engagement following the covid-19 impacted recovery period, with specific focus on community engagement</p> <p>-stakeholder consultation & 3 year review of VVA, Climate for Learning, Homework Policy</p>	<p>Data/evidence informing priority:</p> <p>TSISS Project trio work SQUIP feedback – pupils, parents, colleagues Wider Achievement nominations - parents PEF Budgets/development work - PFC Children's University has ended – new product ready for 23/24 Successes & Feedback of Outdoor Christmas events 2022</p>
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<ul style="list-style-type: none"> - continue to develop programme provided by PFCCT -re-establish community partnership links following covid -19 recovery -pupil/parent/community clubs – lunch & after school -expand upon Buchanhaven Brunch, Stay & Play -increased pupil achievement in John Muir/Dynamic Youth awards/Bikeability/ 				
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Continue to develop the programme and partnerships provided by well-being coach – PFCCT.</p> <p>Review partnership links in the local community and develop opportunities to become more involved in learning experiences across the school.</p> <p>Continue to develop opportunities for after school/lunch clubs. Consider opportunities for pupils and parents to lead some of these by sharing skills with other pupils.</p> <p>Continue to seek opportunities to engage our families and wider community in the life of the school ie: similar opportunities to stay & play, brunch etc.</p> <p>Include stakeholders in 3 yearly review cycle of: VVA, Climate for Learning Policy, Homework Policy</p>	SMT	On-going	Increased attainment, attendance for pupils targeted.	
SMT	Term 1	Increased engagement with community demonstrated through IDL/topic work		
SMT, Colleagues Pupils, Parents	Term 1	Increased engagement with community.		
	On-going	Increased parental engagement with improvement priorities.		
	Term 1 - Term 3			

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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 3:</p> <p>2.2 - Curriculum</p> <p>To improve pupil progression and skill development in wider curriculum, beyond Literacy & Numeracy</p> <p><u>Update:</u></p> <p>IDL</p> <p>Digital Literacy</p> <p>DYW</p> <p>Learning for Sustainability – link to John Muir/Dynamic Youth</p> <p>-increased pupil achievement in John Muir/Dynamic Youth awards/Bikeability/</p> <p>Outdoor Learning Development – Year 3</p>	<p>Data/evidence informing priority:</p> <p>-Teacher Feedback - SQUIP 22/23</p> <p>-Pupil Feedback – SQUIP 22/23</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact?</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p>

			(Measurements of success)	Not Achieved
<p>-Establish an IDL calendar for the school year, link with current focus week opportunities.</p> <p>-At colleague request, create working groups to refresh:</p> <p>-Topic planners, particularly for composite classes. Suggestion of a 3 yearly cycle to provide appropriate breadth and depth.</p> <p>-ICT Curriculum and identify appropriate assessment opportunities, Digital Leaders</p> <p>-Raise profile of DYW and skills linked to classroom learning experiences, organise Career's Week</p> <p>-Continue with Outdoor Learning Strategic Improvement Plan – Year 3 to include:</p> <ul style="list-style-type: none"> * Literacy & Numeracy * Learning for Sustainability * John Muir Award opportunities 	<p>SMT</p> <p>SMT, Colleagues Pupils Parents Partners</p> <p>SMT</p> <p>Colleagues LTL training,</p>	<p>Term 1</p> <p>Term 3 (trial with some classes)</p>	<p>Increased opportunities for pupils to talk confidently about progress in wider curriculum</p> <p>Increased opportunities for colleague leadership</p> <p>Increased opportunities for pupil leadership</p> <p>Increased opportunities for pupils to experience success outside of the classroom.</p>	

Wider Achievements

- Children In Need
- The Poppy Appeal
- Red Nose Day
- Macmillan Coffee Morning
- CLAN Cancer - The Big Hop Trail
- Seasons for Growth

Wider Achievement

Our school was nominated by a parent to be sponsored to design and create a mini Moon gazer hare ceramic statue, through partnership with Hellmann WorldWide Logistics and CLAN Cancer Charity. This statue is currently on display outside Macbi Community Centre, Mintlaw as part of the Big Hop Trail.

Our pupils Wider Achievements are regularly celebrated at Buchanhaven School via our various social media accounts. A Wider Achievement Assembly focus has taken place termly to recognise and celebrate the wide range of successes our pupils experience out with our school building. Further to this, staff share any successes they have been made aware of, on our social media channels. Despite the earlier covid restrictions, many pupils regularly celebrate and share achievements with local community groups, competitions and personal achievements outside learning.

Our parents and carers play an active role in supporting us with recognising these achievements. By engaging with online forms through our website and Group Call system, they are able to nominate their child/children to be included in these assembly opportunities. We look forward to being able to return to some of our more traditional activities to include our parents, partners and wider community.

Memories are made of this:

- A wide range of free extra-curricular clubs and activities was provided by our staff team in term 1, 2 & 3. Almost 300 pupils were provided with a space for these.
- Our Choir entertained local care home residents and sang at the Christmas Lunch event at Balmoor Stadium. They also performed at our Scots Night.
- Our Pupil House Captains and our P7's have continued to lead the school in demonstrating our RAIR school values when supporting younger classes and pupils around the school at key, high profile events. This year they have been recognised via the Junior Leadership Scheme.
- Our classes have been on trips and visits in our local area, including the local library, museum, harbour, parks, woodland and town centre. We have also visited our local beach and green spaces to enhance our learning.
- Almost all our P7 pupils have had the opportunity to experience either a residential trip (3 day) or a local activity (2 day) which allowed them to develop critical skills for life and work.

Wider Community Links:

- Our parents/carers and partners have enjoyed increasing access to the school to participate in learning, community support events and our traditional calendar of seasonal activities. Unfortunately, damage to our school roof has meant opportunities for this have been limited since February 2023.
- In term 3 & 4, a group of up to 16 pupils, from P4-P7 have visited a variety of local businesses and activity providers in Peterhead and the Buchan area to develop a range of skills on Friday afternoons.
- AFCCT provided the opportunity for 20 pupils to attend Cormack Park in June and compete in AFCCT Champions League football friendly matches and STEM activities.
- We have celebrated the successes of several successful school football teams, from across the stages. Many of these are coached by parents.
- Our Parent Council and Fundraising committee have been able to recommence fundraising activities. They are empathetic and sensitive to our families who may be more vulnerable and discretely provide free ticketing or entry to events. This session they have provided funding for our pantomime trip and resources for our after-school clubs.
- ELC continue to visit the local community throughout the school year through their Welly Wednesday trips.

