



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

School Forward

Dunnottar School - Forward

We are pleased to present both our Standards and Quality Report for Session 2021/22 and our School Improvement Plan for the current session 2022/23. 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 Dunnottar 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 Dunnottar 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.

Karen Johnstone

Head Teacher

Context of the School

The first Dunnottar School was in existence at the end of the 17th Century and the second school from 1853-1889. The decision to build a new school was taken by the Dunnottar School Board in 1886, and the site chosen was the garden of the “Dominie”: the name then given to the master in charge. This put the present school across the other side of the High Street, almost directly opposite the second school, which, until its demolition in 1984, had been used by the pupils for physical education, and as a Drill Hall by the Army and latterly by the District Council as a store.

The school is situated in the old part of Stonehaven. It serves the children from the old town of Stonehaven and the rural areas around Stonehaven. The Glenury and Braehead estates are included in our zoned area. On leaving primary school the pupils transfer to Mackie Academy.

The school roll for session 2021/22 is 163 pupils. We have a Nursery based on the Carronhill campus which can take up to 16 children per session. The current Head Teacher took up post in August 2021. The whole school community is actively engaged with Aberdeenshire Council’s Learning Estates Team to develop plans to build a new school now being approved with a provisional completion date of 2025.

This session we have 8 classes. Our team consists of 5 full time class teachers, 6 part time class teachers, 2 probationer teachers, 7 PSAs, an Administrator, 1 part time Admin Assistant, 6 Catering Staff Members, 2 School Crossing Patrollers, 2 Cleaners and a Janitor (all of whom are part time). The school shares ASL staff with the cluster, currently there is one part time members of staff working with the school to support learning totalling 3 days. Non-class contact is covered internally.

Dunnottar School provides education for children aged 3 –12 from Nursery to Primary 7. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children.

We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement.

Values and vision of the school

School Motto – **We Shine**

We are **Welcoming**, We are **Determined**, We **Respect**, We **Explore** – **We Shine**

At Dunnottar School, we endeavour to be a Centre of Excellence, where children can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development. We recognise the benefits to the pupils of parents/carers and staff working together for the all-round development of each child.

Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.

We encourage pupils to take responsibility within the school. This allows them to have a say and contribute to the life of the school as effective contributors. Some of the ways that we do this are:

- Buddy Schemes - P3 pupils are paired with P1 pupils they help them to settle into school life.
- Olly's Helpers (Playground Support) – are trained by Active Schools in the Young Leader Award and teach younger children to play co-operatively.
- ECO Group/Allotment Committee - help the school become more environmentally friendly.
- Pupil Council/RRS Group – represent their class when making decisions linked to school improvements.
- Charity Group - make decisions about charity events. This year we are focusing on raising awareness as we are observing the need to support our community with the Cost of the School Day.
- House Captains, Vice Captains and Prefects – lead whole school events and support the Head Teacher with school visitor tours and during community events, as well as having specific weekly tasks which support the running of the school.
- Digital Literacy Leaders – help to deliver important messages on internet safety, help support the use of ICT across the school.
- Library Committee – share suggestions for ongoing school Library improvements.

Ethos, community links and partnerships

Community links are a valued part of school life. Dunnottar School has a very supportive 'Parent Voice' group and an active 'Parent Teacher Association' (PTA) as a sub-committee. Dunnottar School's 'Parent Voice' group is made up of twelve parent members who are voted, through election every year, by the parent community. One members of staff supports the 'Parent Voice' Group and the Head Teacher acts as adviser to the committee. These groups support improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.

We offer many opportunities for our learners to enjoy first-hand experiences outdoors. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. We regularly visit the Library, Dunnottar Woods, Mineralwell Park, the school's allotment next to Baird Park, the beach and Stonehaven Harbour. We also regularly use Stonehaven's Town Hall (currently being used as a vaccination center), Stonehaven's Leisure Centre and St Bridget's Hall to support the delivery of Expressive Arts and HWB. We also have many business links which help to develop our young workforce, preparing our pupils for the world of work.

We are a "Rights Respecting School" and are very proud to have achieved the Gold Level: Rights Respecting accreditation, in June of 2019. We are working toward our next Eco-Schools Green Flag in recognition of excellence in environmental action and learning.



We Shine



We are welcoming



We explore



We respect



We are determined

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 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
<p>Continued focus on school life, learners wellbeing, and rebuilding positive relationships.</p>	<p>Plans, interventions and provisions responsive to individual circumstances, in partnership with all stakeholders. Intentional and Responsive Planning developed in the Early Years to support positive social skills, early development and relationships Parental and Learner surveys issued to gather views including questions related to reporting, communication and learning and teaching. Termly wellbeing webs completed by children to ensure a continued focus on this area. Collegiate meetings and planning and tracking meetings with staff to evaluate progress being made.</p> <p>Further development of Staff understanding of supporting behaviour through the delivery of Crisis Aggression Limitation Management and input from the Educational Psychologist.</p>	<p>Termly tracking and pastoral updates with class teachers ensured support was targeted appropriately. Minutes from Additional Support for Learning Parent Consultations evidenced the impact of interventions on learning and wellbeing. Learning webs evidenced progress made with learners. Parent and learner led reporting ensured parents are aware of the progress their children are making.</p> <p>Strategies and protocols in all classrooms building on next steps set from the training sessions. Reduced number of incidents of playground conflict. Young leaders supporting low level conflict through leading play and learning about Restorative Approaches to resolving differences.</p>

Improving Literacy attainment	<p>A focus group worked on developing Wraparound Spelling programme to improve teaching, learning and assessment of spelling in P2-7.</p> <p>Fine Motor and Phonological Awareness assessments in the lower stages to ensure support for learning is allocated</p> <p>Draft writing guidance for Primary 1 and Primary 2-7 will be in place by the end of the academic sessions.</p>	<p>Wraparound spelling has now been introduced in P2 – 7</p> <p>Draft writing policy is in place to ensure consistency of planning throughout the school</p> <p>Jotter sampling evidenced teacher and self-evaluation of writing</p> <p>Writing marking guides introduced to jotters</p> <p>Free writing slot introduced to promote enjoyment of writing for prolonged periods</p> <p>Technology to support reluctant writers introduced to all staff.</p>
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How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

QIs considered:

**Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- During session 2021-2022 all stakeholders have been involved in the review and of the vision, aims and values of Dunnottar school. (Our school motto 'We Shine' and our school mascot 'Olly the Otter' continues to promote the key values we feel are important.)
- All staff have a clear knowledge of the social, economic and cultural context of the school community. They know pupils and their individual circumstances well.
- All staff are actively involved in improvement planning & school development work. Staff regularly audit practice to inform next steps for improvement. All staff members are involved in the evaluation of progress and the identification of future priorities.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Following an unsettled period due to the pandemic Dunnottar school are refocussing pupil voice to ensure this links explicitly to ongoing school improvement.
- The Head Teacher makes use of the expertise of cluster Head Teacher colleagues and QIO in order to inform next steps in planning for improvement.
- A range of approaches are used to gather views and ideas from parents/carers and other stakeholders in order to further improve the school. (Technology based systems such as forms and Mentimeters, wordles etc, short life working groups and individual meetings).
- All staff fully understand the value of self-evaluation and improvement planning. A culture which promotes a need for a shared vision for change and improvement which is meaningful and relevant to the context of the school within our community has been established.
- All stakeholders are encouraged to share their views and influence school improvement.
- The school is involved in a self-improving school partnership which will be reinstated in sharing practice for session 22-23.
- Regular CLPL opportunities are offered to staff. Staff are actively involved in CLPL activities linked to improvement planning.
- As a school we ensure that self-evaluation looks both inwards and outwards giving consideration to both the local and national agenda. We protect time for professional dialogue, collegiate learning and self-evaluation.
- Dunnottar school are developing an ethos of leadership at all levels in existence across the school. Opportunities have been available to lead developments in literacy and numeracy throughout the school year.
- In order to ensure continuous improvement all teaching staff and PSAs engage in

yearly reviews through Professional Review and Development or Corporate Appraisal as appropriate. Teaching staff reviews are conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.

- Our tracking of attainment, using data linked to SNSA and Curriculum for Excellence levels, allows us to evaluate work carried out and identify priorities for future development.
- Dunnottar school continue to develop the curriculum offer for all pupils. Areas for development this session include vision, values and aims, learning for sustainability and using technology to support and enhance learning.
- Our learners have contributed significantly to the life of the school. Pupil leadership groups took place this year but there is a recognition that this work could be more focussed. Plans are in place to take this forward in session 22-23.
- Pupils have opportunities to contribute to school improvements through participation in 'Pupil Voice Groups'.
- Throughout the session despite the challenges of the pandemic, very good engagement and links have been re-established with local community/ businesses/groups. (Examples – Stonehaven Local Learning Community Partnership, Community, Learning and Development, Round Table, Local Churches, Aberdein Considine, Stonehaven Lions, Specsavers, RNLI, PILLAR, Castle Custodians, Flood Protection Team.)

How do you know?

What evidence do you have of positive impact on learners?

- Updated 'Vision, Values and Aims' visual. Evidence gathered during its creation, reflected strong agreement regarding our shared values from staff, parents/carers and pupils. All staff strive to ensure they have high expectations of all learners and themselves.
- Clear audit cycle calendar is used effectively to plan for improvement. HGIOS 4 & HGIOURS ('Wee' HGIOS) are used to evaluate progress. Across the school evidence gathered through self-evaluation processes is being used to identify areas for improvement.
- Collegiate meetings held/ minutes.
- Evidence in a variety of forms. 'You said, we did...' approach used to inform stakeholders of progress.
- All stakeholders are involved in school audit processes. All pupils, staff, parents/carers are asked to contribute to ongoing improvements as well as the annual audit.
'Where are we now?'
'Where do we want to be?'
'You said....we did....'
- Improvement planning is regularly reviewed to consider impact/next steps and adaptations.
- Continued work with our VSE partners. Strong working relationships have been formed. A walk through will be planned for the start of session 2022/23.
- 'Visible Learning' examples for peer monitoring/support have been used effectively. A clear focus on quality feedback has been consider when peer monitoring.
- 'Visible Learning' cluster wide CLPL programme has been successfully undertaken

for the last three years (paused due to Covid 19 pandemic).

- Action plans created by teaching staff when leading improvements. Leadership at all levels is actively encouraged across the school and opportunities were identified at our recent PRD meetings.
- Regular CLPD events are offered and in line with professional development needs. Links to both whole school improvements & PR&D discussions. Feedback sought from attendees.
- See minutes from meetings linked to GTCS Standards for Career-Long Professional Learning & Leadership & Management.
- Robust tracking systems and termly professional discussions focus on pupil progress, pace and challenge.
- A clear focus on target setting and feedback has further up levelled statements linked to next steps, on Seesaw, our profiling tool. Pupils can articulate the next steps in their learning.
- Clear planning formats and fully collegiate approaches regarding any developments and improvements have resulted in consistency across the school. 'Vision, Values & Aims' visual – Updated January 2020.
- Wider achievement tracker sheets record extra-curricular & leadership information. Staff use this information when offering 'one-off' experiences.
- Positive impact on the whole school regarding pupil engagement during 'Pupil Voice Group' sessions.
- Pupils have really benefitted from local business & community links, many organisations supporting local context led topics.

What are you going to do now?

What are your improvement priorities in this area?

- Launch refreshed values and aims and embed this in the daily life of the school to secure the best possible outcomes for all.
- Pupil voice and leadership opportunities will be further developed to ensure their participation in school life and improvement priorities.
- Continue to support the development of leadership at staff level through roles identified through PRD processes.

How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

QIs Considered:2.3

Level of quality for core QI:

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

How well are you doing?

What's working well for your learners?

- Dunnottar school has developed a positive learning environment which is built on nurturing relationships with high expectations. Learners are very proud of their school.
- All pupils at Dunnottar are aware of their rights and responsibilities and almost all can talk confidently about this. As a Rights Respecting School we have achieved UNICEF 'Gold Award' level accreditation (2019).
- All class teachers have contributed to a shared understanding of our vision, values and aims.
- Everyday language used across the school links clearly to our vision, values and aims. Each session expectations are reviewed with all staff to ensure there is a shared understanding across the school.
- All class teachers regularly refer to our shared language of learning characteristics, 'Olly's Family'.
- Through formative assessment techniques pupils have opportunities to talk about their learning. Our 'Seesaw' profiling tool is used to share learning.
- Pupils demonstrate a positive attitude to learning and are keen to improve. Pupils are encouraged to develop as reflective learners.
- 'Olly's Family' are used to further develop specific learning characteristics, in a way young children can relate. (Practicing Penny, Independent Izzy etc...)
- In everyday classroom practice pupils are given opportunities to lead their learning. This is supported using 'Big Questions' and flexible groupings.
- All teaching staff have engaged in Visible Learning to continually review/develop their practice. During session 2020-2021 this work was complimented through pupil voice around, 'What Makes A Good Learner?' This work will be revisited and reviewed in 2022-2023.
- Almost all pupils show enthusiasm for all aspects of class/school life.
- The HT regularly reviews the academic and pastoral needs of all learners, with a view to ensuring appropriate progress for all.
- The majority of our learners are achieving within or above the expected level for their age and stage in Numeracy and Literacy.
- Planning clearly identifies learning intentions. Class teachers can confidently use skilled questioning to challenge thinking as well as set realistic success criteria. Differentiated programmes of work support learners to reach their maximum potential.
- The skills and experience of our ASL staff are used well to support pupils in class by offering advice and guidance, by team teaching, by creating individualised programs of work and when developing IEPs.
- Very good use of PSAs and ASL staff to support learners to reach their maximum potential.
- Pupils requiring support or challenge receive targeted support from CT, PSA and ASL staff.
- All class Teachers have a very good knowledge of each child in their care, and their learning needs. All staff work collaboratively with other multi-agency professionals in order to GIRFEC.
- All teachers plan collegiately and have developed a shared understanding of CfE levels. They use the Aberdeenshire Progression Frameworks and Education Scotland Benchmarks to support this. The school have also worked to develop a Dunnottar school progression for writing.
- Assessment calendar is in place to support CT professional judgements linked to

'Achievement of a Level' data. Assessment is planned at the outset and is an integral part of the planning process.

- HT has developed a robust Tracking, Monitoring and Review system (TMR) which tracks whole school attainment.
- "Pastoral & Attainment Meetings" give teaching staff an opportunity to discuss improvements/next steps.
- Staff confidently use a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- The school's robust Quality Assurance calendar ensures there is focused attention on monitoring and evaluating learning and teaching. Classes are observed regularly, jotters are sampled, and the same planning formats are used consistently across the school.
- All teachers continue to consider pupils attainment and achievement including predicting pupil progress in Listening & Talking, Reading, Writing, Numeracy and HWB. A range of assessment results are used when tracking CfE levels. Learners are supported and encouraged to achieve to the best of their ability and are assessed using a range of formative and summative techniques. AifL strategies are used throughout the school.
- Standardised assessments in P1, P4 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to establish support for learning needs. Analysis of data also aids discussion around the deployment of resources for identified pupil groups.
- We have an effective system to share standards in curricular areas such as Numeracy & Literacy and Health & Wellbeing. We track pupil progress & attainment in Literacy, Numeracy and Health and Wellbeing. Reading moderation activities have improved standards. (Lexile codes & reading ages used. P1-3 "Find it, prove it, talk about it" cards have been created. P4-7 comprehension strategies taught as a modelling block at the start of each year.) Our 'Reading Working Group' of 2018/19 created resources to aid assessment/moderation discussions.
- Technology is used to support individuals who have barriers to their learning. These individuals become very confident and have agency around particular apps to support their learning. Google Classroom is used to develop learners' skills in their use of ICT in upper stage classes.
- 'Seesaw' online profiling tool is used well across the school to showcase learning.
- The HT promote a growth mindset across our whole school community, with a view to raising attainment for all. Staff training and class sessions on Mindfulness by Sarah Gear were very successful in the past and will be used as we continue to recover and re-engage from the pandemic.
- Through the development of the curriculum outdoor learning will be promoted and developed during session 22-23.

How do you know?

What evidence do you have of positive impact on learners?

- Very regular feedback from school visitors & questionnaire results from all stakeholders indicate that our positive ethos and nurture approaches permeates everything we do. Evidence from QA/ classroom observations highlight that all class teachers promote an environment which encourages positive, respectful relationships.
- The UNICEF rights respecting school award (Gold level) report reflects the strong commitment from the Dunnottar Community to having a clear focus on creating a safe and inspiring place to learn where children's rights are respected.
- Quality assurance processes, including collegiate discussions, show that the 'Learning, Teaching & Assessment' aims illustrated in our statement are consistently followed
- Across the school there is a clear focus on continuous improvement with an aim to providing high quality educational experiences for all pupils. Evidence in a variety of forms including quality feedback on Seesaw/in jotters, & 'Showcase Assemblies'.
- Almost all pupils reflect on their learning using 'Olly's Family' which represent different learning characteristics.
- Quality feedback from teacher and staff have been a whole school focus point this session. Learners now set clear achievable targets for Literacy and Numeracy.
- There is clear evidence of very good relationships and a positive ethos for learning across the school. Evidence through questionnaires and focus groups using HgiOURS.
- Weekly HT tracking "Children to Note", termly "Pastoral and Attainment Meetings", termly HT/ASL meetings. Pastoral Notes online show a clear link with the HT 'Children to Note' records. Next steps are indicated. Also any interventions are reviewed for impact. (See 'Latest Pastoral Notes' online.)
- Raising attainment is central to the work of the school.
- Clear tracking systems:
 - Class teacher tracking sheets (Nov, Feb, June)
 - Termly Pastoral & Attainment meetings
 - Whole school tracking overview (Excel)
 - Attainment cluster review
 - Comparative data using BGE Toolkit
- Evidence from QA (classroom observations & work sampling) show that almost all teachers create lessons which incorporate appropriate Learning Intentions and Success Criteria, are appropriately differentiated and offer challenge.
- Classroom observations & professional dialogue indicate that the clear and well organised ASL systems have a positive impact on learners.
- Robust class tracking systems, ASN overview, Learner Conversation record sheets (ASL), linked to Wellbeing Indicators, show that needs are being addressed and realistic targets are set.
- QA results (work samples, pupil voice groups, classroom observations, professional discussions) demonstrate consistency for our learners.
- Varied learning opportunities are evidenced from Nursery to P7 through 'Seesaw' - online profiling/reporting tool. More recently, positive impact in both Nursery and P1, sharing good practice linked to play responsive learning.
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- Clear action points are established through Pastoral & Attainment meetings. Improvements, targets and next steps are clear. Strong links to ASL meetings. Regular discussions regarding planning & assessments. Standardised assessment data results are analysed and discussed.
- QA evidence informs next steps when planning at individual or whole school level. Team planning sessions are conducted, across stage and/or level.
- Standardised assessment (SNSAs, Emergent Literacy, Salford Reading, SWSTn MaLT etc...) results are in line with professional judgement tracking data.
- Collegiate agreement calendar demonstrates a clear focus on moderation activities and discussions when stage/level planning. Staff have regular opportunities to share practice with a view to continuous improvement.
- QA observations also support evidence that AifL strategies are used in almost all classes throughout the school.
- Minutes from ASL/PSA meetings (formal & informal) illustrate a very good use of expertise and experience to lead training opportunities which improve experiences for our learners.
- Embedded planning processes ensure that consistent systems are used to track progress and forward plan.
- Staff continue to have a strong focus on writing skill development.
- QA classroom observation lessons produce evidence of quality IT use. Seesaw examples highlight regular use in P1 – P7.
- Staff remain strongly committed to our mindfulness journey and plans for session 2022/23 are being finalised. This has a clear focus on mental health.
- Regular use of Dunnottar Woods (temporarily closed following storm damage) & Stonehaven's beach/harbour has greatly enhanced the learning, especially for pupils with additional support needs.

What are you going to do now?

What are your improvement priorities in this area?

- Ensure there is a consistent and agreed understanding of what constitutes high quality learning, teaching and assessment for all at Dunnottar. Through a review of the learning, teaching and assessment statement created in 2019-2020.
- Develop all pupils' ability to share their strengths, progress and next steps and are actively involved in their learning from the planning stage.
- Further develop our curriculum offer to ensure incorporation of outdoor learning, digital skills and different contexts for learning.

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

Relevant NIF priority: All

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

QIs Considered:3.1

**Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- Respect and empathy are embedded in the ethos of the school.
- Aims and values are readily shared and reinforced through whole school assemblies linked to UNCRC, led by the whole staff.
- A clear Health & Wellbeing programme in line with National Benchmarks is in used across Early, First and Second Level.
- We encourage parents to take part in the life of the school through 'Open Events', Assemblies, Curricular Evenings, Stay and Play sessions, Parent Voice Groups and Parent Focus Group meetings.
- Plans are in place to ensure all learners are included, engaged and involved in the life of the school.'
- We have identified and planned work to review and update our behaviour procedures in partnership with pupils, parents and staff to ensure approaches are consistent, fair, inclusive and supportive with the flexibility to support individuals where necessary.
- Restorative practice approaches are used consistently across the school when required.
- Learning is planned to take account of the needs and learning styles of all children.
- Forward plans show clear differentiation in learning targets at all stages from Primary One to Primary Seven.
- There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual Educational Plans for those who would benefit from them.
- Barriers to learning are considered and planned for by using a range of differentiated approaches and targeted support. We plan appropriate support packages for pupils with an identification of Dyslexia. We foster an inclusive practice in every classroom where all learning needs are met through universal and targeted approaches.
- Pupils' needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistants and Additional Support for Learning staff.
- PSAs are targeted to support pupil needs, on a priority basis.
- Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies when appropriate.
- Vulnerable learners are supported by the Intervention & Prevention Teacher & Pupil Support Worker where appropriate.
- Effective team planning with ASL staff ensures all learners' needs are being met. The ASN Overview record sheet is updated termly following discussion between class/ASL teachers and SLT and in line with termly tracking discussions based on assessment

data.

- Global citizenship is reinforced through charity work carried out by pupils across all stages. This is led by the school's Charity Group.
- Our Educational Psychologist is used appropriately when addressing concerns and supporting learners within our school. Informal consultations are used regularly to support teaching staff. Formal consultations support multi-agency working. Other agencies including Health & Social Work provide effective support in order to reduce barriers to learning for our pupils.
- Clear procedures are in place regarding child protection. They are annually reviewed, and all staff are involved in this. All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.
- The curriculum is differentiated to meet the needs of individuals and groups. Technology is used to support learners as appropriate.
- Individuals who require additional support are identified using wellbeing indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners.
- ASL staff undertake the '5 roles of ASL' and liaise closely with colleagues to provide the most appropriate support.
- ASL & Class Teacher discussions focus on equity and inclusion for children with additional support needs.
- ASL staff ensure the 'Dyslexia Friendly Toolkit' is being used to support pupils effectively across the school.
- Staff who have children with ASC diagnosis are working through a classroom checklist to ensure their environment is Autism friendly.
- Our model of curriculum delivery, from P1 to P7, ensures that learners are regularly supported by a range of staff through team teaching, House challenges and curricular focus weeks.
- Visible Learning' training programme has been completed by teaching staff across the cluster. The aim of the training is to maximise impact on learning and achievement by providing practical tools to measure progress in learning.
- HT targets the use of PEF appropriately to ensure pupil need is met.

How do you know?

What evidence do you have of positive impact on learners?

- The UNICEF rights respecting school award (Gold Level) report reflects the strong commitment from the Dunnottar community to having a clear focus on respect and empathy. **Respect** is one of our refreshed values.
- Evidence through quality assurance processes including professional discussions linked to forward planning.
- Through parent forum discussions, parent consultations and questionnaire result parents & carers feel valued and well informed.
- Examples include - Mindfulness group (6 pupils) created our mindfulness boxes found in each class. Pupils, supported by ASL team, were involved in the creation of our 'Otterly Helpful Kits'.
- All classes employ a positive behaviour reinforcement scheme.
- Evidence from planning discussions and classroom observations & work sampling, showcase the effective use of differentiation for pupils to reach their maximum potential.

- ASL records indicate that the staged procedures are being effectively followed in order to meet pupil needs. Any interventions are regularly reviewed for impact and consideration of next steps.
- ASL team provide effective support to class teachers. Class teacher plans and ASL plans show supports in place. Susan Miller (ASL, CT) has recently gained her GTC Professional Recognition for Dyslexia and Inclusive Practice award and has been using her skills to support staff in this area of practice.
- Tracking systems indicate that pupils with an identification of Dyslexia are being well supported.
- Timetables and support plans indicate that a flexible, needs-based approach has been embedded.
- ASN overview record clearly summaries each pupil's needs, action taken to date, next steps and review dates.
- ASL evidence files show that we work as a team to try to 'Get It Right For Every Child.'
- A clear plan regarding the choice of local and national aid organisations that we plan to support, is reviewed annually. 'Charity Leadership Group' led activities, which raise awareness (especially during the cost-of-living crisis) as well as funds where appropriate. We were acutely aware of the impact of fundraising on our families. . Evidence includes certificates and letters of thanks.
- Educational Psychologist - calendar of support, minutes, evidence of CAP assessment, training packages & PATH overviews, showcase the range of ways in which we engage in the Educational Psychology Services to meet pupils needs.
- All staff follow the policy and guidelines linked to Child Protection concerns. Minutes of meetings evidence annual training for all staff.
- Wellbeing Webs & Learning Conversations highlight areas of concern. This information is used effectively to plan appropriate supports.
- Classroom observations & professional dialogue indicate that the clear and well organised ASL systems have a positive impact on learners.
- All staff have a better knowledge & understanding of the needs of individual learners, which impacts positively on internal transitions. Evidence - through discussion.
- All staff have a shared understanding of supporting children with trauma and loss experiences following whole school training from CALM.
- A range of practical tools have been used to produce evidence linked to the four main Visible Learning headings:
 - Know Thy Impact
 - Inspired & Passionate Teachers
 - Feedback
- Tracking sheets which monitor the data linked to SIMD & Free School Meals identifies support needs and how they are currently being met. Spending linked to supports which are associated with Mental Health/Wellbeing are analysed and evaluated by all relevant staff.

What are you going to do now?

What are your improvement priorities in this area?

- Consider the work of Schlechty and Leuven scales to further consider the engagement of pupils in learning.

- Continue to increase attainment and achievement for pupils facing challenges such as those from our most deprived areas, Looked After Children and those pupils with Additional Support Needs.
- Continue to use the expertise of Susan Miller (ASL, CT) to increase the knowledge and understanding for all staff in supporting pupils with an identification of Dyscalculia and other specific learning difficulties.
- Ensure Diversity is highlighted and celebrated. Different cultures/backgrounds are celebrated in class and across the school.
- Continue to draw from qualitative (parental consultation, staff observation etc) and quantitative data (ie recorded incidents) to identify the range of emotional needs across the school community and ensure adequate and timely support is delivered.



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

Relevant NIF priority: All

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

QIs Considered:3.2

Level of quality for QI:

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

How well are you doing?

What's working well for your learners?

- The majority of learners are attaining appropriate levels and we can also share those who are exceeding these expectations.
- Systems are in place for us to consider progress for pupils from prior levels of attainment. The impact of the pandemic is being considered and our analysis of data is supporting next steps to maximise progress for all learners.
- Staff regularly engage in tracking and monitoring of pupil progress, predicted data is also considered for all year groups in areas of literacy, numeracy and health and wellbeing.
- All staff are involved in analysis and interrogation of data at both class and school level.
- Through the interrogation of data areas that require improvement are identified and planned for through school improvement planning processes.
- Dunnottar have robust tracking and monitoring systems in place, pupils progress is regularly tracked
- Data from various standardised tests and samples of children's work inform the professional judgements of teachers on children's progress and attainment.
- Staff support learners who face barriers to their learning to attain expected CfE levels and where they are not, they can demonstrate progress in learning. (Considering own personal targets.)
- As a result of the pandemic staff have considered the impact of Covid 19 on the attainment gap, they have identified the learners most affected and are intensifying support in the short term based on their analysis.
- Universal strategies are available in all classes to support learning.
- Targeted support is planned for based on analysis of evidence.
- Staff are increasingly confident in scrutinising and analysing a variety of data including formative and summative assessment data. They are using it to inform their professional judgement on individual pupil progress.
- Staff have engaged in professional dialogue/collegiate planning which supports all to have a shared understanding of learning and progress made. Stage meetings etc....
- National Benchmarks and local frameworks are supporting effective assessment across the school.
- Through the interrogation of data areas that require improvement are identified and planned for through school improvement planning processes.
- A member of staff (TB) will lead sharing best practice of assessment, tracking (of coverage and attainment) and monitoring systems in school to ensure a consistent approach across all classes. (In Service 2022)

- Pupils have opportunities to develop their leaderships and communication skills. They have opportunities to develop listening skills, to value the opinion of others and make decisions that influence the school environment.
- Pupil participation in activities, groups, clubs and other areas of wider achievement are tracked.
- Opportunities exist for pupils to further develop leadership skills through different areas including, House Captains, buddies, pupil council, Young Leaders of Learning, Eco group etc.
- Children’s achievements are recognised and celebrated through assemblies.
- All staff have a good understanding of the context in which pupils live and considers this in their support of learners.
- Data such as attendance and lateness are monitored to ensure appropriate supports can be considered to support good attendance.
- Cost of the school day is considered across the school.
- PEF is targeted based on needs of identified learners and all interventions planned for are reviewed for impact.
- Universal and targeted support is planned for in order to meet the needs of all learners. This is regularly reviewed for impact.

How do you know?

What evidence do you have of positive impact on learners?

- Robust QA & tracking system are in place. HT tracks attainment, including attainment over time, to pick up trends. They evaluate and use this information when identifying improvement priorities.
- Our School engaged in a cluster wide project to bundle outcomes in Science, Social Studies, Expressive Arts and Technologies within a 3-year rolling programme, focusing on outcomes and skills to ensure a coherent and progressive curriculum which provides breadth and balance. Quality assurance evidence show that teaching staff are confidently planning engaging mini and main topics but these contexts need to be more explicitly linked to the unique context of Dunnottar School community.
- ASL plans, minutes from meetings and tracking data highlight that timely, effective interventions occur.
- Quality assurance evidence ensures that learners have access to ‘Otterly Helpful Kits’ and are supported in their use. Evidence also highlights differentiated teaching strategies are applied in all classes.
- IEPs reflect a collegiate approach to planning. ASL teachers and SLT are all involved in the process of creating IEPs. The IEP evidence showcase that clear targets are set and achieved.
- Feedback from parents and carers state that they feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers, and HT. Parents feel well informed about the curriculum and how they can support their children. Examples include – Seesaw, Newsletters, “HOLT” tasks, open afternoons, Twitter, Homelink diaries, Nursery e-mail system etc.
- Recent parent/carer focus group offered feedback which stated that our induction programmes have a very positive impact on learners when starting Nursery or Primary
- School Improvement Plan includes clear action plans with a focus on raising attainment. Our improvement aims are regularly referred to with staff, pupils,

parents & carers.

- Sharing of BGE Benchmarking Toolkit findings with class teachers has reinforced consistency in goal setting linked to stretch targets.
- Skills for life activities are regularly undertaken at home and at school.
- Feedback from P7/S1 pupils & parents/carers positively reflect effective transitions.
- Teaching staff from both sectors have profited from team planning and teaching sessions, linked to Project Based Learning and Numeracy, during the 2021/22 session.
- Transferrable skills-based discussions are evidenced through SEESAW / Wider Achievement Tracking Records & Seesaw. Information informs planning processes.
- Pupils are motivated when their successes are celebrated. The principle that real success comes from hard work & persistence is evident in every class.
Determination is a refreshed value.

What are you going to do now?

What are your improvement priorities in this area?

- Pupils can share the skills they are developing in their learning, including skills for learning, life and work.
- Through moderation practices there will be a growing confidence of staff in assessing the achievement of a level.
- Opportunities are given for all learners to revisit the four capacities and consider how we are evidencing them at Dunnottar School.
- Revisit Olly's Otterly Helpful kits and Mindfulness boxes with children to ensure they have agency over content and application in class.
- Pupil leaderships groups will be re-structured in order to ensure their work is targeted in line with identified areas for school improvement
- Staff will monitor resilience, engagement and participation during lessons to support learners and identify possible barriers caused by social or emotional difficulties.

PEF 2022-2023

Identified gap	<p><u>SIMD profile</u></p> <p>2022/23 = 10% pupils were 6th decile. 18% were the 7th decile. The majority of our pupils are in deciles 8, 9 and 10.</p> <p>2022/23 = 13 pupils (11 families) access free school meals.</p>
Expenditure	<ol style="list-style-type: none">1. £7220 – 10 hrs PSA/week2. £400 – Investment in Early Years Play Responsive Teaching3. £2280 - Art Therapist4. £541 – Nurture (breakfast club)5. £1000 – Mindfulness (Sarah Gear)
Expected outcomes	<p>PEF Funded PSA Work with teaching staff to provide targeted support for children to close gaps identified in baseline assessment.</p> <p>Work with HT/ASN teacher to support a flexible curriculum by introducing a life skills session in the afternoons.</p> <p>Art Therapy Weekly Art Therapy sessions to target support for children who have social and emotional behaviour difficulties.</p> <p>Mindfulness Outcome - to enhance and increase staff, pupil and parental awareness of, and participation in, a variety of mindfulness activities throughout the course of the 2022/2023 academic session Aim - to understand the benefits of mindfulness on health & wellbeing, to develop a range of mindful practices including tips on building a daily practice and to use these to maintain productive attitudes, focus on what matters, develop self-compassion and deal more positively with difficulty. Strand 1: Mindfulness Curriculum for a variety of pupil cohorts Strand 2: Yoga Curriculum for a variety of pupil cohorts Strand 3: Mindfulness for Parents (opt-in) Strand 4: Chill Club for pupils (drop-in)</p> <p>Investment in Early Years Purchase of resources linked to developing play responsive pedagogies.</p>
Impact Measurements	<p>Baseline assessments of Literacy, Numeracy and Health and Wellbeing at start of session. Tracked and monitored.</p> <p>ASN termly reviews with children and impact assessment of interventions.</p> <p>Baseline and end of term evaluation of nurture approaches.</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, health professionals, and others to 'get it right' for every child.

Recovery planning

Improvement Priority		To support recovery, renewal, and improvement at Dunnottar School ensuring improved outcomes for all children and young people.			
National Priority	Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing.	Key Drivers of Improvement	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	HGIOS 4 Quality Indicator	1.1, 1.3 2.3, 3.1, 3.2
Evidence/Data Informing Priority		Fullan report on four key drivers for improvement			
Action & Leadership of Change		Expected Impact		Measures	
<p>Driver 1: Wellbeing and learning <i>Re-building positive relationships and sense of belonging with pupils, staff, parents/carers and community.</i> <i>Clear focus on Health and wellbeing within and across the school community. Giving consideration to current context of school and its community to target support. Consider mechanisms to ensure accurate intelligence on wellbeing of all involved.</i> <i>Re-establishing what the school stands for within the community. (Using the vision, values and aims as well as four capacities from CFE to support daily life for all in school.)</i> <i>Ensure all stakeholders have the opportunity to</i></p>		<p>All within the school community are supported to engage positively in the school's shared vision for success. Most staff are aware of the school context and are targeting support appropriately. Data supports the identification of strengths and areas for development in this area. All staff, pupils and parents/carers feel fully supported in working together to improve outcomes for pupils. All pupils receive appropriate support in a timely manner and feel safe, included and nurtured within the school environment. All stakeholders feel they have a voice in school improvement. children's rights and the respect for the rights of others are at the forefront of planning at school/classroom level.</p>		<p>Through ongoing daily interactions and focussed QA activity ensure the following are in evidence:</p> <p>Positive ethos for all Regular check ins and follow up in relation to Health and wellbeing. SHANARRI wellbeing web assessment in term 1, 3 and 4 with children. Stakeholder views are sought and taken into account. Pupil voice and UNCRC are being considered</p>	

<p>contribute to school improvement and foster an ethos of collective efficacy. Ensure all stakeholders are aware of the incorporation of UNCRRC into Scots law and the implications of this for daily practice and policy/process.</p> <p>Driver 2 – Systemness</p> <p>Key focus of work will be developing effective partnerships. This includes: Participation in self improving schools work as it commences in August 2021. Participation and collaboration between staff to ensure agreed data sets (from surveys/responses during pandemic, attainment, school profile, etc.) that will be used to plan appropriately for pupil’s learning going forward. Consider measures to be put in place to ensure recovery planning is having impact. Review of QA processes to streamline work whilst also ensuring high quality for all. Participation and involvement of all stakeholders in key aspects of school life (ensuring feedback is given in relation to planning and impact, and this is shared) Participation where relevant/possible in ongoing professional development opportunities both within and outwith authority. This may include including links with Northern Alliance/Education Scotland.</p> <p>Driver 3 – Social intelligence Re-consider school vision, values and aims with all stakeholders. To ensure all are working towards a common goal. (four capacities/Vison, values and aims.</p> <p>Consider Aberdeenshire approach to learning, teaching and assessment to ensure shared expectations across the school Ensure opportunities are available for the promotion of leadership within staff, pupils and parents/community.</p>	<p>UNCRRC presentation delivered in August 2021 In Service to whole staff team.</p> <p>We are working in partnership with Hillside and Elrick schools to review agreed areas of practice and support each other to work collaboratively for improvement.</p> <p>Clear focus on improving outcomes for all learners through analysis of agreed data sets.</p> <p>Robust QA processes support ongoing review of work to identify strengths, next steps and impact of interventions for improvement.</p> <p>All stakeholders are kept informed on the school’s progress linking to identified areas of improvement.</p> <p>In line with school improvement plan, opportunities are sought to engage both within the local authority and outwith promoting continuous, improvement, leadership opportunities and professional enquiry.</p> <p>As above.</p> <p>Ensure clear and agreed expectations in relation to high quality learning, teaching and assessment for all pupils across the school.</p> <p>Through development of collaborative working and promotion of leadership at all levels, all feel involved and engaged in the life and work of the school.</p>	<p>in all aspects of school improvement.</p> <p>Evidence from work undertaken on agreed areas within School Improvement Trios.</p> <p>Staff at all levels involved in planned analysis of data throughout the year including: Attainment, health and wellbeing, achievement, engagement, attendance etc.</p> <p>QA processes agreed across the school year.</p> <p>School has agreed approaches to high quality learning and teaching, evidence from QA supports this.</p>
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<p>Driver 4 – Equality investments Ensure all staff have knowledge of the current context of the school and its community. (particular focus on effects of pandemic and health and wellbeing) Ensure staff are analysing agreed data to consider strengths and next steps for pupils. In line with Aberdeenshire policy of right support in the right place at the right time ensure targeted interventions are put in place for pupils as appropriate. These interventions are regularly reviewed for impact. Ensure all staff are aware of any identified gaps in learning or trends in data for school and can take this forward effecting change and improvement at classroom level. Ensure PEF spending focuses on closing any identified gaps and interventions are measured for impact.</p>	<p>Planning for pupil learning is appropriately matched to needs and understanding of the local context.</p> <p>Clear focus on improving outcomes for all learners through analysis of agreed data sets.</p> <p>Interventions are targeted according to pupil need. Pupils are appropriately supported to make best possible progress.</p> <p>Analysis of all relevant data leads to PEF monies being allocated to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps</p>	<p>Tracking and monitoring processes around agreed data sets.</p> <p>Regular review of targeted interventions to consider impact.</p> <p>PEF planning and ongoing review throughout session.</p>
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Progress, Impact & Next Steps

Term 1 baseline assessments of writing, numeracy, reading, spelling and SHANARRI, as well as Pastoral Attainment Reviews informed interventions for children in HWB and Literacy. Term 3 saw interventions for Numeracy introduced.

How Good are Our Relationships – self-evaluation, carried out in term 1 revealed most children did not feel they were showing RESPECT to each other or staff at times. Whole school assembly and house challenge -was planned with children.

Parent leadership group created to bring the library in the lodge back to life. Term 1

Parent leadership group created to address parent use of Seesaw. Term 2

Parent leadership group created to run Bikeability in term 4.

Wider parents' views sought for Seesaw v Google Class, Formal Report format.

Staff leadership of Numeracy baseline assessment development, writing assessment and moderation, refreshed values, Wraparound Spelling.

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 1 : To continue developing a shared vision, values and aims relevant to Dunnottar School and its community, including strategic planning for continuous improvement, and implementing improvement and change where identified.</p>	<p>Data/evidence informing priority: This priority will focus on collaborative leadership at all levels to take ownership of our refreshed and shared vision, values and aims for Dunnottar School in keeping with our motto We Shine. Through audit of our vision, values and aims, evidencing we are committed to ensuring that we achieve the highest possible standards and success for all learners and all staff show commitment to shared educational values and professional standards.</p> <p>The process of planning for continuous change and improvement, which is meaningful and relevant to the context of Dunnottar School, should be evidence-based and linked to effective self-evaluation. The Head Teacher should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. Therefore, we will further develop strong leadership at all levels, including pupil voice as active participants of change. This will enable our school and wider community to audit how we promote and sustain our aspirational vision which underpins our continuous improvement. Our vision will evolve through ongoing reflection and debate across the school and community. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.</p>	

Action plan 1

Priority 1



Priority 2

Priority 2:

This priority focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Data/evidence informing priority: Our data and evidence from self-evaluation processes tells us that we do not have a consistent approach across our school to the structure of our lessons and teaching approaches. We continue to underpin our shared school vision and values to our teaching and learning experiences. We continue to develop our knowledge and use of digital technologies to enrich and support learning. We are constructing self-evaluation mechanisms to ensure our explanations and instructions are clear. We are developing a consistent approach, across the school, to support our observations of learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning and continue to develop our strategies in line with the Visible Learning methodologies.

Priority 2

To ensure there is a consistent understanding of learning and teaching approaches across the school.

Introduce and co-construct the lesson evaluation toolkit with teaching staff.

School Leadership

Promote a professional learning culture within the staff team.

Teacher Professionalism

Practitioner self evaluation, reflections and enquiry

Find our one common approach to teaching, learning and assessment.

Parental Engagement

Our parents are aware of what their children are learning.

Our parents know how to support learning at home.

Assessment of Progress

Use of co-constructed processes inform professional development.

Self, peer and quality assurance evidence progress.

School Improvement

QA processes against HGIO5 1.1, 1.2, 1.3, 1.4, 2.3, 3.1 and 3.2

Raised attainment, engagement and participation.

Performance Indication

Tracking, evidence from QA activity

Feedback from teaching staff.

Introduction of lesson evaluation toolkit.
Staff to co-construct elements of lesson together and provide illustrations to support consistency across the school.
Development of professional reading library
Roll out professional learning model and establish a calendar of review.
M Burns and S Clark – In service events

Whole staff engagement with the co-construction of the Lesson Evaluation Toolkit
Termly engagement with self/peer assessment processes.
Evidence of professional development recorded and shared

Sharing the termly overview of what we are learning.
Sharing progress of learning on Seesaw (inc P3 actions)
Learning links – providing advice and resources to support learning at home.

Use of the Lesson Evaluation Toolkit – reflections, identified learning targets, research undertaken and impact on learning.
Planned self, peer and QA records
GTC Profile ready to be signed off on an annual basis and every five years.
QA Calendar to include review.
Staff meetings to track progress.
Development of Professional Learning invested in and built into WTA.
Evaluation station for staff
Improved feedback mechanism – coaching and mentoring
Evidence of pupil engagement increased.
Evidence of consistency – learning walks and HT observations
PR and D conversations.

Priority 3

Priority 3 : This priority focuses on the school's success in achieving the best possible outcomes for all learners at Dunnottar School.

Data/evidence informing priority: Our data and evidence from self-evaluation processes tells us that our learners are attaining at the right level, many are making progress beyond expectations and those who require support or challenge are having their needs met. Our next steps are to develop a parental engagement strategy as we recognise parental engagement has a large and positive impact on children's learning.

*As this plan will be led by parents and staff together it is not possible to be more specific at this stage. This is the basis of a working document which will be populated over the course of term one, and then reviewed termly thereafter.

Priority 3

School Leadership	Work with parents and staff to identify our starting point by completing a Parental Engagement stocktake.
	Establish a Parent Engagement Working Group.
Teacher Professionalism	Once needs are identified check for training requirements.
	Familiarise themselves with the context specific data that informs the dynamics of our school community.
Parental Engagement	Overcome barriers to support engagement in the life of the school and nursery.
	Work in partnership with the school to ensure the best possible outcomes for every child at Dunnottar School and Nursery.
Assessment of Progress	Regular review of progress of the action plan. How are parents engaged with the priorities.
	Regular review of attainment data as part of QA Calendar.
School Improvement	QA processes against HGIOS 1.3, 2.3, 3.1 HYGIOELC 1.3 and Quality Framework 3.1
	Increased attainment of our learners. Increased engagement, participation and attendance.
Performance Indication	Tracking, evidence from QA activity
	Evaluation of action planning.

Complete stocktake paper with parents
Create with parents a survey to evaluate the needs of our community to ensure targets are focused on support where needed.

Use of Epstein's model – 6 types of Involvement.
Share the results with parents and request support to take the targets forward.
Create action plan.

Identify staff to work with the parent group, inc HT.
Analysis of data from baseline assessments, tracking 2022/23 and SIMD profile. Where are the gaps?

Planning with staff and wider community as identified
Action Plan – communicate actions plan with parents

Baseline assessments
Tracking of attainment and achievement
End of session assessments

Action Plan, monitoring and development
Parent reflections, reviews and next steps
Tracking of parents involved and engaged in school and nursery life
Impact of support, resourcing and training,

Priority 4 :

Continue to meet the rights of our learners to engage with the high-quality teaching and learning experiences that our highly skilled staff plan, which is motivating, meaningful and produces the right level of support and challenge. Effective use of assessment will ensure our learners maximise their successes and achievements.

Data/evidence informing priority: In this priority we will ensure our planning, which is proportionate, manageable and clearly identifies what is to be learned and assessed, will feature more pupil voice to ensure personalisation and choice in learning. We know our learners feel they are part of a positive, supportive environment so we want them to feel safe taking risks with learning, seeking challenge and aiming high. We will revisit our Visible Learning training to ensure learners are at the heart of assessment and can clearly talk about the progress they are making and identify their next steps. As our learner's exercise choice, including the appropriate use of digital technology, and take increasing responsibility, they will become more independent and engaged with their learning.

Priority 4

School Leadership

Ensure pupil voice is captured from the planning stage of learning and throughout learning as it progresses.

Refresh the curriculum to ensure planning features contexts for learning which captures the unique context of Dunnottar School and Nursery.

Pupil Leadership of digital learning to support both learning how to use technology and how to use technology to learn.

Teacher Professionalism

Revisit with children, 'What makes a good learner?'
In Nursery, introduce and refer to Olly's Family (Learner's Characteristics)

Refresh Visible Learning to support pupil voice at the planning and assessment stages of learning.

Parental Engagement

Our parents are involved in the refreshed curriculum rationale.

Our parents can talk about our learner's characteristics.

Assessment of Progress

Learner's engagement in discussions about learning is focused on learning targets.

Seesaw monitoring will evidence rich engagement with learning through children profiling their progress.

School Improvement

QA processes against HGIOS 1.3, 2.3, 3.1
Quality Framework: 1.3, 2.1, 3.2, 4.1 and HYGIOELC 2.3

Quantitative data gathered from all stakeholders throughout this process.

Performance Indication

Tracking, evidence from QA activity

Pastoral and Attainment reviews.

Use of KWL grids in class at the start of each planning cycle.
Intentional and Responsive planning in Nursery and floorbooks.
Minutes of collegiate meetings, focus groups, walkarounds and short life working groups.
Progression in action plan for achieving the digital technology award.
Personalisation of leuven and schlechty so they are relevant to our community – carry out baseline of engagement levels.
Child led assemblies
Opportunities are given for all learners to revisit the four capacities and consider how we are evidencing them at Dunnottar School and Nursery.
Focus group to talk about Olly's Learning Dispositions
Display of feedback to the What Makes a Good learning
Jotter sampling – feedback
Stage planning
Evaluation station for staff in staff room
Tracking of engagement using the personalized schlechty/leuven scale
Minutes of working group/Parent Voice meetings
Feedback from cafes.
Feedback in Seesaw focuses on skills being learned.
Contribution to learning – sharing skills and knowledge
Digital Leaders – child led sharing of learning dispositions
Observations of technology in practice
Feedback from our learners re technology,
Display walls showing evidence of contexts for learning,
Learning walks and responses from children
Values Certificates tracked
Moderation activity is planned to ensure our understanding of 'Achievement of a level' is shared by all.
Peer class visits and focus groups, walkabouts
Focus group – what makes a good learner.
Jotter sampling- Evidence of learning ladders in jotters and pupil engagement with these.
ASL Records
Children will be engaged, involved and leading their learning.
Support and challenge will be allocated appropriately
Evidence of pupil engagement increased.

Wider Achievements

Memories are made of this:

2021/22...Memories are made of this:

Pupils at our school are also aware of the needs and plights of others through the charity work that we conduct as a school. 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 hosted a visit from the award-winning Scottish author Stuart Reid.

Charities supported by the school over the last session included:

- Children In Need
- Staff supported Aberneccesities
- Local Brain Tumour Charity Sam's Fund
-

All classes took part in a 'Global Goals Showcase Assembly' and 'Fairtrade Fortnight.

P7 'Burns Supper' where confident pupils were given opportunities to demonstrate their skills to a wider audience. Recorded and showcased on our YouTube channel.

P7 Activity Adventure days in May

We continued to use 'Seesaw' as a reporting and profiling tool with great success.

Whole school celebration of the Platinum Jubilee

Health Week was a huge success with many families writing to tell us how much their children enjoyed it.

Our P7 show and P3/4 assemblies were attended by our first in person parent audiences in over two years, and were special moments for the children.

P6 led Art, Dance, Football, Basketball and Rugby clubs.

Wider Community Links

Allotment – re-establishing a link with Mr Jones, community gardener. Interest also from a team member of the Haven, to support the allotment.

CLD delivered 7 Up and Compassionate and Connected Classes to P7

A wide range of businesses supported our Christmas Scavenger Hunt.

A wide range of businesses donated to the P7 end of term Prom.

Aberdeen Business School supported P7 to design, market and brand an app promoting climate change which went on to win their App Design competition.

Five children in P4 and P5 had their artwork displayed in the Tollbooth Museum Art Competition exhibition.

Five children in P6 had their art work celebrated in the Dyslexia Voice Magazine.

Athletics, Netball Club and Running Club returned thanks to our partnership with Active Schools.

P6 children received their Young Leader awards after working and being trained by Active Schools Co-ordinators.

And so much more..... follow us on Twitter [@DunnottarSchool](https://twitter.com/DunnottarSchool) to see our achievements and updates in school.