



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 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 Boddam 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 Boddam 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.

Mrs. K. Boyle

Head Teacher

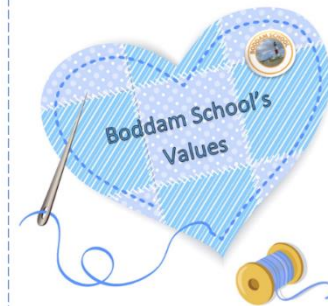
The School and its context

Vision for the school

Our **vision** is to create a **welcoming, fun** and **caring** environment where our **friendly, respectful, honest** and **happy** pupils are **treated equally** and **motivated to learn** by our **kind, helpful, inspiring** and **supportive** staff.



Values that underpin our work



Teamwork
Honesty
Respect
Equity
Aspirations
Determination

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

Our Curriculum Aims



Through engaging and inspiring learning experiences, that are tailored to meet the needs of all of our learners, we equip our children with the skills required to thrive in an ever-changing society.

On completion of their Primary Education at Boddam School, learners will:

- have developed their skills and attributes within the four capacities – successful learners, confident individuals, responsible citizens and effective contributors
- set high standards for themselves, be resilient and have a growth mindset
- value wisdom, justice, compassion and integrity
- celebrate diversity and demonstrate the ability to work effectively with others; recognising that everyone has different strengths
- value the power of learning
- strive to continually grow and develop as a learner, as a future employee and as a person
- be proud of their achievements and of their school
- have enjoyed their time at Boddam School and leave with happy memories, confidence and determination to succeed!

Context

Boddam School is situated in the village of Boddam, on the North East coast of Scotland. The village is located 29 miles North of Aberdeen and 3 miles South of Peterhead. Boddam School is non-denominational and the catchment area is the village of Boddam and the surrounding rural area. Our current roll is 120, with 16 pupils in our ELCC (Early Learning and Childcare Centre/Nursery).

Currently, Boddam Primary School has one, non-class committed, Head Teacher, a Principal Teacher, five full-time Class Teacher, one part-time teacher, an Early Years Senior Practitioner (shared with St Fergus Primary School), an Early Years Lead Practitioner, a further three Early Years Practitioners and an Early Years Support Worker. We also have six part-time Pupil Support Assistants. We are supported by a part-time administrator, a part-time clerical assistant, two members of catering staff, a part-time janitor and two cleaners. In addition to this, our Active Schools Coordinator provides a range of active and sporting activities for the children to take part in.

Boddam School is part of the Peterhead Community Schools' Network and, on leaving Boddam Primary School, our pupils transfer to Peterhead Academy.

SIMD

Analysis of the latest available SIMD data shows that less than 1% of the children in our school live in an area of deprivation (deciles 1 and 2).

The majority of children (62%) are in decile 6.

98% of children are in deciles 4-8 and 0% of children are in decile 9 or above.

Equity is one of our school values and a high priority at Boddam School. We believe that, regardless of background or circumstances, every child should be provided with what they need, when they need it, in order to thrive and succeed.

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: *Not completed. Some evidence of progress is evident. Evidence that this is well underway/completed is evident.*

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
To develop pupils' life, learning and leadership skills	<ol style="list-style-type: none"> 1. To introduce pupil council and tuck shop 2. To implement new curriculum long- and medium-term plans 3. To review new planning each term 4. To introduce themes/topics to curriculum planning 5. To set up nurture room 6. To engage in EPS training on embedding nurture principles 7. To research Calm training and identify key members of staff to undergo training 	<ol style="list-style-type: none"> 1. Staff member identified to take on leadership of Pupil Council Staff member taken on leadership of Tuck Shop, which started in Term 3 New playleaders trained (Jan/Feb 2023) 2. Plans for all curriculum areas produced All medium term plans in use in class Regular review of curriculum and pedagogy taking place Edits and amendments based on feedback and to ensure specificity for composite classes to take place in preparation for academic year 2023-24 Plan to further refine LTPs and MTPs during August INSET 2023 3. Planning reviews have taken place termly as planned and defined in QA calendar Follow up checks on next steps from reviews required Reviews scheduled in QA calendar Reviews ongoing. Staff reflecting on effectiveness of plans 4. Themes and topic to be discussed in greater detail for preparation of next year's agreed MTPs

		<p>Opportunity to select and trial theme included in LTPs and MTPs. Teachers trialled in Term 1 Reflective conversations observed between staff (informally) Utilisation of themes linked to LTPs is ongoing – plans to refine this next session</p> <p>5. Dedicated space identified and utilised to an extent. Further resources required Intervention PSA utilising the space more effectively to meet the needs of specific children Sensory resources purchased Space identified and resources beginning to be set up Some children making use of blackout den for self-regulation children noted it was ‘too dark’ inside the blackout tent so sensory lights have been introduced Staff turnover has hindered this initiative – to be revisited end of T4 / beginning of T1 2023-24</p> <p>6. HT discussion with Educational Psychology Proposed dates for EP service to provide training</p> <p>7. Some research undertaken and currently cost of training is prohibitive Nature-Nurture Practitioner enlisted to support in this area also</p>
<p>To improve quality of teaching and learning</p>	<ol style="list-style-type: none"> 1. To audit learning spaces across school 2. To share good practice and engage in professional enquiry around learning environments 3. To introduce theme-based learning in some terms 	<ol style="list-style-type: none"> 1. Discussion of utilisation of spaces has taken place Begin re-purposing and resourcing of spaces around school Some disposal of unsafe and damaged items Learning walks conducted and fed-back on 2. Professional dialogue has taken place informally Play/enquiry-based pedagogy CLPL and professional dialogue have taken place.

	<p>4. To implement play pedagogy in P1</p> <p>5. To audit and improve resources to allow creative teaching of whole curriculum</p> <p>6. To make improvements to playground environment</p>	<p>Key staff with strength in this area identified through learning walks and peer-learning opportunities built into collegiate time</p> <p>3. Trial lessons have taken place with support and observation from SMT. Use feedback from dialogue and trial lessons to continue to set next steps and develop whole-school approach EOY curriculum review to feed into identification of agreed themes for next session</p> <p>4. Fully play-based learning established Work on evidencing children's learning and recording assessment/observations Environment has been set up for play based learning Continuous evaluation of space and resources (evolving) Valuable input and engagement from KM (PSA) Ongoing professional learning (MR) Fully embedded – data analysis suggests appropriate learning and progress has been facilitated by play EOY reflections will inform play planning for next session</p> <p>5. All staff encouraged to audit and make request for resources to support creative teaching. Resources identified and ordered based on pedagogy CLPL in INSET days ASN resources utilised well by support staff Outdoor learning expert booked for consultation who will also advise on relevant resourcing for creative teaching Investment in sensory resources for nurture space Investment in new sand and water table for P1 Some key resources have been purchased and others identified and researched with FES for installation (e.g. flip charts and white boards) Curriculum resources being refreshed on an ongoing basis in line with new curriculum plans (e.g. food technology equipment) Plans to enlist Parent Council to support with additional purchase of 'wish list' resources</p>
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		<p>6. Parent Council currently liaising with local artists to improve areas of playground. HT and Parent Council liaising with local authority to make improvements to buildings Parent Council and local councillors on-board to support Outdoor Learning expert and training booked to begin in June, which will inform further planning for this</p>
<p>To improve assessment and tracking procedures</p>	<ol style="list-style-type: none"> 1. Build marking & feedback QA into calendar 2. Implement Everlasting success criteria / progress ladders for Writing 3. Begin to develop progress ladders for other subject areas based on implementation of new curriculum plans and through evaluation of success of Writing ladders 4. Provide training and development opportunities on formative assessment, ongoing assessment and creative summative assessment 	<ol style="list-style-type: none"> 1. Begin developing new agreed marking and feedback policy and procedures in line with discussions from INSET day (Feb) Marking/feedback was QA'd when jotter moderation was carried out – plans to explore and develop policy added to school calendar Online Learning Journals currently being purchased to support with providing feedback to pupils and parents 2. Expectations for ESC to be implemented shared before session and at start of year. Resources to implement ESC provided in shared docs Reminder given during curriculum review Expectations to be re-iterated and HT to follow up with checks Still not embedded as desired. Pupil progress meetings to determine key children to monitor using ESC next session (those who have made no progress/only progress within a level) this session 3. Remain on hold until ESC for writing is more securely embedded and reviewed 4. Feb INSET – Formative assessment Professional dialogue with colleagues CLPL based on feedback from curriculum reviews – Introduction of Learning Logs

		<p>Ongoing monitoring and review of assessment methods required once Learning Logs have been implemented for a sufficient period of time.</p> <p>Plans initiated to introduce Online Learning Journals across the school</p> <p>Training to be conducted alongside introduction on OLJs</p>
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Additional Notes

- Our approach to improvement continues to be a more long-term and realistic approach to not only improving in identified areas but building on these improvements in a sequential way over time, ensuring each stage is embedded and of a high standard before moving on and ensuring that when focus is moved onto new targets, those already achieved are not abandoned.

Reading, Writing and Numeracy outcomes have decreased since the last available data. This can be partially accounted for by access to more rigorous assessments and attainment evidence that is available (post-covid) as well as the fact that the P4 and P7 cohorts consist of comparatively fewer children to those last academic year so individual children have a greater impact on averages. However, this improvement plan will aim to reverse this trend through measures to improve teaching, learning and assessment.

READING AVERAGES: 2021-22 = 55.8% (at or above ARE); 2022-23 = 49.1%

	2020-21	2021-22	2022-23
P1	100.0%	68.4%	47.4%
P4	75.0%	46.7%	50%
P7	64.7%	52.2%	50%

WRITING AVERAGES: 2021-22 = 53.3% (at or above ARE); 2022-23 = 50.1%

	2020-21	2021-22	2022-23
P1	100.0%	63.2%	63.2%
P4	65.0%	53.3%	57.1%
P7	58.8%	43.5%	30%

LISTENING & TALKING AVERAGES: 2021-22 = 51.5% (at or above ARE); 2022-23 = 75%

	2020-21	2021-22	2022-23
P1	100.0%	73.7%	73.7%
P4	80.0%	80%	71.4%
P7	100.0%	69.6%	80%

NUMERACY AVERAGES: 2021-22 = 73.2% (at or above ARE); 2022-23 = 56.1%

	2020-21	2021-22	2022-23
P1	100.0%	79.0%	68.4%
P4	60.0%	66.7%	50%
P7	76.5%	74.0%	50%

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?

- The school's vision, values and aims are evident throughout the school
- The vision is aspirational and plans to update and relaunch it are underway to ensure it continues to have the desired impact
- The ethos of the school is positive and encourages role-modelling the school values
- Developing a shared and consistent standard around high-quality learning, teaching and assessment which supports an ethos of high expectations and a drive for consistency across the school.
- All staff have a good understanding of the demographics of the school and have positive relationships with the families of children who attend the school. This understanding of the needs of children and families informs staff's approaches to equity.
- Gathering, auditing and evaluating data on all aspects of the school is ongoing and used to inform areas for improvement and development as well as to allow staff to be involved in the improvement process
- Self-evaluation and QA activities are planned for and carried out in a collegiate fashion. Staff have an input into what is included and focused on in the QA calendar
- Pupils have opportunities to develop leadership capacity and this is a focus of continuous development
- All staff have increasing opportunities to engage in high-quality continuous professional learning.
- Staff work effectively together as a team to share professional learning and expertise and will utilise their own protected time to engage in professional discussion with colleagues
- The school seeks the views of stakeholders on school improvement in a variety of ways, including surveys, parental voice etc. Feedback from stakeholders is acted on and the actions taken shared explicitly with stakeholders
- The school improvement plan includes a specific set of priorities, which will be addressed in a long-term, phased approach in order to fully embed and develop each broad area for improvement in specific ways

How do you know?

What evidence do you have of positive impact on learners?

- Staff, pupil, parent and other stakeholder voice and feedback
- The vision and values are referred to as part of daily conversations. Almost all pupils can articulate our school values and the majority can relate these to their experiences in school.
- 'You said, we did' approach to self-evaluation (questionnaire, survey data etc.)
- Medium and long-term curriculum planning evidences community links and involvement.

- Observation records and evaluations
- Tracking and moderation meeting records
- Teachers' ability to discuss each of their learners evidences how well they know each pupil and their individual barriers to learning.
- QA records, meeting minutes and feedback documents evidence how areas for change and improvement are identified and what approaches to them are taken
- Approaches to change varied dependent on circumstances, need, urgency and level of expertise already 'in-house'

What are you going to do now?

What are your improvement priorities in this area?

- Develop pupil council and provide greater opportunities for pupils to be actively involved in decision-making and implementation. To share pupil voice through various channels as well as take on leadership roles within the school. To accompany this, explicit leadership skills teaching will be explored.
- Review, evaluate and update more school policies, particularly those relating to marking and feedback in collaboration with and based on feedback from stakeholders to ensure consistency across the school.

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?

- All staff are committed to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies
- Children have positive relationships with both teaching and non-teaching staff and all children have someone they can speak to if they require help or support.
- Behaviour in Boddam School is good and behaviour is dealt with consistently and fairly, supported by our Promoting Positive Behaviour Policy
- Aberdeenshire Council Curricular Frameworks and Education Scotland Benchmarks are used to inform planning, identify next steps in learning and support staff in ensuring progress for all learners.
- The ethos and culture of our school reflects the high level of commitment to positive relationships.
- We have effective links and relationships with a range of agencies supporting children who experience barriers to learning. Staff work with parents and families to reduce potential barriers to learning and are responsive to family circumstances.
- We work well with other services to ensure continued support for families.
- Staff participate in moderation activities that aim to produce secure and consistent judgements of children's progress, including moderation of assessments, practice, reports and pupil work.
- Tracking and monitoring are well-established and continue to develop to ensure they are of the maximum benefit to promoting learning and progress
- Children with additional support needs have their needs met by bespoke programmes of study and through access to appropriate resources, including SFL Teacher and PSAs
- We have introduced a PEF-funded PSA who specifically supports children who require specific interventions, including social and emotional provision at lunch and break times
- We are developing a nurture space within school than some children are already making use of a seeing benefits from

How do you know?

What evidence do you have of positive impact on learners?

- Stakeholder voice (e.g. survey) shows positive perceptions of how children's learning and wellbeing is catered for at Boddam
- A level of consistency of learning experiences is being developed through the introduction of curriculum and assessment expectations

- Teachers can talk confidently about their teacher judgement of children's attainment and progress and can justify their judgements
- Coverage of H&WB is consistent and appropriate, evidenced by curriculum planning and lesson observation
- Parental feedback on termly reports
- Consistent approach to differentiation through 'chilli' challenges, introduction of Everlasting Success Criteria and introduction of progressive curriculum plans
- Appropriate pace of learning is demonstrated through curriculum coverage and observed through learning walks and lesson observations – evidenced in long- and medium term planning records
- Moderation of plans and activities highlight consistency or areas requiring improved consistency
- QA calendar shows cycle of activities for collaboration and self-evaluation of T&L across the school

Standardised assessment data is used as a resource for comparison, moderation and future planning

What are you going to do now?

What are your improvement priorities in this area?

- Introduction of Online Learning Journals to further promote consistency in planning, curriculum coverage, assessment and progression. This will also provide a platform to more effectively share progress information with parents and children
- Develop outdoor learning, play-based learning, experiential and enquiry-based learning through CLPL and colligate development.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

- Children at Boddam Primary School are included, happy and confident. They benefit from our caring and nurturing environment and a direct focus on wellbeing.
- The wellbeing indicators are embedded throughout school (although a refresh and relaunch of these will play a part in the review of our school vision)
- All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- All staff are fully committed to ensuring everyone is treated equitably and with respect. Due to the dedication of all staff, almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school utilises its Pupil Equity Fund to support the wellbeing of identified learners, particularly those in receipt of free school meals.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and demonstrate a high level of commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties.
- ASL provision ensures that children requiring intervention, either short-term or long term are able to access this within school (this has continued despite the absence of a SfL teacher for the past 2 terms)
- Attendance levels are high and exclusion levels are low.
- A range of universal supports are available in all classes.
- Wellbeing has undergone improved and updated planning and delivery, using resources suitable for the setting and continues to be developed through the development of nurture spaces and programmes
- All pupils have a chronology in place and mechanisms for storing and transferring this information are now embedded and consistent
- A thorough process for transition is in place across the school to ensure pupils' wellbeing during the time between leaving one class/school year and joining the next. This includes sharing key and important information about personal circumstances and wellbeing with relevant staff to ensure no time is wasted in supporting each child's needs following a period of transition. Transition experiences for children span the whole of Term 4, enabling them to fully prepare for the next academic year.

How do you know?

What evidence do you have of positive impact on learners?

- ASL records, plans and assessments show the support individuals receive, the progress they make and the overall impact.
- Increasingly robust data collection and recording means specific children and groups of children are identified and targeted for intervention and support.
- Stakeholder voice confirms positive relationships across the school community

- Interventions in place for children who are entitled to Free School Meals (see PEF plan)
- GIRFEC and Child Protection training is undertaken every year by all staff.
- We have good relationships with our social work colleagues and are very responsive to both child protection concerns and wellbeing concerns. We keep open communication in order to best support our pupils and families, evidenced by CP records, Child's Plan meeting records etc. and feedback from families.
- Transition programme
- Tracking data for groups of children whose wellbeing is vulnerable
- Pupil progress meetings

What are you going to do now?

What are your improvement priorities in this area?

- Further development of nurture space and improved access and use of this by children.
- Further development of intervention PSA role (PEF funded)

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: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- A tracking system is in place for all learners. This is triangulated with our ASL overview to ensure all pupils requiring intervention have been identified and are receiving appropriate support.
- Progress of all pupils is reviewed at planned progress meetings between the Head Teacher and Class Teachers.
- Where pupils are not making expected progress, appropriate interventions are put into place at either individual, class or whole-school level
- Attendance levels are high and exclusion levels are low.
- Improving curriculum and assessment consistency and expectations means fewer gaps or anomalies should exist in pupils' attainment
- Introduction of alternative complements to the curriculum provide opportunities to achieve beyond the curriculum for those pupils who require this (e.g. STEM competition, outdoor learning, Health Week)

How do you know?

What evidence do you have of positive impact on learners?

- Attainment data over time (comparison of year-on-year data as well as by cohort shows average trends of improvement in Literacy and Numeracy)
- Using key features of effective practice has ensured learners experience a more consistent and coherent, improved Education at Boddam School; evidenced through learning observations and conversations with pupils.

What are you going to do now?

What are your improvement priorities in this area?

- Develop mechanism for more targeted interventions and tracking of specific pupils using pupils identified in this year's data analysis. Individuals to be tracked and monitored through more specific pupil progress meetings
- Introduction of Online Learning Journals to allow for a more efficient and robust collection of assessment and ongoing assessment evidence for each child (that can also be shared with parents)

PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p><u>Curriculum</u></p> <p>Assessment data shows: 48% of FSM children are below ARE in Listening & Talking 69% of FSM children are below ARE in Reading 69% of FSM children are below ARE in Writing 48% of FSM children are below ARE in Numeracy</p> <p>As such children entitled to PEF would benefit from interventions targeting Literacy.</p> <p><u>Attendance, Lates and Exclusions</u></p> <p>The average attendance rate for children in this group is 94.24% (a 2% improvement this year and compared to a whole-school average of 92.4%). Whilst the target for attendance is 95%, this is slightly above the school as a whole, demonstrating that attendance is not a greater concern for this group than any others. The continuing Breakfast Club provision, and the incidences of late arrival have also been improved thanks to children within this group specifically being invited to attend.</p> <p><u>Wider Achievement</u></p> <p>For almost all our free school meals pupils, their main access to wider achievement is through opportunities organised and provided by the school. For this reason, enrichment activities have been offered this session but very few pupils took up the offers. This requires further consideration next session.</p> <p><u>Other Considerations</u></p> <p>A small proportion of children in receipt of FSM are also experiencing additional vulnerabilities such as social work intervention, specific additional needs etc. The health and wellbeing of these children should be monitored and nurtured as much as possible and training and intervention that supports this is of high importance. It has also been noted by staff working closely and daily with these children that many seem to be suffering the effects of the rising cost of living, with parents sending them to school without breakfast or with smaller packed lunches (where they do not take advantage of their entitlement to a free school meal). For this reason, some of the PEF funding will again be used next year to enable adults to work with these children to support their health and wellbeing as well as continuing to provide nutritious breakfasts at Breakfast Club.</p>
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Summary

Improving core Literacy skills for FSM learners, with a particular focus on writing is paramount in improving their attainment across the curriculum and supporting the development of important life skills.

Interventions that support the mental-health and wellbeing of these learners as well as the development of independence and life skills will be beneficial. Further nurture and social-emotional interventions will be provided by PEF-funded PSAs.

A further intervention that improves wider achievement opportunities and extra-curricular activities beyond the classroom will be important in building a strong portfolio of achievement for these learners and developing important life skills.

Expenditure

PEF Allocation 2023-24: £25,725

	Details	Supplier/Company	FTE/Hours	Cost 2023-2024
Teaching Staff	NA	NA	NA	NA
Support Staff	1 x PSA / PSW to support nurture until April 2022	Aberdeenshire Council	20 hours	£12,045.81
	PSA to support curriculum interventions	Aberdeenshire council	20 hours	£12,045.81 (approx.)
Total spend on Staffing				£24,091.62
Supported Study	NA	NA	NA	NA
Transport	NA	NA	NA	NA
Lets	NA	NA	NA	NA
Resources/ Equipment/ Materials	Breakfast Club Food and Resources	ASDA	NA	£350
Accelerated Reader		Renaissance	NA	£560
Sumdog		Sumdog Ltd.	NA	£375
Total				£25,376.62

Remaining £350 in allocation will be used to support development of outdoor/experiential learning for eligible children (following on from PEF investment in training and resources during academic year 2022-23)

<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p><u>Curriculum – Resources to Support FSM Learners</u></p> <ul style="list-style-type: none"> • Interventions in core curriculum areas aims to increase learner attainment and progress. • Resources and provision of outdoor and experiential learning <p>Target: All identified learners within the cohort will move at least one grading point towards ARE by the end of the session</p> <p><u>Nurture and Wellbeing Interventions</u></p> <ul style="list-style-type: none"> • to improve learners’ resilience and ability to deal with change • to improve learners’ behaviour • to improve the number of strategies learners know to use when they are feeling unsettled/overwhelmed • to improve learners’ mental wellbeing • to support learners in learning self-regulation strategies • to provide a safe space and trusted adult to support the above 																																									
<p>Impact Measurements How will you know the change is an improvement?</p>	<p><u>Closing the poverty-related attainment gap</u></p> <table border="1" data-bbox="411 1126 1385 1529"> <thead> <tr> <th rowspan="2">Curriculum area</th> <th colspan="2">2020-21 At or above ARE</th> <th colspan="2">2021-22 At or above ARE</th> <th colspan="2">2022-23 At or above ARE</th> </tr> <tr> <th>PEF-funded pupils</th> <th>Whole-school</th> <th>PEF-funded pupils</th> <th>Whole-school</th> <th>PEF-funded pupils</th> <th>Whole-school</th> </tr> </thead> <tbody> <tr> <td>Listening & Talking</td> <td></td> <td>93.3%</td> <td>71%</td> <td>51.5%</td> <td>76.0%</td> <td>75.0%</td> </tr> <tr> <td>Reading</td> <td>29%</td> <td>79.9%</td> <td>45.2%</td> <td>55.8%</td> <td>31.0%</td> <td>49.1%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>74.6%</td> <td>38.7%</td> <td>55.3%</td> <td>31.0%</td> <td>50.1%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>78.8%</td> <td>54.8%</td> <td>73.2%</td> <td>52.0%</td> <td>56.1%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The above table shows that, on average, children benefitting from PEF funded support and intervention are still attaining below their peers but the difference is smaller than previously. • Accelerated reader ongoing progress data • Big Maths ongoing progress data • Feedback from pupils • Feedback from parents/carers • Feedback from staff • Occasions late to school data • Attendance data • Stakeholder survey data • Behaviour monitoring data • Engagement in school activities and extra-curricular activities 	Curriculum area	2020-21 At or above ARE		2021-22 At or above ARE		2022-23 At or above ARE		PEF-funded pupils	Whole-school	PEF-funded pupils	Whole-school	PEF-funded pupils	Whole-school	Listening & Talking		93.3%	71%	51.5%	76.0%	75.0%	Reading	29%	79.9%	45.2%	55.8%	31.0%	49.1%	Writing	29%	74.6%	38.7%	55.3%	31.0%	50.1%	Numeracy	52%	78.8%	54.8%	73.2%	52.0%	56.1%
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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.

Action plan: Long Term (2022/23 – 2027/28)

<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</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 1 : To develop pupils' life, learning and leadership skills</p>		<p>Data/evidence informing priority: QA (internal and external), stakeholder voice, pupil outcomes</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>1. To have an established pupil leadership structure operating throughout the school</p> <p>2. To have an established pupil leadership skills curriculum embedded throughout the school, teaching leadership skills and building independence and resilience as well as explicitly teaching skills for life</p> <p>3. To have an established nurture programme and space within school</p> <p>4. To have clear school-specific policies on nurture and wellbeing provision and intervention that are understood and adhered to by all stakeholders</p>	<p>All staff</p> <p>HT/SMT to develop plan and share information</p>	<p>1. Implementation within upper school 2022-23; middle 2023-24; lower 2024-25</p> <p>2. Research / development 2022-23</p> <p>3. Nurture space 2022-23</p> <p>4. Within 2 years</p>	<ul style="list-style-type: none"> Pupil and other stakeholder voice (surveys e.g.) Improved data on behaviour and attendance Improved attainment and progress data 	

Priority 2: To improve quality of teaching and learning	Data/evidence informing priority: Learning walks, observations			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not achieved
1. To have a pupil-led, enquiry-based curriculum that focuses on the development of key skills including leadership skills	All staff involved in development of common procedures Oversight, monitoring & evaluation - HT	Research & development 2022-23 and 2023-24; implementation and embedding, subsequent 3 years	<ul style="list-style-type: none"> Learning walks & classroom observation Stakeholder voice Student outcomes 	
Priority 3: To improve assessment and tracking procedures	Data/evidence informing priority: Assessment records; teacher voice, pupil outcomes, data analysis			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
1. To develop a whole-school assessment policy 2. To have a robust assessment, moderation, analysis and evaluation calendar/cycle	HT in collaboration with relevant stakeholders All staff involved in audit, review and implementation	1, 2: To be developed over next 2 years, then implemented and embedded thereafter	<ul style="list-style-type: none"> QA process – learning walks, observation, moderation and analysis/comparison of assessment records Teacher voice Improved pupil outcomes over time 	

Action plan (Medium Term 2022/23 – 2024/25)

<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</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> <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 develop pupils' life, learning and leadership skills</p>		<p>Data/evidence informing priority: QA (internal and external), stakeholder voice, pupil outcomes</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ol style="list-style-type: none"> To introduce pupil leadership opportunities across the upper school (e.g. prefects, playleaders committees) To research and develop a leadership curriculum to complement the CfE To develop targeted nurture interventions To provide further training to key staff on nurture principles and nurture interventions (including self-regulation programmes and Calm training) 	<p>All staff</p> <p>HT/SMT to develop plan and share information</p>	<ol style="list-style-type: none"> By Term 4 2024 By Term 1 2023-24 By Term 4 2024-25 By Term 4 2023-24 	<ul style="list-style-type: none"> Pupil and other stakeholder voice (surveys e.g.) Improved data on behaviour and attendance Improved attainment and progress data 	

Priority 2: To improve quality of teaching and learning	Data/evidence informing priority: Learning walks, observations			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not achieved
<ol style="list-style-type: none"> To build in opportunities for sharing good practice and robust moderation procedures to the collegiate calendar 2027 To introduce challenge and engagement in the classroom through identifying and focusing on these as part of QA processes To have an engaging learning environment in all learning spaces that promotes progress, attainment and acquisition of skills To have an outdoor learning environment that is engaging and suitable for the curriculum 	<p>All staff involved in development of common procedures</p> <p>Oversight, monitoring & evaluation - HT</p>	<ol style="list-style-type: none"> By Term 4 2022-23 By Term 4 2024-25 By Term 4 2024-25 	<ul style="list-style-type: none"> Learning walks & classroom observation Stakeholder voice Student outcomes 	
Priority 3: To improve assessment and tracking procedures	Data/evidence informing priority: Assessment records; teacher voice, pupil outcomes, data analysis			
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ol style="list-style-type: none"> To develop a whole-school assessment policy 	<p>HT in collaboration with relevant stakeholders</p> <p>All staff involved in audit, review and implementation</p>	<ol style="list-style-type: none"> By Term 4 2022-23 <p>(Ongoing as improvements and adaptations are introduced)</p>	<ul style="list-style-type: none"> QA process – learning walks, observation, moderation and analysis/comparison of assessment records Teacher voice Improved pupil outcomes over time 	

Action plan: Short Term 2023/24)


<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</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 1: To develop pupils' life, learning and leadership skills</p>		<p>Data/evidence informing priority: QA (internal and external), stakeholder voice, pupil outcomes</p>		
<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>
<p>1. To introduce themes/topics to curriculum planning</p> <p>2. To set up nurture room</p> <p>3. To introduce pupil council</p>	<p>All staff</p> <p>HT/SMT to develop plan and share information</p>	<p>1. Term 1</p> <p>2. By Term 3</p> <p>3. By Term 2</p>	<ul style="list-style-type: none"> Pupil and other stakeholder voice (surveys e.g.) Improved data on behaviour and attendance Improved attainment and progress data 	<p></p> <p></p> <p></p> <p></p>

Priority 2: To improve quality of teaching and learning		Data/evidence informing priority: Learning walks, observations		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ol style="list-style-type: none"> To make improvements to playground environment To research and develop enquiry-based and skills-based learning To work with external experts to improve outdoor learning provision 	<p>All staff involved in development of common procedures</p> <p>Oversight, monitoring & evaluation – HT</p> <p>Support from Parent Council with outdoor spaces</p>	<ol style="list-style-type: none"> By EOY 2023-24 By Term 4 2023-24 Ongoing throughout 2023-24 	<ul style="list-style-type: none"> Learning walks & classroom observation Stakeholder voice Student outcomes 	
Priority 3: To improve assessment and tracking procedures		Data/evidence informing priority: Assessment records; teacher voice, pupil outcomes, data analysis		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ol style="list-style-type: none"> Build marking & feedback QA into calendar Audit current marking and feedback practices Develop expectations and draft policy for marking and feedback Incorporate new assessment and tracking procedures into QA calendar, including review and evaluation of changes/improvements To develop a whole-school marking and feedback policy with consistent practice across the school 	<p>HT in collaboration with relevant stakeholders</p> <p>All staff involved in audit, review and implementation</p>	<ol style="list-style-type: none"> Term 1 By Term 3 2023-24 By end of Term 3 2023-24 Term 3 By EOY 	<ul style="list-style-type: none"> QA process – learning walks, observation, moderation and analysis/comp arison of assessment records Teacher voice Improved pupil outcomes over time 	

Wider Achievements

- SusSTEMability challenge runners-up
- Junior COP

Memories are made of this:



BODDAM PRIMARY SCHOOL

NEWSLETTER TERM 1 2022-23

TERM 1
Just a few of the exciting things happening at school this term:

- Fire engine visit
- Introduction of new extra-curricular activities
- Upper stages visit to Aberdeen Art Museum to see Viking treasure!
- Appointment of new House Captains and other pupil leaders

Dates for your diary:

W/C 7th November – School reports
 W/C 21st November – Parents’ Evenings
 16th November – Children in Need
 17th & 18th November – INSET days (school closed to children)
 24th – 29th November – Book Fair
 6th December – Christmas Jumper Day
 15th December – Christmas concerts
 21st December – Peterhead New Parish Church visit


YOU SAID / WE DID

Thank you to all those who took part in our recent feedback survey – a full breakdown of the surveys will be shared with you but in the meantime, here are some of the key changes we’ve already made, based on your feedback:


YOU SAID...	WE DID...
We like to read a comment from the teacher on the report	Added a Class Teacher comment section to this term’s reports
There are not enough extra-curricular activities available for our children	Teamed up with STA Sports to provide afterschool clubs
We want more communication from school / don’t always get the communications from school	Increased the number of posts on Geogigle Classroom; sent home paper copies of some key documents and hosted a Meet the Teacher afternoon to share important information

Pupil Leaders


We are so excited to welcome our new House Captains: Charley (Buchaness), Stephen (Rockseley), Sophie (Dundonnio) and Leigh-Anna (Dundonnio). They all gave a great application speech in assembly and were voted in by their fellow pupils across the school.




CHARLEY



Sophie



Leigh Anna



Stephen

We are also delighted to welcome our other new pupil leaders this year including Librarians, Assembly Monitors and Wellbeing Leaders – look out for these featured in future newsletters

General Notices

- Written reports will be issued w/c 7th November. If you would like to a copy of the ‘Parent Guide to Reports’ – please ask an one can be emailed to you. You will be able to discuss the contents of your child’s report with their teacher at Parents’ Evening.
- Term 2 ends on Thursday 22nd December. School resumes after the holiday on Monday 9th January

Around the school

Nursery:





Nursery have been staying safe with the help of our wellbeing character Safe Solly. We looked at how to stay safe inside Nursery when using tools and equipment and how to stay safe when exploring outside and crossing the roads around the village. The children explored and have been using ‘Stop, Look and Listen’ techniques and even created their own traffic lights for using on our bike days.




Play in Primary 1

The children in Primary 1 have developed lots of skills through play this term, including:

SOCIAL
PHYSICAL
INTELLECTUAL
CREATIVE
&
EMOTIONAL










P1:

P2/3:



P5/6:

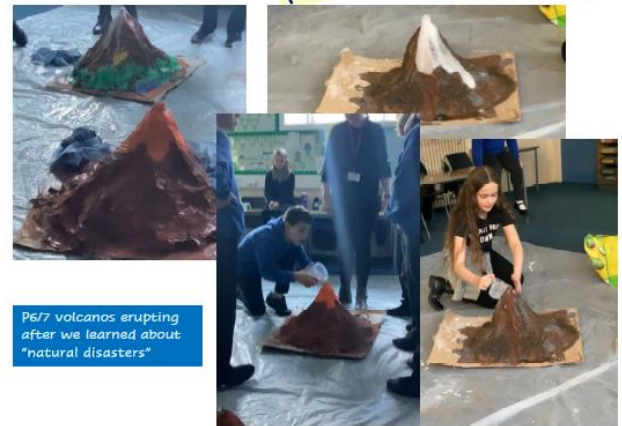


P4/5:



P4/5 learned that questions can be answered using a fair test.

P6/7



P6/7 volcanos erupting after we learned about "natural disasters"



BODDAM PRIMARY SCHOOL

NEWSLETTER TERM 3 2022-23

TERM 3
Just a few of the exciting things we've enjoyed this term:

- World Book Day
- Red Nose Day
- SCARF visit (with Harold the giraffe!)
- P5/6 Trip
- Class photos
- Valentines disco

RED NOSE DAY

We are proud to say we donated an amazing total of £375 to Comic Relief this year!



RED NOSE DAY

World Book Day

On 2nd March, we celebrated World Book Day by dressing as our favourite literary characters and engaging in lots of reading-related fun. Thanks to Mrs Parley and Miss Hamilton for organising activities for us.



Playleaders

Well done to our P5/6 children who successfully completed Playleader training recently. They will be helping out on the playground, ensuring everyone has a fun and enjoyable time.



General Notices

- Written reports will be issued after the Spring Holiday.
- Term 3 ends on Friday 31st March. School resumes after the holiday on Monday 17th April
- Swimming lessons for children in P4 and P5 will begin in May – please look out for further information.

Around the school

Nursery:



Throughout Term 3 the children in Nursery have been learning all about different weathers. We have learned all about 'rainy, windy, snowy and sunny' weather. The nursery children created their own weather bags to use outside in the garden which included umbrellas, powder paint for puddles and rain gauges to measure the rainfall in the garden. We enjoyed exploring the weather dressing up bags as we learned all about the best outdoor clothes to wear for each different kind of day.

P1:



Primary 1

Comparing length with string.

Working together to build a den.

construction area fun!

P4/5

P4/5 have been learning different variations of skipping during P.E and helped each other by giving feedback on technique and ways to improve.

We set up a classroom museum to display our "Items of Interest" which included some taken from home or around the classroom. We provided useful information for each exhibit and opened the museum for our classmates to wander round.

On World Book Day P4/5 took part in various school activities including a costume parade, classroom door decoration and reading to P1.

Primary 5/6

Developing our football skills in P.E.

Dribbling

Tackling

Shooting

Passing

Building our vocabulary in writing.

VOCABULARY LABORATORY

P6/7:

Science investigation into sound & World Book Day costume parade



- Residential
- Trips

Wider Community Links

- Coronation decorations for the village
- Christmas walk
- Colour walk
- Litter picking