



**Maud School  
Standards & Quality Report  
2020-2021  
&  
School Improvement Planning  
2021 – 2022**

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Maud 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 Maud School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Mrs G Steel

Head Teacher

## **The School and its context**

Our vision is for Maud School to be:

**‘A Place Where We All Work Together To Be The Best We Can Be.’**

## **Values that underpin our work**

Happiness, Responsibility, Keeping Healthy, Friendship, Respect, Honesty,  
Being Safe

## **What do we aim to achieve for our children/pupils**

In order for us to achieve our vision, we aim to:

- **Motivate** children to achieve their full potential through high quality learning and teaching experiences.
- **Aspire** to create a school community where everyone feels valued and children are Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. (SHANARRI)
- **Unite** in working and learning with the local and wider community.
- **Develop** skills for life and encourage children’s independence as learners, ensuring that we are Getting it Right For Every Child (GIRFEC).

## **Context**

Our school is situated in the village of Maud and serves the catchment area of Maud, Old Deer and surrounding rural areas. It is in the Mintlaw cluster.

The school building is traditional in style with five classrooms, a hall and a library/ASL workbase. We have five full time teachers, one part time teacher, job share Head Teachers, and an ASL teacher (2 days per week). We are also supported by Pupil Support Assistants and an administrator. We also work closely with Educational Psychologists, Health services and other professionals to support the needs of our pupils.

Our school has an active Parent Council which encourages the positive involvement of parents in the life and work of the school. Pupil Committees are also in place, the school is working towards its next Eco Schools green flag and also towards Rights Respecting Schools accreditation. We are also well supported by Maud Village Trust who support and enhance the learning experiences of pupils and have made links with other businesses and groups within the local and wider community.

Our school community sits in SIMD 7/8 and PEF funding is used to support and create better outcomes for our learners.

Our school was inspected by Education Scotland in November 2017 who assessed all areas as being 'good' and identified many key strengths of the school.

Attainment has risen in recent years across all areas and specifically since January 2018.

Our staff team bring fresh ideas, are enthusiastic, committed and dedicated to ensuring that attainment continues to rise for all. Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of the community are able to fulfil their potential and expectations.

## 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 2020-2021.

<b>Key priority 2020-2021</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
<b>Health and Wellbeing</b>	<p>GL assessments carried out to gauge pupils' attitudes to self and school after lockdown 1. Results of these used to identify individuals/groups to support with reintegration to school.</p> <p>Emotion works recovery programme delivered in all classes with a continued focus on using Emotion Works to support positive behaviour and resilience throughout the session.</p> <p>Nurture approach techniques being used by most staff.</p> <p>Nurture groups identified who have worked with Miss Lawson throughout the session.</p>	<p>Children identified who had struggled with lockdown and the return to the school environment. This allowed for groups to be identified to work with both Mrs Urquhart and Miss Lawson.</p> <p>Progress hindered by a further lockdown.</p> <p>Most staff have started to use nurture techniques in their everyday practice, although this needs to be fully embedded as progress was hindered due to a further lockdown.</p>
<b>Numeracy and Literacy</b>	<p>Teaching focussed solely on the delivery of outcomes in Numeracy and Literacy during the course of the session. Further lockdown hindered plans for peer observation and modelling of effective practice.</p>	<p>Attainment data shows a slight dip in attainment – progress hindered due to lockdown.</p>

## 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**

**How well are you doing?**

**What's working well for your learners?**

**Maud School prides itself on its positive ethos. Almost all pupils and staff demonstrate the school's vision, values and aims in their daily practice. School values are promoted monthly as a whole school and celebrated at school assemblies.**

**The school's Curriculum Rationale has been updated and shared with all staff. This reflects our school context post lockdown.**

**Very effective procedures are in place to ensure effective communication with all stakeholders.**

**The school works well with the local community to ensure that their contributions to the life of the school are valued. Stakeholders are kept up to date with school improvements.**

**All staff are involved in school improvement planning, based on their knowledge of the school, its needs and the local and wider community.**

**During 'normal' times, effective quality assurance processes are in place to ensure focussed attention on the monitoring and evaluation of quality learning and teaching. All classes are observed regularly by Head Teachers although this has not been allowed to happen during Covid 19. Peer monitoring usually also takes place with feedback being given in a timely and productive manner.**

**The school works very well within the local cluster with shared areas for collegiate working and improvement. Teachers at all levels meet on a regular basis with shared agendas for curriculum development, allowing for professional dialogue and reflection. This is highly praised by the Authority. During session 2020-21, all cluster collegiate work has taken place online due to restrictions.**

**Cluster Head Teachers hold regular improvement meetings to support school improvement priorities and developments.**

**We work hard to ensure leadership at all levels and that every voice is heard and respected.**

**All staff at Maud School know pupils and their families well and are aware of socio-economic factors affecting the community and families. Staff strive to ensure that they are supportive and understanding of families and their needs.**

**PRD and EAR processes take place on an annual basis. Targets are set based on school developments and personal leadership aspirations.**

Maud School have been involved in initial discussions relating to self improving school partnerships and have been linked up with partner schools. Plans had been put in place to take this forward before lockdown.

**How do you know?**

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

Each class has a class charter which is devised and agreed by learners. This is linked to the school vision, value and aims which are promoted and celebrated at monthly assemblies, on our 'values tree' and in monthly newsletters.

Seesaw was implemented as a communication tool for parents and was highly effective. As we were no longer allowed to use it, we moved to Microsoft Teams. Feedback is encouraged via monthly newsletters and a 'we said, you did' approach is used.

Monthly newsletters provide regular updates on the school. Online and class assemblies have taken place throughout the year.

The school has highly positive links with Maud Resource Centre who support the life and work of the school. This school session, despite restrictions, the Resource Centre supported our annual Step Count Challenge by providing pedometers and prizes.

Staff at all levels share an ethos of professional learning and engagement.

Collegiate events focus on school improvement priorities. The school and cluster adopt a shared approach in engaging with HGIOS 4 throughout the session.

Self evaluation processes are robust and staff reflect on feedback given.

Staff at all levels are committed to ensuring the best possible outcomes for all learners. Teaching staff have been involved in Nurture Training to provide effective support for pupils and this has been rolled out with non teaching staff. PEF funding is used to fund 'Emotion Works' and a PSA works with identified pupils to provide support in this area. Miss Lawson also has worked with nurture groups this session and has fed back to all staff as part of the evaluation process.

A whole school Quality Assurance calendar is in place to which ensures school progression and improvement.

CPD opportunities are linked to PRD/EAR targets and linked to our school improvement plan.

**What are you going to do now?**

**What are your improvement priorities in this area?**

Ensure that nurture training is embedded with staff at all levels.

Continue our nurture focus throughout the school, allowing for teacher input (Miss Lawson) with identified groups.

Re-establish links with self improving school partnerships where allowed post lockdown.

## 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 at all levels know our children and their families very well. Barriers to learning are quickly identified and addressed. Uptake of learning during lockdown was very high and resources were identified to help families/pupils who needed them, eg, use of ipads.  
Regular 'meeting learner needs' meetings take place to ensure positive attainment and achievement.  
We have created hard a welcoming, positive learning environment which is based on a nurturing approach and promotes positive and respective relationships. Most pupils engage well and respond well to learning approaches and pace and challenge is a key focus within all classes.  
Most pupils can discuss their learning and are working towards becoming independent learners.  
Differentiation is evident across classes and class teachers across stages plan consistently.  
Most classes use learning intentions to support pupils' learning and success criteria is co-constructed by the children. Almost all pupils are involved in self and peer assessment opportunities. Regular assessment takes place in all classes using a variety of approaches.  
Teaching practice across classes is very good. All pupils have opportunities to discuss their learning and questioning techniques are used across classes. Pupils regularly work as groups or pairs and often across classes to address different learning styles and abilities.

How do you know?  
What evidence do you have of positive impact on learners?

Regular and thorough QA process throughout the year, involving pupils in the process where restrictions have allowed.  
Online collegiate working across the cluster to share good practice which impacts positively on learning and teaching.  
PEF funding used to employ support staff to focus on emotions, positive behaviour and a growth mindset.



**Data captured until May 2021 but gaps in attainment tracking during the year due to lockdown.  
High level of engagement in learning at home during lockdown.**

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

**Continue to focus on the recovery of attainment in Literacy, Numeracy and Health and Wellbeing.  
Use PEF funded staff to work with children on emotional needs, focussing on positive relationships, nurture and mental health.**

## 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:**

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

**How well are you doing?**

**What's working well for your learners?**

All staff have a very good knowledge of pupils, families and dynamics within the local and wider community.

Most pupils are treated fairly, equally and with respect – this is a shared expectation.

We have been responsive to Covid restrictions and children have worked well in bubbles in all areas of the school.

A whole school Positive Behaviour Policy underpins our ethos and school values.

All staff are trained in Child Protection and understand the GIRFEC principles.

The school uses Emotion Works to support emotional wellbeing in all classes. A PEF funded PSA uses this as a focus tool for support groups identified by teachers. This school session, Miss Lawson has also had nurture as part of her remit.

Due to restrictions, our breakfast club was not able to take place. However, we were able to target individuals who needed breakfast and a soft start approach and this approach worked well.

Pupils with Additional Support Needs are quickly identified with targeted support put in place.

IEP's and MAAPM's are in place for children where required.

Chronologies are regularly updated by all staff.

This session, online assemblies were delivered by school staff and external visitors.

Smooth transition programmes between N-P1, P7-S1 and between classes.

**How do you know?**

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

QA evidence suggests that targeted support from PEF funded PSA is positive.

Prior to lockdown, an open door policy was in place for all parents. A record is kept of any conversations, playground incidents etc. A good news wall celebrates positive news and achievements and a 'you said, we did' approach is adopted. Class bubbles have resulted in fewer behavioural incidents. A nurture approach has resulted in a more harmonious approach to approaches with children in the playground.

**What are you going to do now?**

**What are your improvement priorities in this area?**

Continue to build on nurture approaches and identify nurture groups for support. Work closely with agencies, parents and staff to identify where support is needed and how each agency can deliver this and meet needs post Covid. Continue to embed the adoption of a nurturing approach with all staff and further roll out training to PSA's.

### **QI 3.2 Raising attainment and achievement**

Attainment in literacy and numeracy  
Attainment over time  
Overall quality of learners' achievement  
Equity for all learners

Relevant NIF priority: All  
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information  
Level of quality for core QI: 4  
(HGIOS?4/HGIOELC? 1-6 scale)

**How well are you doing?  
What's working well for your learners?**

Up until lockdown 1, attainment and achievement had continued to rise at Maud School. Most pupils had attained expected levels with some exceeding expected levels. Post lockdown 2, the focus continued to be on Literacy, Numeracy and Health and Wellbeing. Disruption to learning have been taken into consideration as well as assessment data for key groups.

Tracking system in place to identify pupil progress. As of May 2021, data shows the percentage of children working at or above expected levels in the following areas:

Reading – 84%

Writing – 76%

Listening and Talking – 84%

Numeracy/Maths -79%

Health and Wellbeing – 80%

'At a Glance' document in place to identify pupil need to all staff.

PEF funded targeted intervention in place – this is reviewed and evaluated regularly.

Wider achievements are celebrated at assemblies, displayed on our 'good news' wall and in newsletters.

Staff track wider achievements and identify gaps where necessary.

Attendance levels are high across the school.

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

SNSA and PIPS data, teacher professional judgement, data figures taken from May 2021 tracking data.

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

Continue with moderation approaches ensuring pace and challenge for all.  
Continue to address gaps in attainment looking at patterns of year groups. Revisit approaches for P1 pupils in reading and numeracy from term 1.  
Continue to recover Literacy, Numeracy and Health and Wellbeing during term 1 of new session.

**When restrictions allow, 'drop in' classroom visits throughout terms 1 and 2 with a specific focus on learning and teaching in Literacy and Numeracy.  
Continue PEF funded interventions in place for HWB due to increased need across the school.**

## QI Review – 3 Year Cycle

In relation to our self-evaluation a tool we use is How Good is our School 4 which outlines particular Quality indicators we focus on. In order to ensure we engage with them all, we ensure a specific focus is made on particular QIs over a three year period. That does not mean we do not work on them within other years but we will give a particular focus to them on the given year.

Core QIs: 1.3, 2.3, 3.1 3.2		
Year 1	Year 2	Year 3
<p>1.1 – Self-evaluation for self-improvement</p> <p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>2.2 – Curriculum</p> <p><u>2.3 – Learning, teaching and assessment.</u></p> <p>2.4 – Personalised support</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p> <p>3.2 – Raising attainment and achievement</p> <p>3.3 – Increasing creativity and employability</p>	<p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>1.5 – Management of resources to promote equity</p> <p>2.1 – Safeguarding and child protection</p> <p><u>2.3 – Learning, teaching and assessment.</u></p> <p>2.4 – Personalised support</p> <p><u>2.5 – Family learning</u></p> <p><u>2.6 - Transitions</u></p> <p><u>2.7 – Partnership</u></p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p>	

Self-evaluation across QIs and themes allows a broader understanding and reflection of where your school is at. All evaluation exercises focus on the 3 key questions:

- How good is our leadership and approach to improvement?
- How good is the quality of care and education we offer?
- How good are we at improving outcomes for all our learners?

Over the course of the 3 year cycle all QIs will have been evaluated. From the tables you can see where each of the questions are answered. The underlined focus QI was chosen and aspects of other themes drawn upon from other QIs.

## Maud School School Data evidence

Pupil attainment across the whole school	<p>Post lockdown and across the whole school, our level of attainment in all areas is good, with between 72 – 84 % of pupils being on track or exceeding expectations.</p> <p>Where pupils are identified as requiring support or are making appropriate progress, support has been identified and appropriate targeted support is in place. In some individual cases, Individualised Education Plans are in place which are reviewed throughout the term.</p> <p>Each term, attainment meetings take place with teachers to discuss planning and attainment for each class. This has seen the focus on learning and teaching being kept as a priority for all pupils. This can be evidenced in overall levels of attainment.</p>
SNSA at P1, P4 and P7	<ul style="list-style-type: none"> <li>• P7 reading – 8/9 pupils working at national expected band or above.</li> <li>• P4 reading – 12/14 pupils working at national expected band or above.</li> <li>• P1 Literacy – 12/14 pupils working at national expected band or above.</li> <li>• P7 writing – 7/9 pupils working at national expected band or above.</li> <li>• P4 writing – 11/14 pupils working at national expected band or above.</li> <li>• P7 numeracy – 8/9 pupils working at national expected band and above.</li> <li>• P4 numeracy- 12/14 pupils working at national expected band and above.</li> <li>• P1 numeracy – all pupils working at national expected band or above.</li> </ul>
SIMD	<p>At present almost all pupils who attend Maud School fall under the 7<sup>th</sup>- 8th decile with the majority in decile 8.</p> <p>We have a mixed catchment area – new build homes, council housing, rural properties and farms. We are also the zoned school for the Aikey Brae Gypsy Traveller site. This means pupils come from a variety of backgrounds.</p>
FSM	<p>All of our P1-3 pupils receive FSM under the universal allocation. Across the remainder of the school only 10% of pupils receive FSM.</p>
Needs Analysis	<p>40% of the school roll receive additional support.</p> <p>11% of the school roll receive the lowest of level of additional support.</p> <p>29% of the school roll receive a more intensive and in some cases, multi-agency level of support.</p>
PEF	<p>Almost all pupils have been impacted by the use of PEF funding.</p> <p>Initiatives such as focussing on pupil mental health, use of Emotion Works and a focus on growth mindset and resilience post lockdown have benefited the majority of pupils and helped to close the attainment gap caused by Covid 19 school closures.</p> <p>There have also been reduced incidences of negative behaviour and interactions amongst children and with staff.</p>
Attendance	<p>Maud School has a high level of attendance with 97% attendance across the school.</p> <p>Few pupils have low attendance which we then follow the attendance guidance from Aberdeenshire Authority. This is in order to improve pupil opportunities, learning and lessen the impact on their attainment and achievements.</p>





**PEF 2021-2022 - £16017 (£11631 plus £4386 c/f)**

<b>Identified gap</b>	Covid 19 recovery - rebuilding relationships, focussing on mental health, regulation of emotions, coping strategies, resilience and nurture approaches allowing all pupils to be ready to learn.
<b>Expenditure</b>	10% towards Cluster HWB resource = £1164 Renewal of Emotion Works licence. £250  PSA – 15.25 hours - £7967 Teacher – Nurture Support – 0.17FTE - £7351 Contingency = £549  Total = £16017 (£11631 plus £4386 c/f)
<b>Expected outcomes</b>	-Increased attainment and achievement for all, closing the attainment gap caused by Covid 19 school closures. -Increase in pupil resilience, self esteem and acceptance of others within the school community. -Increase in use of a nurture approach. -A more positive ethos amongst targeted children. -A positive P7-S1 transition.
<b>Impact Measurements</b>	Attainment data Staff, pupil and parent feedback QA observations

## **Capacity for improvement**

Maud School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

## Action plan 1: Health and Wellbeing

### National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

#### Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

#### HGIOS and ELCC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff/practitioners
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving/ ensuring wellbeing, equality and inclusion

#### Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

#### Specific to HGIOELC

- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life

#### Aberdeenshire Priorities:

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
- 4 Improvement through self-evaluation.

Priority 1 : Health and Wellbeing - To support all everyone to reintegrate successfully back into school life, after unsettled periods due to Covid 19.		Data/evidence informing priority: Baseline information from GL Pass, pupil/teacher/parent feedback.		Progress
Key actions		By whom	When?	How will we evaluate impact? (Measurements of success)
				On Track
				Behind Schedule
				Not Achieved
Work with all stakeholders to create 'A Mentally Healthy School' with the health and wellbeing of both staff and pupils being made a priority.	All staff	Ongoing	Feedback and observation of staff, pupils and ongoing interactions Staff dialogue	
Carry out GL assessments to gauge pupils' attitudes to self and school after lockdown.	Head Teacher	Term 1 - asap	Tracking data Observations and QA data Comparison of results at end of year	On Track
Use results of GL assessments and information from class teachers to identify individuals/groups who would benefit from support post Covid 19.	Class teachers Mrs Urquhart	Ongoing	Identify and address gaps Evaluations of work with PEF funded PSA Feedback Observations	
Continue to focus on Emotion Works to support positive behaviour/resilience throughout session. Ensure all staff have access to training.	All staff	All session	Fewer behavioural incidents Children able to reflect on own actions	
Continue to embed a Nurture approach in all classes and playground, ensuring consistency throughout.	All staff	Ongoing	Our ethos will have a nurturing focus which will be evident through actions, words and attitudes. Feedback and observations	
Identify nurture groups who would benefit from extra support across classes who will work with a key member of staff (Miss Lawson). Review impact of these on a regular basis.	All staff Miss Lawson	Ongoing	Feedback from staff Observations and evaluations of Miss Lawson's work	

## Action plan 2: Numeracy and Literacy

<p><u>National Improvement Framework Priorities</u></p>		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><b>HGIOS</b> and <b>ELCC</b></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>

Priority 2 : To support the recovery of progress in Literacy and Numeracy after lockdown.		Data/evidence informing priority: QA processes, observations, tracking data, feedback		Progress
Key actions		By whom	When?	How will we evaluate impact? (Measurements of success)
				On Track
				Behind Schedule
				Not Achieved
Assess pupils in both Numeracy and Literacy to identify current levels and highlight any gaps in learning.  Focus on identified areas that highlighted as lower according to tracking data – mental maths and reading.	Class teachers	Term 1	Assessment results Teacher feedback Parental feedback from lockdown  Attainment conversations/tracking data	
Ensure the focus of teaching of skills in mental maths and reading, allowing for peer observation and modelling of effective practice.	Class teachers Head Teachers	All session	Pupil work Feedback from all Attainment/tracking data	
Assess and moderate progress in focus areas of mental maths and reading at key points throughout session. Use materials from QAMSO training.	Class teachers Head Teacher	All session	Attainment/tracking data Observations and monitoring of pupil work	
Compare progress/attainment in Numeracy and reading at end of session in comparison to previous years.	Head Teachers	Term 4	Attainment/tracking data	

## Action plan 3: Pupil Participation

<p><u>National Improvement Framework Priorities</u></p>		
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><b>HGIOS</b> and <b>ELCC</b></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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>

Priority 3 : Pupil Participation – to increase pupil involvement within the school, giving them more ownership of house groups and increasing the focus on our school values, linking in to UNCRC.		Data/evidence informing priority: Pupil/teacher/parent feedback, professional dialogue		Progress
				On Track
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Behind Schedule
				Not Achieved
Revisit the roles of House Captains/Vice Captains to create more involvement and responsibility for areas across the school, eg, RRS.	HT, House Captains, Class Teachers	Term 1	Pupil/staff dialogue and feedback	
Incorporate house challenges involving children at all levels and staff members.	Pupils and staff	Ongoing	Stakeholder feedback Observations	
Introduce the roles of 'Values Ambassadors' to P6 children – giving shared ownership of the promotion of school values. Ambassadors to plan on a monthly basis with HT.	P6 pupils, HT, all staff	Term 2	Feedback, observations and QA processes.	



## **Wider Achievements**

P7 pupils organised and ran a successful virtual MacMillan Coffee Morning in September, supported by the local and wider community, raising a fantastic £582.27.

P7 pupil, Isabelle Curno took part in a sponsored bridge swing in aid of school funds, free falling 15metres then swinging in a huge arc above the River Garry. She raised an impressive £460, also donating a further £100 to her Cancer Research Justgiving page.

Staff at all levels supported children and families during the second lockdown, ensuring that all pupils had access to meals, resources and technology whilst overseeing online learning and teaching.

## **Memories are made of this**

We organised another Christmas show which was filmed in bubbles and put together for all to enjoy!

A second lockdown due to Covid 19 ensured that the school community worked together to create online learning with a consistent and cohesive approach. This was well received by families. Staff worked together to staff the school hub for children of key workers.

Sports day was held in bubbles this session, with all children enjoying taking part!

All children enjoyed a 'Walk to Aden' in their bubbles and in fine weather! They had fun at the playpark and enjoyed a picnic with their classmates.

All children were also treated to a class trip, again in bubbles to thank them for their hard work and resilience during what has been a challenging school year.

## **Wider Community Links**

The school maintains strong links with Maud Village Trust. The Centre continue to be very generous in supporting the life and work of the school. Most recently, they supported our annual 'Step Count Challenge' during Mental Health Awareness week by providing pedometers and prizes for our winning team!

The school also has strong links with Maud and Savoich Church. As part of this, Janet and Rupert have provided us with regular online assemblies during the school session, based on ongoing school themes and values.

## Maud School Data evidence

### **% Progress in attainment across the whole school – June 2021**

	Reading				Writing				L+T				Numeracy				HWB / physical				HWB/ overall wellbeing			
	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE
P1	0	21	79	0	0	21	79	0	0	21	79	0	0	14	86	0	0	7	93	0	0	7	93	0
P2	0	10	90	0	0	9	73	18	0	0	100	0	0	18	82	0	0	9	91	0	0	9	91	0
P3	0	21	79	0	0	21	71	7	0	7	93	0	0	29	71	0	0	14	86	0	0	14	86	0
P4	0	28	73	0	0	39	61	0	0	6	94	0	0	28	72	0	0	17	83	0	0	17	83	0
P5	0	11	78	11	0	44	56	0	0	22	78	0	0	33	22	44	0	33	67	0	0	33	67	0
P6	0	15	85	0	0	20	80	0	0	25	75	0	0	5	95	0	0	30	70	0	0	30	70	0
P7	0	11	89	0	0	44	56	0	0	33	67	0	0	33	67	0	0	33	67	0	0	33	67	0
Total																								

### **SNSA – data overview.**

	Writing		Reading (Literacy as a whole P1)		Numeracy	
P1	% above national average band		43		% above national average band	
	% working at national average band		43		% working at national average band	
	% below national average band expect		14		% below national average band expect	
P4	Writing		Reading		Numeracy	
	% above national average band		22		% above national average band	
	% working at national average band		61		% working at national average band	
% below national average band expect		17		% below national average band expect		
P7	Writing		Reading		Numeracy	
	% above national average band		33		% above national average band	
	% working at national average band		44		% working at national average band	
% below national average band expect		22		% below national average band expect		

### SIMD overview (decile)

Maud Primary School	D1	D2	D3	D4 1	D5	D6	D7 37	D8 56	D9	D10
Maud Primary School	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	39.4%	59.6%	0.0%	0.0%

### FSM allocation

	P1	P2	P3	P4	P5	P6	P7
Number/ % FSM	Universal 2	Universal 2	Universal 2	3	2	2	0

### NEEDS ANALYSIS overview – as of June 2021

Staged Intervention level	percentage of school roll - 99
1-0	3%
2-1	26%
3-2	10%
4-3	1%
Overall Total/ %	40% need across the school

### School Attendance overview – June 2021

Possible openings -	90 – 100%	80 – 90%	Below 80%
Total % of the school overall	100%		