



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

School Forward

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

Self-Evaluation for Self-Improvement is at the heart of our practice at Methlick 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 Methlick 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.

Zoe Whyte

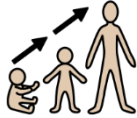

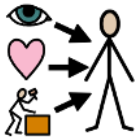


Head Teacher

School Vision, Values and Aims

Our Vision for Methlick School is that each child will be...



Our Aims & Values

G	Grow Grow in knowledge, mindset and skills.	
R	Respect Be ready, safe and kind in all our words and actions.	
E	Experience Experience learning in different ways.	
A	Achieve Be encouraged and supported to achieve our potential.	
T	Together: All learn together to be GREAT.	

Context of the school

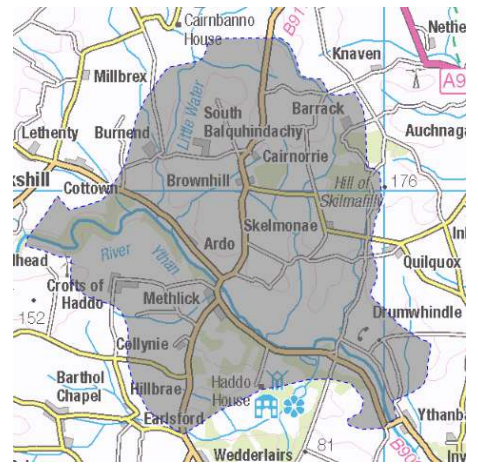
Methlick School is a co-educational, non-denominational primary school located in the Ythan valley, 9 miles north-west of Ellon and 7 miles north-east of Oldmeldrum.

The school serves the residents of a large rural catchment in the Formartine area of Aberdeenshire.

From mountain to sea



Formartine Area Profile 2022



Population

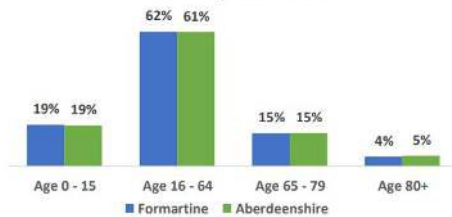
43,096 population 2020
260,780 Aberdeenshire

2% net increase 2010–20
4% increase Aberdeenshire

17% of Aberdeenshire's population

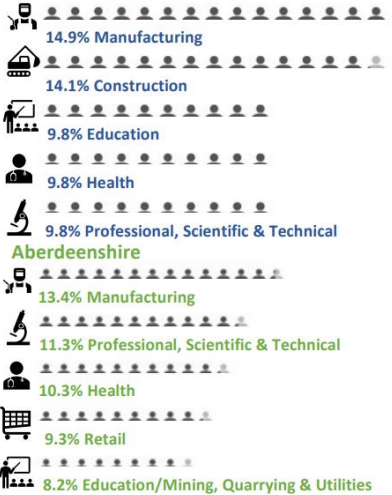
Source: National Records of Scotland (NRS) 2020

% Share of Each Age Group in Total Population



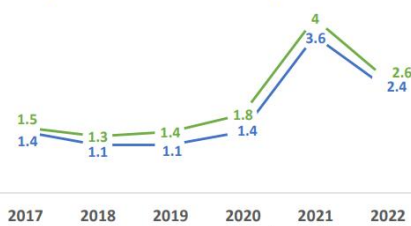
Economy

Employment: Top 5 Sectors 2020 (%)



Source: Business Register and Employment Survey 2020

Unemployment: Claimants as a Proportion of Residents aged 16-64



Source: ONS Data from January in each year



Median Household Income 2021

£41,103

Aberdeenshire £36,889

Source: © CACI Limited 1996 - 2021 This report shall be used solely for academic, personal and/or non-commercial purposes.

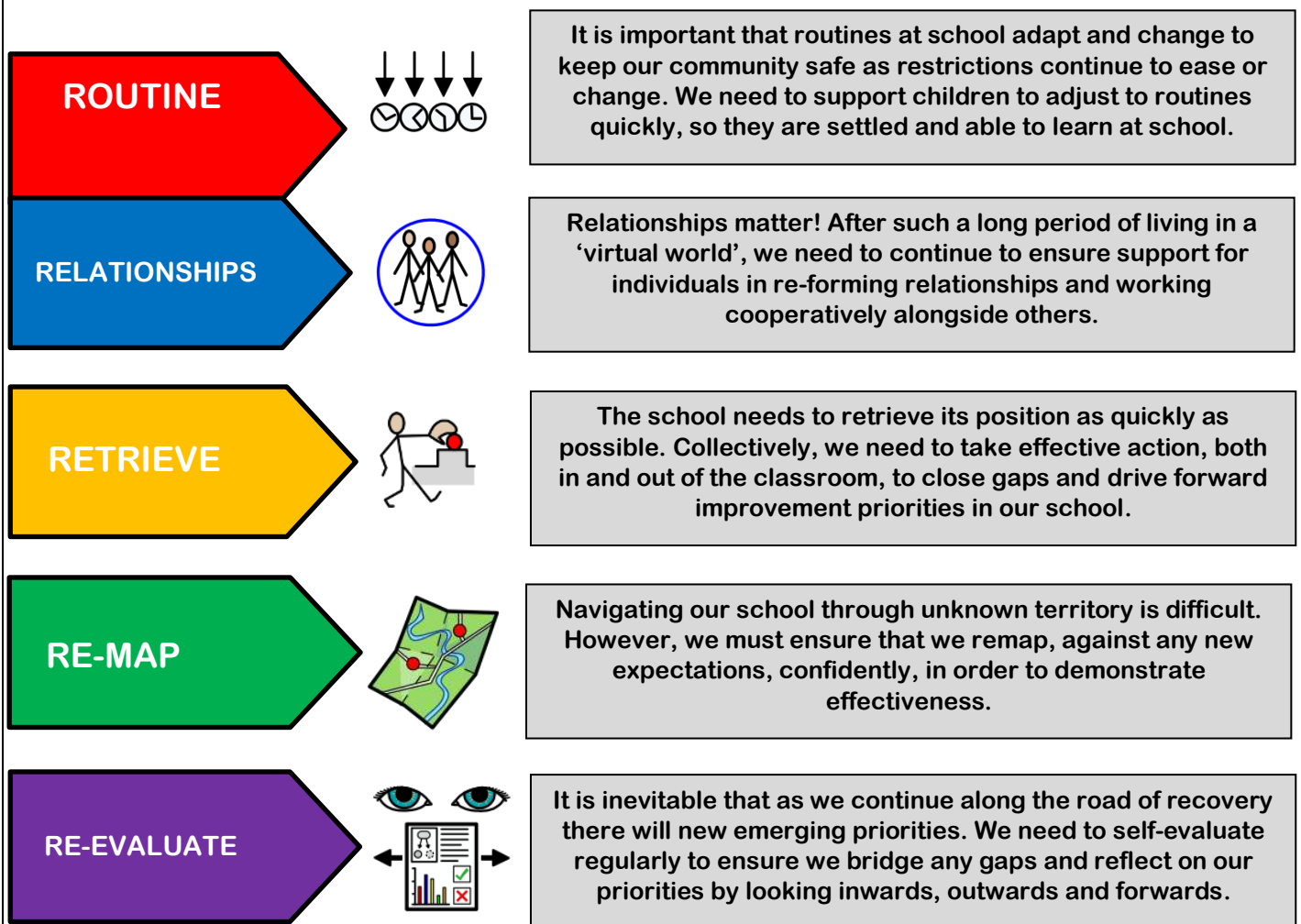
The Standards and Quality reflective information is from work gathered with staff throughout the year, completed by the Head Teacher. The Improvement Plan section has been completed by the Head Teacher, appointed in November 2021, detailing the vision for the continuous improvement of Methlick School.

Recovery, Renewal, Improvement

During previous school sessions 2019/20 and 2020/21, the education for children at Methlick School was significantly disrupted due to the impact of COVID-19 pandemic. Whilst the school remained open for some, online learning was quickly established. Many children did not access face-to-face in school education for many months. Covid also impacted learning and teaching in Term 3 of this session with many staff and pupil absences.

The full impact of the pandemic, and the unknown potential for further disruption, is still unknown. However, in formulating our School Improvement Plan for Session 2022/23, consideration has been given to the ongoing recovery journey so that we can build on any success that had been achieved prior to this time.

Beyond any external pressures, we must also strive to develop the provision at our school so that our vision 'GREAT' is the reality for every child who attends Methlick School. This means we have to consider equity and equality to ensure we take necessary action to bridge any gaps for pupils. With this in mind, our principles for school improvement in 2022/2023 are encompassed in the 5Rs which are detailed below.



What People Need

International research into what people need in the immediate to mid-term aftermath of a mass trauma (which COVID-19 could be construed as) (Hobfall et al, 2007) has identified five key elements and this could be very helpful in guiding and informing intervention (including universal and targeted) in schools. These are promoting:



**Sense of
Safety**



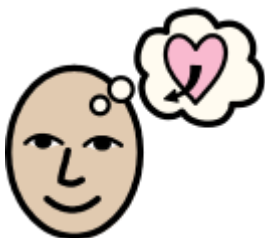
**Sense of
Calming**



**Sense of
Community**







**Sense of
Connectedness**



**Sense of
Hope**

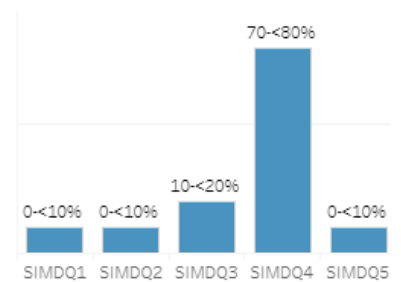
Core Quality Indicator Evaluations

This report shares the impact of the previous School Improvement Plan. Using How Good is Our School 4? (HGIOS 4) our self-evaluation in key quality indicators is shown below:

Quality Indicator	Evaluation
 QI 1.3 Leadership of change	3
 QI 2.3 Learning, teaching and assessment	3
 QI 3.1 Ensuring wellbeing, equality and inclusion	3
 QI 3.2 Raising attainment and achievement	3

SIMD (Scottish Index of Multiple Deprivation)

SIMD data shows that no child at Methlick Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 8 and 9. Although Methlick Primary School does not have any children who are classed as living in an area of deprivation, we ensure all pupils needs are identified and supported through a variety of additional support measures.



Free School Meals & Pupil Equity Fund Allocation


14% of pupils at Methlick School are registered for Free School Meals.

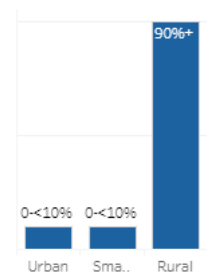
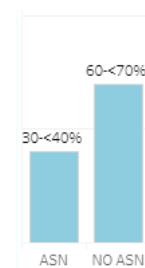
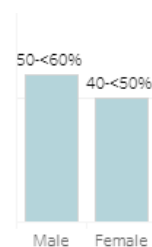
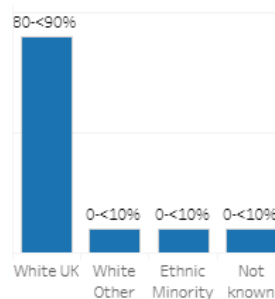
PEF Allocation received April 2022 = £9800. Details of interventions are contained in School Improvement Plan section.

Other School Data

 96.6% attendance

 school condition: B

 meeting the PE target?: ✓



Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
The renewal and improvement of our curriculum to meet the needs of all learners.	<ul style="list-style-type: none">• All stakeholders audited and reflected on current curriculum design across the school.• Staff revisited key elements of BtC, Self-Evaluation Primary Curriculum Improvement Toolkit.• The majority of staff engaged in professional enquiry and research.• Most staff engaged in professional learning on the development and design of a revised Methlick Curriculum Rationale.• Majority of practitioners contributed to revised Curriculum Rationale.• Investment in Leckie & Leckie Maths Textbooks to support Numeracy progression across the school.• Re-engaged with the refreshed narrative, planning across the four contexts, the design principles and the moderation of planning across the cluster.• Re-engagement after February/ March COVID etc with Outdoor Learning.	<ul style="list-style-type: none">• Majority of stakeholders understand what the school is trying to achieve through its curriculum.• Increased awareness of the Curriculum Rationale within the school community.• A key focus was placed on the L&T of Numeracy & Mathematics.• Increased Outdoor Learning experiences by all classes to support Health and Wellbeing in addition to Literacy and Numeracy.

<p>To ensure the consistency of Learning, Teaching and Assessment across the school.</p>	<ul style="list-style-type: none">• All practitioners are in the progress of agreeing key assessments to be used for baseline evidence at the start/ end of each session.• Planning and tracking meetings held termly.• Almost all practitioners engaged with Cluster QAMSO session.	<ul style="list-style-type: none">• Data from assessments used to inform next steps in learning.• Identified that data from assessments is to inform next steps in future and individual school improvements.• Increased confidence in staff professional judgement in the moderation process.• More consistency across the school in collating assessment data.
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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: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- There is a positive ethos within Methlick School. The vision and values are used in daily learning conversations. Majority of pupils can articulate the school values.
- The school is continuing to develop the curriculum rationale ensuring that it reflects the uniqueness of our community and setting.
- Almost all teaching staff are involved in school improvement planning drawing on a wide range of evidence. Almost all staff are involved in self-evaluation activities and draw on a range of evidence when identifying strengths and next steps.
- Methlick School has put in place quality assurance processes to ensure that there is a focussed attention on monitoring and evaluating learning and teaching.
- Tracking meetings give all staff an opportunity to discuss improvement/ next steps for their learners.
- Professional Review and Development (PRD) of most staff conducted annually takes into account personal development needs and school improvement priorities.
- CPD opportunities are provided for all staff to access.
- Most staff engage with professional learning/ CPL through Aberdeenshire events/ ALDO/ Northern Alliance/ Education Scotland etc.
- Moderation opportunities across the cluster have been limited because of Covid, however a cluster QAMSO moderation session was held virtually in March.
- There are opportunities for staff to take on leadership roles within Methlick School.
- All staff at Methlick School know their children very well. All staff continue to strive to ensure that they are supportive and understanding of all families.

How do you know?

What evidence do you have of positive impact on learners?

- • Vision and values are displayed in all classrooms and referred to in all that we do at Methlick School.
- Social media is used to share learning. Newsletters provide regular opportunities for parent/ carers to be involved in the school.
- There is a very positive ethos within Methlick School and the wider community.

- The school has a curriculum rationale in place which reflects the uniqueness of our community. Almost all stakeholders have an awareness of our curriculum rationale.
- There are effective mechanisms in place to ensure that all families are consulted in the life and work of the school.
- There is an ethos of professional engagement and collegiate working from most staff. There is an annual calendar of staff meetings with focus areas linked to our School Improvement Plan. There are opportunities for staff to engage with QI documentation to review practice and plan next steps.
- There are pupil groups in place such as Rights Respecting, Pupil Council, JRSO, Eco, Modern Languages which offer opportunities for pupils to drive forward improvement and ensure that their voice is heard.
- Teaching staff have a range of leadership opportunities such as Probationer Mentor, RRS, JRSO, ECO coordinator, John Muir Award.
- Whole School QA calendar clearly documents processes to review and improve schoolwork.
- Professional Review and Development (PRD) of all staff conducted annually taking into account personal development needs.

What are you going to do now?

What are your improvement priorities in this area?

- Further collegiate moderation in school and cluster regarding expectations of learning within levels for Literacy and Numeracy.
- More professional dialogue with colleagues to develop a shared understanding of learning and teaching approaches.
- Further develop opportunities for effective leadership for all staff and pupils in the school.
- Pupils, parents and staff to be more actively consulted in the self-evaluation process.
- Further development of pupil involvement in self-evaluation through the use of 'How Good is OUR 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: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- The ethos of Methlick School is warm, positive and nurturing and promotes mutually respectful relationships.
- Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved.
- Almost all pupils at Methlick School behave well which in turn leads to focussed learning and calm learning environments in almost all classes.
- Almost all pupils have positive relationships with both teaching and non-teaching staff whom they trust enough to talk to when they need help.
- The school works closely with other agencies and partners (Ed Psych, Health, Social Work, RDA) to ensure high quality support is in place for pupils with a disability, health issue or social or emotional needs.
- The school works closely with parents and carers to reduce potential barriers to learning and is responsive to family circumstances. Relationships with parents and carers are based on mutual trust and respect.
- The school works closely with partners such as Ythan Valley Rotary, Community Garden, Methlick Church, Active Schools to ensure opportunities for all children to participate in and engage with the community.
- Outdoor Learning is a key focus in the majority of classes.
- We continue to work on sharing the purpose of learning with pupils through shared LI and SC.
- Almost all pupils engage in self and peer assessments.
- The majority of pupils know what to do in order to be successful.
- The majority of staff are planning collegiately and are using assessment information more carefully to track progress and identify next steps in learning. Termly tracking meetings support pupils' progress in their learning.
- Collegiate planning time is part of our annual calendar.
- Transitions are mainly well supported within school and for new P1s and P7s moving to the academy.
- Almost all parents and carers have signed up to SEESAW and all classes share learning through this digital platform.

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

- Termly tracking meetings are held with all staff.
- Quality Assurance processes taking place throughout the year.
- PEF is used to support staff to plan interventions to overcome barriers to learning- Fine Motor Skills, PSA, Literacy and Numeracy resources.
- SNSA data is considered by the majority of class teachers. This is used to inform next steps in learning by the majority of class teachers.
- Feedback from parents and carers around the use of SEESAW to share learning, progress and feedback is very positive.
- Facebook and SEESAW are used to promote everyday learning, achievements and community involvement.
- Transition information is shared with academy staff to flag up support for pupils who may need it.

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

- Transition information is to be improved between in-school transitions.
- Prioritise SNSA training for class teachers in P1, P4, P7 to ensure that they have a clear understanding of SNSA data.
- Develop opportunities for moderation within the school and cluster to further develop a shared understanding of standards and levels.
- Develop further opportunities for outdoor learning across the school- new Vengie shelter.
- Continue to use technology in supporting effective learning and teaching.
- Continue to increase pupil confidence in discussing their learning/ identification of next steps.
- Introduce pupil folios of assessments and good work.

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: 3

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

How well are you doing?

What's working well for your learners?

- All staff at Methlick have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- Almost all are committed to ensuring everyone is treated equitably and with respect. Almost all pupils build very positive relationships with staff, allowing them to identify and support individual needs.
- Methlick School has a Promoting Positive Behaviour policy underpinned by the UNCRC. Methlick School has high expectations for behaviour and all staff work hard to ensure incidents are dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. All staff are vigilant and prompt in highlighting concerns and responding to issues.
- Almost all staff are clear on principles and processes in relation to GIRFEC. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for others.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with ASN. IEPs and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used by HT and the minority of staff on SEEMIS to support this.
- Termly tracking meetings with HT and individual class teachers have a focus on pupils' needs and discussion re. targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSAs), Pupil Support Worker (PSW), Intervention and Prevention Teacher (IPT) and Additional Support for Learning staff (ASL).
- Transition programmes and activities are in place for Early Years/ Primary/ Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.
- Most class teachers work closely with ASL/ IPT/ PSW to plan targeted interventions.

How do you know?

What evidence do you have of positive impact on learners?

- The school has an inclusive ethos.
- Glasgow Wellbeing Assessment carried out on an annual basis.
- Shared expectations across the school. Positive, supportive ethos throughout the school. The school promotes the Rights, Respecting Award work. (Bronze Award June 2022)
- Annual update of GIRFEC/Child Protection training carried out
- Staff complete annual Data Protection, Equalities and Diversity training as provided by ALDO/ Aberdeenshire.
- Pupil voice groups have been established with focus on RRS/ ECO/ Pupil Council/ Modern Languages.
- House captains are elected by peers annually.
- Effective partnerships are in place with local church, community groups, Rotary, SCARF, Active Schools and Bikeability.
- Aberdeenshire Dyslexia Toolkit and Autism Toolkit have been utilised to provide on-going support for all learners.
- Targeted support is provided by class teachers, IPT, PSW, ASL, SaLT. Educational Psychologist contributes to planning/ observation and assessment of pupils.
- Outside agencies such as school nurse, doctor, GCBN and CAMHS are also involved with the consideration of targeted support for individual pupils.
- HT is nurture trained and uses this to support pupils.
- The school keeps an up-to-date audit of ASN need to support the deployment of staff and consideration of interventions to be planned to support pupils.
- SAAP/MAAP process being fully implemented. Regular meetings with staff, parents/ carers, and other agencies to meet pupils' needs.
- HT meets regularly with ASL/ IPT/ PSW/ PSAs in order to plan appropriately to meet individual need. This is evaluated for impact on a termly basis.
- PSA runs weekly lunchtime 'Cheesy Chats' with P7s to focus on HWB and Transition to academy worries.
- Methlick School is involved in the Meldrum CSN transition process run in partnership with cluster primaries and Meldrum Academy. There are a series of visits in place- with opportunities for enhanced transition/ mini bridging if required for pupils who would benefit.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop approaches and incorporate more opportunities to develop positive mental wellbeing and to review the impact of targeted interventions on our pupils over time, in particular PSW/ IPT led interventions.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.

- Continue to build capacity as a team to ensure the needs of all pupils are met while embedding a whole school nurturing approach. Number of pupils requiring interventions has significantly increased.
- Develop more opportunities to share and celebrate cultural diversity in our school.
- Curricular work, assemblies and wider community partnership should encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- Work with pupil voice groups such as Pupil Council, RRS and House Captains to plan how this area can be improved at Methlick School.
- Develop a more robust HWB tracking and monitoring system.
- Continue to ensure that those pupils who require an IEP have these in place and that targets are evaluated regularly in collaboration with parents.
- Ensure that these documents are used as working documents, shared with all members of staff working with the individual child and referred to on a regular basis.

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?

- Most children are attaining expected levels in literacy, numeracy and health and wellbeing. Some children are exceeding expected levels in Numeracy and Literacy.
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Interventions are also regularly reviewed for impact.
- Next steps are clearly identified and planned for.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- Most staff have a good understanding of expected standards in literacy and numeracy supported by the local Aberdeenshire Frameworks and national benchmarks.
- Wider achievements are recognised and shared across the school at assemblies and on the GREAT wall in the foyer.
- Achievements are also recognised through our house point system linked to our school vision and values.
- The school is developing their systems in tracking wider achievements.

- Pupil Equity Funding has been utilised to enhance targeted support from PSA for pupils and to purchase resources to support numeracy and writing.
- Attendance levels are generally high with no exclusions recorded for the last academic session. Inclusion is successful for almost all pupils.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing activities such as gardening and outdoor learning.
- Pupil participation in the wider community is successful through developing partnerships by gardening in the community, working with the local Rotary and entrepreneurial skills e.g., raising money for Ukraine by selling sunflower growing kits.

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CfE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectation in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- SNSA data is being used by most teachers to support professional judgement and identify next steps for pupils.
- SWRT, numeracy assessments and Schonell/ Blackwell assessments provide opportunities for progress to be identified throughout the year.
- Glasgow Wellbeing/ Stirling WB will inform tracking of HWB at key points of the year.
- TMR system and tracking meeting information is kept up to date termly.
- All pupils are encouraged to share wider achievements which are celebrated at assemblies and on the GREAT board in the foyer.
- Children's University achievements celebrated on SEESAW, Facebook and at end of term assembly.
- The school provides opportunities for pupils to develop wider achievement (Pupil Council, Eco Group, Buddies, House Captains, RRS, JRSO, Modern Languages group.)
- Tracking of attendance and lates monitored by head teacher.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Develop and embed baseline literacy/ numeracy assessments.
- Agree an assessment calendar for literacy/ numeracy and HWB assessments.
- Continue to empower our pupils to use their pupil voice- including the use of HGIOURS.
- Develop whole school pupil tracker?

PEF 2022-2023

Identified gap Linked to barriers identified through analysis of data	<ul style="list-style-type: none">• Recover curriculum for vulnerable children- to include support in literacy, numeracy and HWB.
Expenditure	<ul style="list-style-type: none">• Numeracy- Sumdog subscription, Numicon resources, Leckie and Leckie online for P1 & textbooks for P2-P7• Literacy- Nesy• Seesaw subscription• Library resources• Targeted Support- PSA, Fine Motor Skills resources• Outdoor Learning Resources• Blocks for Block Play
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	<ul style="list-style-type: none">• Identified gaps in learning are addressed and supported for all pupils.• Identified concerns with social skills are addressed and supported for all pupils.• Appropriate challenge and differentiation supported in Maths and Literacy.• Improved use of school library.
Impact Measurements How will you know the change is an improvement?	<ul style="list-style-type: none">• Teacher assessment regarding engagement and progress of pupils.• Pupil and parental feedback.

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 1

<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>HGIOS and ELCC</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.
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<p>Priority 1: To support the continued 'recovery' of learning at Methlick School ensuring that all are fully supported to engage with the 'new normal'.</p> <p>(Wellbeing/ Mental Health/ Relationships. Continue to rebuild a sense of community)</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Fullan report on four key drivers for improvement Ongoing improvement work from last session 2021-22 Global/national/ local stage of recovery in relation to Covid Pandemic Attendance affected by Covid related absences UNCRC Articles 3,28,29.
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Continue to rebuild positive relationships and a sense of belonging with pupils/ staff/ parents/ community.</p> <p>To re-establish strong links and partnership working with the local community.</p> <p>Clear focus on HWB across the school.</p> <p>Use of Stirling Wellbeing Assessment/ RRS Questionnaire/ Leuven Scale. Delivery of RRS across all classes.</p>	<p>Whole school</p> <p>All staff</p>	<p>Ongoing</p>	<p>Through ongoing daily/ weekly interactions and focussed QA throughout the session to ensure that the following are evident:</p> <ul style="list-style-type: none"> Positive ethos for ALL Regular check-ins and follow up in relation to HWB Stakeholder views are actively sought 	

<p>All stakeholders are aware of the UNCRC into Scot's Law and the implication of this for daily practice and policy.</p> <p>Continued focus on establishing a formal outside teaching area/ Shelter in the Vengie.</p> <p>Key work in developing effective partnerships:</p> <ul style="list-style-type: none"> • Collaboration between staff to ensure that data is used to plan effectively pupils' learning going forward. • Review of QA processes to ensure high quality outcomes for L&T <p>Ensure leadership opportunities for all- staff/ pupils/ within wider school community. Work with pupil voice groups such as: Pupil Council, House Captains, RRS, Eco Group, JRSO to discuss and plan how this area can be improved.</p> <p>All staff have knowledge of the current context of Methlick and the wider community with a particular focus on HWB.</p> <p>Ensure all staff are aware of identified gaps in learning or trends in data for Methlick School and can take this forward effecting positive improvement at classroom and whole school level.</p> <p>Ensure that PEF spending focuses on closing any identified gaps and PEF / and other interventions are measured for impact.</p> <p>Run Seasons for Growth sessions to support children to manage loss and change.</p> <p>Plan interventions with I&P teacher/ Nature- Nurture Practitioner/ PSW to support children struggling to access the curriculum.</p> <p>Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA/PSW/I&P interventions.</p>	<p>RRS led by SD/ AF</p> <p>ZW/PT</p> <p>All staff</p> <p>ZW/ All staff/ pupils</p> <p>All staff</p> <p>All staff</p> <p>Led by ZW</p> <p>I&P teacher and PSA</p> <p>I&P teacher/ NNP/ PSW</p> <p>ZW/ PSA/ I&P/PSW</p>		<p>and taken into account</p> <ul style="list-style-type: none"> - Pupil voice and UNCRC are part of all school improvement - Staff involved in planned analysis of data throughout the session. Eg Attainment, attendance, HWB, achievement, engagement. <p>Almost all learners are knowledgeable about equalities and inclusion and have an understanding of wellbeing and their rights.</p> <p>QA processes across the whole session.</p> <p>T racking and monitoring processes around agreed data sets.</p> <p>Regular review and discussion of impact of targeted interventions.</p> <p>PEF planning and ongoing review throughout the session.</p> <p>Targeted children will be able to manage loss and change.</p> <p>Targeted children will be able to access the curriculum.</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 2: The renewal and improvement of our curriculum to meet the needs of all learners.</p> <p>(To continue the work on Numeracy from last session -with a focus this session on Literacy)</p>	<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Our own self-evaluation work identifies the need for us to improve the teaching and learning experiences at Methlick School. This improvement work is also in line with current local and national advice. UNCRC Articles 3, 28,29,31
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Baseline spelling/ reading and numeracy assessments at the start (and end) of the session to ensure pupils are being supported and challenged effectively.</p> <p>Termly/ periodic assessments to monitor progress.</p> <p>Supporting reading input led by ASL/ HT to PSAs to highlight strategies to support learners during reading.</p>	<p>All staff</p> <p>All staff</p> <p>zw</p>	<p>On going</p>	<p>Targeted support provided to those who need it</p> <p>Tracking and monitoring procedures will be robust and shape future improvements</p>	

<p>Moderation of writing pieces to develop a clearer understanding of the achievement of a level.</p>	<p>All staff</p>		<p>Greater consistency in approaches throughout the school</p>	
<p>Continue to refer to Meldrum Cluster Writing Folder. More opportunity for extended writing to be factored into day-to-day classroom practice- less emphasis on worksheets and more on extended writing.</p>	<p>All</p>		<p>Improved levels of literacy across all stages. Jotter work used as basis for moderation at stage meetings.</p>	
<p>Whole school events to promote reading eg. What are you reading today? Paired reading between classes. World Book Day</p>	<p>All</p>			
<p>Celebration of reading in assemblies.</p>	<p>PSA/ parent helpers</p>		<p>Improved levels of literacy across all stages</p>	
<p>Book Clubs for all age groups.</p>	<p>All staff</p>		<p>Improved levels of literacy across all stages</p>	
<p>Library to be run by PSA/ parent helper to promote more regular reading and reading for enjoyment.</p>	<p>ZW/ Parent helpers</p>			
<p>Build partnerships with parents on of promoting reading for enjoyment.</p>	<p>PSA/ parent helpers</p>			
<p>Establish curriculum progressions (to complete Numeracy progression started in 2021-22)</p>	<p>ZW/ Parents</p>		<p>All learners to experience high quality curriculum that promotes equity and raises attainment for all</p>	
<p>Establish curriculum progressions in all areas.</p>	<p>All staff</p>		<p>All staff to have increased knowledge and confidence to plan progressive learning</p>	
<p>All teachers to be aware of packages which can be used to assist pupils with ASN- Dyslexia.</p>	<p>ASL teacher</p>		<p>All practitioners to contribute to developing our new curriculum progressions</p>	
<p>All teachers to be aware of strategies to support pupils with ADHD/ASD.</p>	<p>Ed Psych (AW) and ZW</p>		<p>Pupil needs being met effectively- school reviews, MAAP/ SAAP minutes/ conversations with parents and pupils.</p>	
<p>All teachers to be aware of strategies to support pupils with ADHD/ASD.</p>	<p>Ed Psych (AW) and ZW</p>		<p>Pupil needs being met effectively- school reviews, MAAP/ SAAP minutes/ conversations with parents and pupils</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <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>
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<p>Priority 3: To improve the consistency of Learning, Teaching & Assessment.</p>	<p>Data/evidence informing priority:</p> <p><i>Professional discussions and moderation activities confirm that staff confidence in making Teacher Professional Judgement (TJP) of achievement and progress through a level continues to need strengthened. Tracking approaches in the school are not robust and require strategic development to ensure the way in which the school can assess and track progress of learning is strengthened.</i></p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
<p>Staff led working groups to be set up for numeracy, literacy and 1+2 language to improve learning and teaching, increase practitioner confidence and improve attainment.</p> <p>All staff to be familiar with the interrogation of SNSA data and track pupil progress over time.</p>	<p>Teachers</p> <p>ZW/ All teachers</p>	<p>On going</p>	<p>All staff to have increased knowledge and confidence.</p>	Behind Schedule
				Not Achieved

<p>Develop a robust tracking system to track PEF pupils and identify targeted support. Review regularly to ensure the right support in place to ensure pupil progress.</p> <p>Develop and use a wider range of learning environments, including outdoors & upstairs, to improve learner experience.</p> <p>Develop a range of assessment approaches, including holistic assessments, to allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Develop moderation processes and practice across the school and where possible beyond the school (Cluster) to promote effective learning and teaching and further develop shared understanding of standards.</p> <p>Pupils, parents and all staff to be more actively consulted in the self-evaluation process to inform school improvement priorities.</p> <p>All staff to use online platform (SEESAW) to share homework/ LI/ Questions etc with parents/ carers. Worked examples to be shared with parents so they can further support learning as appropriate.</p>	<p>ZW</p> <p>ZW</p> <p>ZW/ All staff</p> <p>ZW/ All staff</p> <p>All teachers</p> <p>All pupils/ staff/ parents</p> <p>All teachers</p>		<p>Improved attainment across all stages. Tracking and monitoring procedures will be robust and shape future developments.</p> <p>Targeted support provided to those who need it.</p> <p>All staff to have increased knowledge and confidence.</p> <p>All parents to have increased knowledge and confidence.</p>	
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Wider Achievements

At Methlick School we celebrate the achievements of all our pupils in not just their formal learning in the classroom but in their wider achievements in recognised activities like the Children's University, Active Schools and participation in clubs, arts, sports and community-based programmes. This approach supports the nurturing and aspirational outcomes of GIRFEC (Getting it Right for Every Child), and our aim in Aberdeenshire to overcome inequality by Raising Attainment for ALL, promoting Equity and Excellence in schools and Closing the Gap.

Memories are made of this:

Children in Need- Wear something yellow!

Children's University- Pupils achieving Gold and Silver Awards.

Burns Poetry Competition

Red Nose Day

Fairtrade Fortnight

Health Week

Pancakes for the whole school- thank you P3!

S'mores in the Vengie

Active Schools Basketball

Bikeability Awards Level 1 & 2 for P7, and Level 1 for P6

Planting trees at Haddo

Planting a Queen's Jubilee Apple tree at school

P7 Glenshee Residential

P6 Sailing at Peterhead & P6 visit to Landmark for the day

World Book Day 'Reading River' with whole school and nursery

Working in the Community Garden P6/5

Virtual Christmas Concert

House Captains laying a wreath at Remembrance Day service

Queen's Platinum Jubilee Tea Party

Whole school 'Open Afternoon' in June

Sports Day- the first in the village since 2019

P5/4 Sunflower Kits raised £700 for the Ukraine

P6/5 getting their John Muir Awards

P7/6 pupils coming 2nd in Aberdeenshire Minecraft animation competition

P5/4 pupils coming 1st in Aberdeenshire Sumdog competition.

Achieving Bronze Rights Respecting School Award

RSPB- Wild Challenge Bronze and Silver Awards

Wider Community Links

Community Garden P6/5

Easter, Christmas and end of term activities in partnership with Methlick Church

House Captains laying a wreath at Remembrance Day service

Run Garioch

Planting trees at Haddo

Storm Arwen recovery and donating firewood to the community

Ythan Valley Rotary Art Competition

P7 working with Ythan Valley Rotary -Rota Kids