



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

Introduction

We are pleased to present 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 Lairhillock 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.

We continue to be committed to working closely with our community and all other stakeholders who 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. Within education things never stand still or stay the same. At Lairhillock 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.

Stewart D Crabb

Head Teacher

The School and its Context

Vision Values and Aims

The vision for the school was created in consultation with all pupils and staff through the work of the Vision Values and Aims Parent and Pupil Working Group (*Finalised June 2018*). The values have remained our bedrock – the vision and aims have continued to evolve as the school develops. In session 2023-2024 we will take the opportunity to review and further develop our school vision and aims.

Lairhillock's School Vision, Values and Aims communicate our philosophy and beliefs for Lairhillock School Community.

Our starting point for learning is a positive school ethos and a climate of respect and trust based upon our shared values.

Our Values



Our Vision

To support our Lairhillock Learners to develop into happy, fulfilled people who:

- become lifelong learners
- embrace challenges
- demonstrate resilience
- contribute to society
- respect themselves, others and our planet!

Our Aims

Our aim is that all our Lairhillock Learners will leave our school with the skills for learning, life and work. Our Lairhillock Learner characteristics sum up the qualities we value. We want our children to develop the skills to unlock their aspirations, transform dreams into achievements, and turn adversity into success.

Perseverance:

- Identify and work towards goals
- Problem solve around setbacks
- Keep trying for success!

Reflection:

- Reflect on what went well, and what can be improved
- Apply critical thinking skills to solve problems

Adaptability:

- Apply skills flexibly across the curriculum
- Work with others – compromising, negotiating and co-operating
- Ready for all types of learning and work, present and future

Curiosity:

- Always asking questions, and seeking new learning
- Learning over a lifetime in order to feel valued, happy and fulfilled

Teamwork:

- Working with a variety of teams to develop skills – family, table, class, leadership group, house group etc.
- Develop skills for learning, life and work

Context of the School

Lairhillock School opened to pupils on the 16 April 2007. It is a non-denominational nursery and primary school situated in an open rural location, approximately 6 miles from Stonehaven and 6 miles from Peterculter, Aberdeen. The catchment area stretches from just east of Durris on the South Deeside Road across to Blairs in the East and as far south as Fishermyle. Most of our children are bussed to school and all of our children are transported. The school's current roll is 161 which includes 25 pupils in nursery. Our school roll is decreasing over recent years and we will lose a class in August. The roll however is projected to increase again in coming years. We have a number of out of catchment placings. On leaving Lairhillock Primary School the pupils transfer to either Mackie Academy in Stonehaven or Cults Academy in Aberdeen. Lairhillock School is part of the Stonehaven Community Schools' Network.

Lairhillock Primary School has ten Class Teachers (half of whom are part time), an Early Years Senior Practitioner, an Early Years Lead Practitioner and five Early Years Practitioners. Non class contact is delivered by two of our teachers. We have an additional support for learning teacher for two days each week. We have one probationer teacher this year. Teacher staffing has been fairly regular across the years with a number of teachers having worked at the school for some time.

Scottish Index of Multiple Deprivation (SIMD)

The majority of our children live in SIMD 8, less than half live in SIMD 9 and a few live in SIMD 10. We have a very small number of children living in an area of SIMD that would qualify for Pupil Equity Funding. We have used this small amount of PEF to support the literacy and health and well-being of individuals with a focus through group work to allow other children to benefit from the additional staffing and activities planned.

Impact of our developments

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

Key priority 2022-2022	Key actions undertaken	Impact (achieved throughout 2022-2023)
To improve quality assurance processes across the school to maximise the capacity of Lairhillock to improve.	<p>All staff involved in ongoing review of core QIs to ensure a clear focus on identifying areas for improvement</p> <p>QA calendar reviewed and shared with staff and focus of observations agreed</p> <p>Further development of new tracking systems with continued tri-annual tracking meetings</p> <p>Pupil Leadership Plan developed to ensure inclusion, involvement and full engagement with school life</p> <p>All stakeholders have a voice in school improvement by providing forums for feedback from staff, pupils and parents.</p> <p>School has received a positive inspection report from Education Scotland.</p>	<p>Staff have reviewed and agreed evaluation of core QIs, identifying areas of strength and areas for improvement.</p> <p>Pupil Leadership Groups are held fortnightly. These are successful and making an impact on school life.</p> <p>Assemblies regularly support and celebrate the work of the groups.</p> <p>All stakeholders have had opportunities to engage in quality assurance processes.</p>
To improve inclusion and wellbeing for all pupils at Lairhillock.	<p>Re-implemented clear focus on Health and Wellbeing by re-focusing on Whole School SCARF plans and launching new RSHP materials across school.</p> <p>Implemented daily emotional check-ins and stage appropriate regulation strategies at transition points throughout day to improve wellbeing and engagement with learning.</p> <p>Engaged all pupils with wellbeing indicators through assemblies, SCARF lessons and Wellbeing Web.</p> <p>Re-focussed on tracking and celebrating Wider Achievement across school community</p> <p>Restarted learner-led lunchtime clubs to promote wellbeing and inclusion across school.</p>	<p>SCARF and RSHP resources are used across the school.</p> <p>Teachers make regular check-ins and adapt format of day to improve engagement with learning.</p> <p>Children are regularly engaging with wellbeing indicators through assemblies and in classrooms.</p> <p>Staff are observed to be good in the nurturing approaches they provide for children. However formal training is yet to be accessed.</p> <p>Safe spaces exist within classrooms. Some children make use of safe space in library.</p> <p>Children are leading lunchtime clubs for lego, chess, running and study support.</p>

<p>To improve attainment in reading, writing and spelling across all areas of the school.</p>	<p>Begun to implement new whole school phonics and spelling programme Introduced new writing assessments across school for purposes of formative feedback and moderation Invest in reading books to ensure titles continue to be relevant, challenging and engaging Continue and expanded Nessy and Toe By Toe programmes for readers with literacy difficulties – extend use of related assessment data Whole school Dyslexia training to ensure best outcomes for dyslexic learners</p>	<p>A new phonics programme is being trialled in P1. Attainment results and teacher feedback suggest success with this approach. We have applied for financial support to extend this approach further and across the school. Nessy and Toe by Toe are being used at various stages. However we note low levels of motivation in children for Nessy and must review this approach. Dyslexia training has been led by the SfL Teacher. Resources for universal support have been purchased.</p>
<p>To support recovery, renewal and improvement at Lairhillock School ensuring improved outcomes for all children and young people,</p>	<p>Implement the Lairhillock PRACTICE Model to build wellbeing & resilience, and give pupils the tools to become lifelong learners Built the UNCRC into the life and ethos of the school, and ensure all stakeholders are aware of the incorporation of the UNCRC into Scots Law. Re-engage with RRS programme as vehicle for change Continued to implement our positive relationships and expectations with focus on 'Ready, Respectful, Safe' Developed participation and collaboration between staff and supported engagement with key data sets with the aim of improving outcomes for all learners Put School Values back at the heart of practice through work at assemblies, in classrooms and participation in Values Leadership Groups Promoted opportunities for leadership within Staff and Pupils. Review resourcing of universal and targeted provision for literacy and numeracy to improve attainment.</p>	<p>Through ongoing daily interactions and focussed QA activity ensure the following are in evidence: Positive ethos for all Regular check ins and follow up in relation to Health and wellbeing. Stakeholder views are sought and taken into account. Pupil voice and UNCRC are being considered in all aspects of school improvement. Staff at all levels involved in planned analysis of data throughout the year including: Attainment, health and wellbeing, achievement, engagement, attendance etc. QA processes agreed across the school year. School has agreed approaches to high quality learning and teaching, evidence from QA supports this. Tracking and monitoring processes around agreed data sets.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change – School and Nursery

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

How well are you doing?

What's working well for your learners?

- The vision, values and aims for Lairhillock School are aspirational in our ambitions for positive learning experiences and outcomes for children. The school's values provide a focus for our work and children and staff are actively engaged in taking forward these values through their leadership groups.
- We are committed to ensuring we achieve the highest possible standards and success for all learners. All staff show commitment to shared educational values and professional standards.
- The Head Teacher has effectively managed the strategic direction and pace of change.
- We protect time for professional dialogue, collegiate learning and self-evaluation.
- All members of our school community are given the opportunity to contribute to our plans for continuous improvement.
- Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.
- We continually reflect on and develop our practice taking account of our self-evaluation and commitment to continuous improvement.
- Current thinking and research about quality in early learning and childcare underpins continuous improvements in our setting.
- Opportunities for nursery practitioners to take forward improvements, and nurture and develop their own expertise, are provided.

How do you know?

What evidence do you have of positive impact on learners?

- The school's vision, values and aims were consulted upon and finalised in 2018 with the involvement of parents and children. The school's vision, values and aims are evident in the daily behaviours and attributes of all staff and almost all young people. The ethos of the school is inclusive, supporting and encouraging all to achieve. Expectations for all are high and staff are positive role models to pupils.
- A comprehensive self evaluation exercise has been undertaken. This has involved staff, children and parents. This provided a clear summary of the strengths of the school and areas for improvement. An action plan was produced and has been implemented.
- Staff development times have been focussed and strategic. The school continues to develop a shared 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 social and economic context of the school. Staff demonstrate understanding of barriers to pupils' learning, including those associated with economic or social disadvantage. All staff contribute to the life of the school. They work well collaboratively and are committed to bringing about improvement.
- All staff have opportunities to engage in high-quality continuous professional learning. Some staff take on whole-school responsibilities for leading on school improvement. All staff work effectively together as a team to share professional learning and expertise.
- Children are given opportunities to be actively engaged in the decision-making process and life and work of the school. We have children leading lunchtime clubs for other children; the new Student Council is representing the views of children across the school and they are engaged in leading decision making processes; children in the middle and upper stages are leading the promotion of our school values with their Pupil Leadership Groups.

What are you going to do now?

What are your improvement priorities in this area?

- In collaboration with all stakeholders, we will review our vision and aims.
- Head Teacher to create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change.
- Head Teacher to promote and support innovation, creativity and practitioner enquiry to lead to positive change.
- Further develop self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.

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

QI 2.3 Learning, teaching and assessment – Primary School

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: GOOD

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

How well are you doing?

What's working well for your learners?

- Lairhillock School has developed a positive learning environment which is built on relationships with high expectations. The ethos and culture of our school reflects a commitment to children's rights and positive relationships. All learners have an understanding of their rights and almost all learners demonstrate respect for the rights of others. Positive relationships in place between staff and learners. Children, staff and parents are very proud of our school.
- Staff have a good understanding of the social and economic context of the school. They appreciate and draw on the strong support of parents and partners to enhance provision for children.
- Staff are beginning to offer opportunity for children to exercise choice in learning.
- Staff are developing confidence to support children to understand the purpose of their learning and have opportunities to lead the learning. There are examples of good practice across the school.
- Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon. The newly formed Student Council is making a positive impact on pupil voice. They have gathered pupil views on how we can improve learning and teaching and this has been shared with staff.
- Staff have worked together recently to develop a shared standard around high-quality planning, learning, teaching and assessment which supports a drive for improved consistency across the school.
- Staff have identified a need to share their good practice of innovative and creative teaching approaches.
- Learning is enriched and supported by our effective use of digital technologies. Technology is used to support individuals who have barriers to their learning. Google Classroom is used to develop learners' skills in their use of ICT in upper stage classes.
- Staff have identified a need to increase confidence in their use of skilled questioning to promote curiosity, and regularly enable higher-order thinking skills in all learners. Two members of staff have researched good practice in effective questioning and led the staff in professional development sessions to improve practice across the school.

- Staff have identified a need to improve effective feedback to inform and support progress in learning.
- We have recently reviewed our approach to the development of skills and identified a progression in learning. This is now being implemented in classrooms.
- Learners demonstrate a positive attitude to learning and are keen to improve. Through teacher, self and peer assessment, children are encouraged to develop as reflective learners.
- Feedback from classroom observation is discussed and used to support improvements in learning and teaching.
- Learners are assessed using a range of formative and summative techniques. AfL strategies are used throughout the school. Staff are beginning to use a wider range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge. This will allow us to ensure our assessment evidence is more valid and reliable.
- Staff have a thorough knowledge of the strengths and development needs of each child and can identify next steps for planning learning.
- We have identified the need to engage in high quality moderation of CfE levels and assessment evidence.

How do you know?

What evidence do you have of positive impact on learners?

- Feedback from school visitors & questionnaires indicate that our positive ethos permeates everything we do. Evidence from classroom observations, daily interactions and learner feedback highlight that staff promote an environment which encourages positive, respectful relationships.
- Parents are actively engaged in supporting classroom and whole school activities. Parents strongly support school events such as open afternoons and have engaged readily with SeeSaw,
- Staff collaboration and engagement in staff development meetings. We have reviewed and updated our policy and procedures for planning. We have reviewed and refocussed on our policy for effective learning and teaching. We have reviewed assessment by participating in the authority-led sessions and have created a new draft policy statement for assessment. Staff have participated in school and Aberdeenshire continuing professional development on effective learning and teaching such as Shirley Clarke and Mark Burns. Staff are able to talk about their learning and make improvements to learning and teaching. Staff have led sessions in developing effective questioning within learning and teaching. We have reviewed Quality Indicators 1.3, 2.3, 3.1 and 3.2 and identified strengths and areas for improvement.
- Children are able to talk about their work in leading pupil groups related to the values of the school. They have undertaken a range of activities in and beyond the school. Children's views are encouraged through class discussions, assemblies, pupil value leadership groups, pupil discussion groups, the new Student Council and a pupil wellbeing survey.
- The school has previously achieved Gold of the Rights Respecting Schools Award. We remain committed to children's rights and promote this through assemblies, classroom discussions and displays. All pupils at Lairhillock are aware of their rights and responsibilities and almost all can talk confidently about this.

- Classroom observations and questionnaires with parents provide evidence of motivation and interaction.
- New policy and procedures for planning, learning, teaching and a draft assessment policy are now in place. Staff are engaged in on-going dialogue to drive forward improvement.
- A new 'Sharing Good Practice and Shout Out' board is in place.
- The school is well resourced and digital technology can be seen as a key feature in learning and teaching across all classrooms.
- Staff self evaluation of learning and teaching approaches. Feedback from classroom observations.
- Staff discuss strategies to support learning and work in consultation with SfL Teacher to put support in place. Educational Psychologist visits and consultations. Engagement of NHS specialist staff to support children in school. Minutes of meetings. Good use is made of PSAs and ASL staff to support learners to reach their maximum potential. Timetables.
- Records of visits, professional development programme, agendas of meetings.
- Dialogue with parents and through progress and achievement meetings.
- Standardised assessments in P1 and P4 - P7 are used and analysed to discuss next steps, improve individual pupil performance and to establish support for learning needs. Analysis of data also aids discussion around the deployment of resources for identified pupil groups.

What are you going to do now?

What are your improvement priorities in this area?

- Review and develop our curriculum rationale
- Revise our policy and procedures for assessment
- Further develop the skills progression framework to make it more accessible and relevant to children and their learning and teaching
- Further develop play-based learning
- Introduce a replacement for SeeSaw
- Continue to improve effective strategies for learning and teaching
 - Effective feedback
 - Pace, challenge and differentiation
 - Balance of instruction and independent working
 - Learning led by children
 - Learning intentions and success criteria
 - Range of opportunities and outcomes for digital technology
 - Introduce more opportunities for problem-solving and enquiry-led learning

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

QI 3.1 Ensuring wellbeing, equality and inclusion – School and Nursery

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: GOOD

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

How well are you doing?

What's working well for your learners?

- Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff are proactive in promoting positive relationships in the classroom, playground and wider learning community.
- We know and can demonstrate that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Our learners benefit from the high-quality education which we provide for all children and young people.
- We ensure children and young people are active participants in discussions and decisions which may affect their lives. Almost all learners are included, engaged and involved in the life of the school.
- We comply and actively engage with statutory requirements and codes of practice.
- We ensure inclusion and equality leads to improved outcomes for all learners.
- We understand, value and celebrate diversity and challenge discrimination. In our school, age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.
- Practitioners' sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family
- Health and wellbeing is fully embedded in the daily life of the nursery setting and consistently promoted by all practitioners
- In a developmentally appropriate way, children show consideration for others and have positive relationships with each other and practitioners.

How do you know?

What evidence do you have of positive impact on learners?

- Lairhillock School has a very strong sense of community creating a warm, welcoming, safe and secure environment allowing our children to thrive. Due to the

dedication of staff, almost all children and families build and sustain positive relationships with school. Events such as our Sponsored Walk bring together the community in a celebration of health and wellbeing

- We have undertaken Pupil Wellbeing surveys and provided support to individuals. We have made use of the Wellbeing Wheel to provide a focus for individual wellbeing. Regular check-ins take place with pupils to assess and respond to their wellbeing.
- All classes engage with SCARF progression leading to a more consistent approach to health and wellbeing across the school. Most classes have begun to work with RSHP national materials for the teaching of Relationships and Sexual Health education. Regular assemblies take account of the importance of wellbeing.
- We have taken account of the views of children through surveys and discussion. Our Pupil Values Leadership Groups have provided an opportunity for children to take leadership roles in developing our values. Our Student Council is providing a focus for children's views to be stated and taken forward. Children across the school are developing their knowledge of rights and the UNCRC through leadership groups, assemblies and work in class.
- All staff undertake annual GIRFEC and Child Protection training. Revised Child Protection Policy and Procedures are in place. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- Effective partnerships are in place with other stakeholders and agencies (health visitor, school nurse, educational psychology, social work, child development team etc.) to support children as necessary.
- ASL is allocated on a needs basis and is reviewed regularly by ASL Teacher, Class Teachers and HT. PSAs are involved in support processes.
- We have an Anti-Bullying Policy in place and have taken part in an Anti-Bullying Week.
- In monitoring attainment we review the achievement of all including those with protected characteristics.
- We have made good use of PEF to assess and plan for the needs of individuals and groups of children.

What are you going to do now?

What are your improvement priorities in this area?

- Increase opportunities for using outdoor spaces effectively to promote positive relationships and wellbeing.
- Provide opportunities for younger children to be more active in discussions and decisions of the work and life of the school.
- Undertake annual training in Child Protection and GIRFEC procedures.
- Further develop the pro-active role of ASL in raising attainment and achievement as well as support for individuals.
- Monitor instances of discrimination, inequalities and bullying and provide preventative approaches to ensure that our curriculum provides well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- Revise and publish an updated policy for Equalities and Anti-Bullying
- Introduce the Circle Participation Project by end of 2024-2025
- Introduce a Pupil Profile to record achievements, what pupils enjoy and pupil learning needs

QI 3.2 Raising attainment and achievement - Primary School

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: GOOD

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

How well are you doing?

What's working well for your learners?

- In June 2023, most children in P1 expected to achieve Early Level in Reading. However, this contradicts with SNSA data which suggests almost all children in P1 have achieved Early Level in Literacy. Most children in P7 expected to achieve Second Level in Reading.
- Using the results of standardised assessment, we have identified areas of support for P3-P5 that can be delivered by targeted interventions, individualised support and a revised approach to Support for Learning.
- In June 2023, most children in P1 expected to achieve Early Level in Writing. We have evaluated performance in P4 and P5 and have identified strategies to improve attainment in Writing for June. Most children in P7 expected to achieve Second Level in Writing.
- In June 2023, almost all children in P1 and P7 expected to achieve Early/Second levels in Listening and Talking.
- In June 2023, almost all children in P1 expected to achieve Early Level in Numeracy. In P7, most children expected to achieve Second Level in Numeracy.
- In reading, P1 and P7 attainment in CfE always above or well above the local and national averages. In writing, CfE levels are nearly always above or well above the local and national averages. In numeracy, CfE levels are nearly always above or well above the local and national averages.
- Staff engage in tracking and monitoring of pupil progress, predicted data is also considered for all year groups in areas of literacy and numeracy. Through the interrogation of data, areas that require improvement are identified and planned for through school improvement planning processes.
- Staff work hard to support learners who face barriers to their learning to attain expected CfE levels and where they are not, they can demonstrate how they are supporting appropriately. Universal strategies are available in all classes to support learning.
- National Benchmarks and local frameworks are supporting assessment across the school.
- We have a variety of leadership opportunities for our pupils. This is a strength of the school. We recognise, celebrate and promote our children's achievements in and out of the school. We are beginning to track children's participation out with the school.

- Attendance levels are high and above the national average. Data such as attendance and lateness are monitored. Action has been taken to improve individual levels of attendance.
- Exclusion rates are low and inclusion is successful for all.

How do you know?

What evidence do you have of positive impact on learners?

- ACCEL and SNSA data
- GL Assessment data
- SNSA levels for P1 and P7 suggest that most staff are confident in making professional judgements about CfE levels.
- Teacher/HT attainment review meetings held in February and May 2023. These considered GL Assessment and SNSA data and identified strategies for learning and teaching to deliver improvement.
- All P4-P7 pupils are actively engaged in Pupil Leadership Groups based on our school values. The new Student Council is beginning to make a positive impact on the life and work of the school and in learning and teaching. P7 prefects are making a contribution to the work of the school. Groups of children are involved in work with the North Kincardine Rural Community Council and in fundraising activities with the Parent Council. Children are leading lunchtime clubs such as Lego on Wednesdays, P4-P7 running on Wednesdays, chess on Thursdays and a new buddy study support group on Mondays.
- Through assemblies, visits to Head Teacher, Head Teacher awards, house points, Twitter, Head Teacher newsletter we celebrate and promote children's achievements.
- Children discuss out of school participation as part of the Hot Chocolate Friday sessions. The Head Teacher is beginning to track participation out of school.
- 95% attendance in session 2021-2022. 95% attendance in session 2022-2023 so far. Attendance reviews January, March and May 2023. Where attendance is less than 90%, each case is considered on an individual basis. Reasons for absence are established. Contact made with parents highlighting attendance and offering support if required.
- 0 exclusions in session 2021-2022 or in 2022-2023 so far. Staff have undertaken training to improve understanding of and support for children with autism. Behaviour support plans are in place for children whose behaviour may cause concern or risk. Support provided from Educational Psychologist, Social Work, CAMHS, Intervention Prevention Teacher where appropriate.

What are you going to do now?

What are your improvement priorities in this area?

- Extend our tracking to include areas of the curriculum beyond literacy and numeracy
- Extend the tracking of achievements and take action to 'close the gap'
- Provide opportunities for moderation of teacher's judgement of CfE levels within and beyond the school
- Introduce a programme for listening and talking
- Review, revise and agree our programme for writing
- Review, revise and agree our programme for numeracy
- Review, revise and agree our programme for reading

- Review, revise and agree our programme for spelling
- Introduce Read, Write, Inc
- Review our approach to the deployment of Pupil Support Assistants and the contribution they can make to raising attainment and achievement

QI 2.3 Learning, teaching and assessment - NURSERY

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: SATISFACTORY

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

How well are you doing?

What's working well for your learners?

- All staff at Lairhillock are committed to ensuring a welcoming, positive, nurturing environment where children feel valued, safe, and secure.
- Positive relationships are embedded in practice with children, families, colleagues, and other professionals. Most of the staff know the children well.
- The staff work closely with the P1 team to ensure smooth transitions.
- Children are encouraged to be responsible and independent learners. Our setting provides curiosity, and wonder. Our learning environment continues to improve as practitioners move away from an adult led to more of a child approach.
- The staff team plan through in-the-moment responsive child-led approaches as well as intentional planning to support individual development with a focus on literacy, numeracy, and health and wellbeing outcomes.
- All staff have been responsive to exploring learning and implementing different approaches to writing observations. They all attended observation training to develop their knowledge and understanding further to showcase learning.
- Staff are beginning to develop their skills using digital technology to enrich learning.
- Children's rights are included in practice and Ethos, Lairhillock school nursery is a place where every voice is valued and where staff and children play, learn, and have fun together reaching our full potential.
- Children are empowered to use their voice at the heart of the responsive planning and are supported and encouraged to further develop their voice.
- Some practitioners are knowledgeable about child development and play pedagogy and work well to employ this knowledge in daily practice.
- At Lairhillock we believe in Early Intervention and value Multi Agency working to support all children to thrive, reach their full potential, and improve outcomes for all.

How do you know?

What evidence do you have of positive impact on learners?

- Practitioners develop children's independence through early leadership roles (self-registration wellbeing tree, snack helpers, tidy up time roles etc). Children show confidence in completing real life tasks as well as working in a team and collaboratively with others. Drop off and pick up routines, ensure families are welcomed and provides opportunities for informal discussions supporting children

and families, this in turn strengthens relationships and supports children's progress.

- Through transition meetings, planned transition opportunities, building on outdoor learning to incorporate break times
- Snack time preparing and helping with staff as well as self-serve independence. Outdoor Play self-help dressing skills. Emphasis on the benefits of outdoor play and the use of natural open-ended resources are valued by most stakeholders. Free-flow outdoor access is on offer daily to support interests and awareness of the world around them.
- Children's voices are heard, respected, and documented on our responsive learning wall and in floor books which are linked to UNCRC, SHANARRI indicators and curriculum for excellence. The planning and individual learning journals reflects the personalisation and choice of learning experiences. Responsive planning allows for children's interests to be the focus of learning experiences shared across the team through our Responsive Planning board.
- Individual learning journals show that staff track, monitor and evaluate children's learning to identify gaps in their learning as well as achievements. Childrens learning journeys, Developmental overviews, Responsive planning board; Floor books; Displays
- Quiet area to promote the use of children's ipads to access games, photos, drawing and research information.
- Two staff members have taken the lead on driving and embedding Health & Wellbeing, Wellbeing indicators and UNCRC within the nursery environment and children's learning experiences as evidence in floor books and nursery classroom.
- UNCRC is referenced and visible to parents, through our information board in our cloakroom area making clear links to the G.I.R.F.E.C indicators. Making these links visible supports parents in their understanding of policies and practices within our setting.
- Some practitioners engage in the language of GIRFEC which is displayed throughout our setting encouraging children's knowledge and understanding. Children at the beginning stages of understanding and using these rights in play.
- Children's voice is evidenced in floor books, observations, children's questionnaires, and our responsive wall showing evidence that we value children's ideas, knowledge and empower them to lead their own learning.
- Play pedagogy is embedded in practice. The impact for our learners is improved outcomes in a child-led play environment.
- A holistic approach is developed to ensure consistent staff approaches to support children. Teddy Talk sessions have been implemented to enhance children who have been identified as requiring support specifically with social skills, language, and communication as well as concentration. To support children with self-regulation and their well-being we have yoga sessions on offer twice a week.

What are you going to do now?

What are your improvement priorities in this area?

- Provide training opportunities to support Building the Curriculum 4 ethos of skills for learning, skills for life, and skills for work. Develop practice of child led play.
- Practitioners to become confident in the use of talking tubs to promote children's voice further in planning. Senior leaders to continue to work alongside key workers

to demonstrate the benefits of using documents in their learning journeys to monitor, track, challenge, and progress learning.

- Develop new systems to ensure that information from external agencies used to support staff in developing support plans for children to reach full potential.
- Training to develop digital technology skills to create, curiosity and inquiry. For example, introducing the use of Beebots. Nursery to develop greater partnership working with the upper stages of the school to support the use of technology in the setting and encourage transition.
- Further develop staff, children and families understanding of children's rights making clear links to children's wellbeing through wellbeing indicators.
- Encourage children's involvement in the development of risk assessments increasing understanding of hazards, risk mitigation, and safety.
- Staff team to carry out professional reading and research into the Early Level Play Pedagogy Toolkit and use the reflective questions to inform and improve practice and further develop child-led play.
- Staff to use the next steps identified in child's plan meetings to create robust targeted support plans that track support individuals support for learning needs.

QI 3.2 Securing children's progress NURSERY

Progress in communication, early language, mathematics, health, and wellbeing

Children's progress over time

Overall quality of children's achievement

Ensuring equity for all children

Relevant NIF priority: All

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

Level of quality for core QI: GOOD

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

How well are you doing?

What's working well for your learners?

- We provide a nurturing, safe, fun, and inviting learning environment where children can flourish and grow naturally.
- Our free-flow setting encourages children to play in both our indoor and outdoor learning environments which gives them daily opportunities to drive their own learning.
- Our welcoming environment strives to improve outcomes for all children and their families.
- Our annual self-improvement plan identified curriculum development as one of our areas for self-improvement. It is used as a working document with the staff team throughout the year.
- We value collegiate learning and sharing best practices learning from others.
- Staff facilitates a breadth of learning across all curriculum areas through the curiosity approach using a variety of real-life and natural resources and loose parts.
- The children have a balance between real-life experiences and opportunities to develop their imagination to support learning across the curriculum.
- All staff work well in partnership with parents to ensure they feel included and valued in their child's learning.
- We are in the early stages of gathering and analysing information from parents to support improvements within the setting.
- A quality assurance calendar is in place to ensure regular monitoring and audits are carried out to support our ongoing improvement cycle and action plan.
- We've explored ways to improve lunchtime experience to promote a socially positive experience. We utilise this time to promote healthy choices and develop understanding of table manners and building independence and responsibility.

How do you know?

What evidence do you have of positive impact on learners?

- We have developed "The Hygge" approach which emulated a home-from-home environment that displays our nursery families to establish strong links with our families and support the development of nurturing relationships to support individuals.
- Our Self Evaluation, Question of the Fortnight, parental information boards, policy, and procedures, as well as stay and play sessions, and our community café encourage strong links with our families to improve outcomes for children.
- Progression Frameworks have been developed to monitor and track progress.

- Self-Evaluation working wall evidence progress throughout the year.
- Staff visits to other settings to share best practice and learn new skills for example Helicopter stories to improve outcomes for children.
- Collaborating with other professionals to support learning and progression for example SALT enables staff to implement targeted support strategies to support individual success.
- Floor books evidence progression across the curriculum encouraging children's depth and breadth of learning.
- All children have free access to a variety of loose parts and resources to encourage curiosity and imagination allowing children to be drivers of their own learning.
- Learning journals evidence individual children's progression across the early stage.
- Individual wall spaces celebrate and recognise achievements from home and the wider community.
- The staff share children's progress through different means: Daily conversations at drop off and pick up; Parent review (twice a year); Stay and play sessions; Weekly emails; Shared learning from home
- Staff encourages families to engage in nursely questionnaires, and the question of the fortnight to gain a holistic view from our families.
- Audits are completed and shared to ensure any patterns/areas of concern, for example, Chronologies, Accidents/Incidents, Care plans
- The improvements to our setting create enabling environments led by children's interests and staff understanding of holistic development leading for progression.

What are you going to do now?

What are your improvement priorities in this area?

- Develop our community information board.
- Senior leaders allocate time for staff to attend other settings to share best practice.
- Senior leaders lead staff in development of new planning systems designed to support intentional and responsive planning.
- Staff to develop a system to demonstrate balance between adult and child-initiated learning making this visible across the curriculum and children's outcomes.
- Cohesive Recording formats to be developed to make learning across all environments more visible.
- To increase the frequency of key worker parental meetings to increase parental understanding and engagement in children's learning and progress.
- Staff to look at ways to further develop children's responsibilities, for example, allocated turn-taking of cleaning tables, lunch helper roles to encourage leadership.

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	Lower levels of attainment in reading for children living in SIMD 1 or 2 from lower levels of willingness to engage in learning.
Expenditure	GL Assessment package Additional hours Pupil Support Assistant time
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	Target support effectively through nurture, wellbeing provision and intervention groups. Interventions and approaches are resulting in improved attendance, increased participation and engagement and an increase in children's readiness to learn. These interventions are accelerating progress for identified children. By June 2024
Impact Measurements How will you know the change is an improvement?	Through GL Assessment New Group Reading Test, New Group Spelling Test and/or Phonological Awareness Assessment we can demonstrated increased levels of attainment of identified pupils living in SIMD 1 or 2.

Capacity for Improvement

Lairhillock 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 and work in partnership with parents, health professionals, and others to 'get it right' for every child.

Our Improvement Priorities Going Forward

2023-2024	2024-2025	2025-2026
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QI	Task	2023-2024	2024-2025	2025-2026
1.3	In collaboration with all stakeholders, we will review our vision and aims.			
2.3	Review and develop our curriculum rationale			
2.3	Revise our policy and procedures for assessment			
2.3	Further develop the skills progression framework to make it more accessible and relevant to children and their learning and teaching			
2.3	Further develop play-based learning			
2.3	Introduce a replacement for SeeSaw			
2.3	Continue to improve effective strategies for learning and teaching:			
2.3	➤ Effective feedback			
2.3	➤ Pace, challenge and differentiation			
2.3	➤ Balance of instruction and independent working			
2.3	➤ Learning led by children			
2.3	➤ Learning intentions and success criteria			
2.3	➤ Range of opportunities and outcomes for digital technology			
2.3	➤ Introduce more opportunities for problem-solving and enquiry-led learning			
3.1	Increase opportunities for learning outdoors to promote positive relationships and wellbeing.			
3.1	Produce an updated policy for Equalities and Anti-Bullying (statutory)			
3.1	Introduce the Circle Participation Project (Aberdeenshire Council requirement)			
3.1	Introduce a Pupil Profile to record achievements, what pupils enjoy and pupil learning needs			
3.2	Extend our tracking to include areas of the curriculum beyond literacy and numeracy			
3.2	Provide opportunities for moderation of teacher's judgement of CfE levels within and beyond the school			
3.2	Introduce a programme for listening and talking			
3.2	Review, revise and agree our programme for writing			
3.2	Review, revise and agree our programme for numeracy			
3.2	Review, revise and agree our programme for reading			
3.2	Review, revise and agree our programme for spelling			
3.2	Introduce Read, Write, Inc			

Action Plan 1 - to review and refresh the school's vision and aims HGIOS/HGIOL 1.3 Leadership of Change		Data/evidence informing priority: Feedback from HMle, conversations with children, parents and staff		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Collect children's views on school's vision (mission statement) and aims Collect parent's views on school's vision (mission statement) and aims Collect staff views on school's vision (mission statement) and aims Identify areas for improvement Prepare and publish new draft statement Consult with stakeholders on new draft statement Launch of refreshed vision (mission statement) and aims 	HT/SEYP	Sep 23 Sep 23 Sep 23 Oct 23 Oct 23 Nov 23	Areas for improvement have been incorporated into new draft statement Majority of stakeholders confirm agreement with new statement	

Action Plan 2 – to further improve learning teaching and assessment		Data/evidence informing priority:		
HGIOS/HGIOL 2.3 Learning and teaching HGIOS 3.2 Raising attainment and achievement HGIOL 3.2 Securing children's progress		HT Initial Audit including staff focus groups and self evaluation. QA visits to classes. HMle inspection		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Revise our policy and procedure for assessment			Areas for improvement have been identified and an action plan is in place	
<ul style="list-style-type: none"> Review current policy and identify areas for improvement Level groups of staff plan, implement and evaluate examples of high quality assessments (related to moderation) 	Teaching staff	Sep 23		
	Teachers working in level groups	Sep 23	Staff have implemented and evaluated high quality assessment activities	
<ul style="list-style-type: none"> Continue to identify and make use of standardised assessments to enhance the range and quality of assessment information 	HT lead	Jan 24	Range of standardised assessments contribute to robust assessment of individual progress	
<ul style="list-style-type: none"> Prepare and publish new assessment policy 	HT lead	May 24	A new assessment policy is being implemented	
Further develop the skills progression framework to make it more accessible and relevant to children and their learning and teaching.	Teaching staff	Sep 23	Children are able to confidently talk about the skills they are developing	

<p><i>Continue to improve effective strategies for learning and teaching:</i> Improve feedback to children so it is effective for learning and teaching Review pace, challenge and differentiation in learning</p> <ul style="list-style-type: none"> • Working Groups to meet to agree remit, roles and plan • Working Groups plan session for other staff • Teachers participate in session for each activity • Teachers undertake research in classrooms for each activity • Teachers meet as whole group to review progress and identify next steps 	Working groups 1 and 2	Mar 24		
		Mar 24		
	Teaching staff	Apr 24		
	Teaching staff	May 24		
	Teaching staff	Jun 24	Children are able to talk about the feedback they receive	
			Improved pace, challenge and differentiation lead to improved attainment levels	
Group session to share good practice in use of the outdoor environment for learning	Teaching staff	Oct 23	Staff have an increased confidence in use of outdoors for learning	
Continue to develop play-based learning at the early stages of the school	P1 teacher			
<ul style="list-style-type: none"> • P1 teacher given time to visit other schools • Nursery and P1 staff to share practice 	Nurs & P1 staff	Jun 24	Staff have an increased confidence in the promotion of play-based learning	
Provide staff training for the replacement for SeeSaw	Nurs & teaching staff	Sep 23	Parents report high level of satisfaction with new application	

Action Plan 3 – to raise attainment and achievement		Data/evidence informing priority:		
HGIOS 2.3 Learning and teaching HGIOS 3.2 Raising attainment and achievement		CfE levels, SNSA data, GL Assessment data, school tracking system, HMle inspection		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Introduce and trial a Pupil Profile to record achievements, what pupils enjoy and pupil learning needs. Share trial with rest of staff.	Gillian Blair	Oct 23	Children confidently talk about the use of their profiles	
Extend our approaches to tracking achievement and take action to ‘close the gap’	HT	Dec 23	We have identified and addressed areas to support children’s achievements for those at risk of missing out	
Provide opportunities for teachers to work together to focus on moderation of CfE levels in writing within and beyond the school	All teachers	Jun 24	Teachers demonstrate increased confidence in making judgements about CfE levels	
Review, revise and agree a new programme and approach to the teaching of writing Review what we do – what are our strengths and areas for improvement ? <ul style="list-style-type: none"> Sample good practice locally and nationally Identify good practice and plan research in classrooms Evaluate success of research in classrooms Identify way forward for our programme and resources 	All teachers	Jan 24		
		Jan 24		
		Mar 24		
		May 24	We have identified an action plan to improve writing	

Introduce the Read, Write, Inc Literacy Programme <ul style="list-style-type: none"> • Train staff in implementing Read, Write, Inc approaches • Fully implement Read, Write, Inc at the P1 stages • Consider how Read, Write, Inc fits into our programmes for reading and spelling and plan for implementation 	All staff inc PSAs P1 staff inc PSAs All staff inc PSAs	Dec 23 Dec 23 Jan 24	Staff demonstrate increased confidence in the RWI programme and approach	
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Action Plan 4 – review and refresh Equalities and Anti Bullying Policy HGIOS/HGIOL 3.1 Ensuring wellbeing, equality and inclusion		Data/evidence informing priority: Statutory requirement from Scottish Government and Aberdeenshire Council. Policy is out of date.		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
				Not Achieved
<ul style="list-style-type: none"> • Form a working group including pupils, parents and staff 	HT	Feb 24	Working Group understands clear remit and roles	
<ul style="list-style-type: none"> • Establish remit and roles for those on the working group 	HT	Feb 24		
<ul style="list-style-type: none"> • Review samples of policies from other schools 	Working Group	Mar 24	Working Group has had opportunity to sample a range of policies	
<ul style="list-style-type: none"> • Prepare new Equalities and Anti Bullying Policy to meet the requirements of legislation • Prepare child-friendly version of policy • Launch policy to all stakeholders 	Working Group	May 24	Policy meets statutory requirements	
	Working Group	May 24		
	Working Group	May 24	Stakeholders demonstrate understanding of new policy	

Action Plan Nursery – to further enhance children’s progress and achievement in nursery setting HGIOL 2.3 Learning and teaching HGIOL 3.2 Securing children’s progress		Data/evidence informing priority: Nursery RAG self evaluation. Early Years visits to setting. HMle inspection		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
				Not Achieved
<ul style="list-style-type: none"> Increase use of digital technology to support children’s learning 	Nursery staff	June 2024	Children making use of a wide variety of technology	
<ul style="list-style-type: none"> Further develop the cycle of recording, reflecting upon and identifying next steps for children’s learning 	Nursery staff	Sept 2023	Tools for recording learning demonstrates children’s progress effectively	
<ul style="list-style-type: none"> Further develop the process of planning to include adult-initiated experiences that challenge and extend learning 	Nursery staff	Aug 2023	Planning takes account of children’s strengths and next steps, challenging and extending learning	
<ul style="list-style-type: none"> Develop an approach to tracking progress that supports continuity across early level 	HT & SEYP	Nov 2023	Tracking supports continuity across early level	
<ul style="list-style-type: none"> Review and update planning for children who require additional help with their learning 	SEYP & EYLP	Dec 2023	Individual plans set specific targets that are measurable with appropriate timescales.	

Wider Achievements and Community Links

- The Sponsored Walk
- Sports Day
- Eco Flag
- Parent Council Social Event
- Cancer research fundraising
- One World Coronation picnic
- Easter Assembly
- World Book Week
- Trips out of school
- Mrs Wilson's assembly
- P1-P3 Nativity
- P6 Euroquiz
- School football team
- Choir
- Bikeability
- Loch Insh
- Leadership Groups
- Balgownie cross country running
- Student Council
- Open Days