



GORDON PRIMARY SCHOOL

**STANDARDS AND QUALITY REPORT
2019-2023**

**SCHOOL IMPROVEMENT PLAN
2023-2024**

Our Vision

In Gordon Primary School we encourage all pupils to strive to:

'Be the Best You Can Be'

in whatever circumstances they might find themselves in.

Our aims

We **aim** to support our children and families to be:

Safe:

With a safe and supportive environment which encourages the building of self-esteem, understanding and concern for all.

Healthy

Supported to be physically, mentally and socially healthy making the right choices and supporting others to make healthy choices too.

Achieving

Encouraged to be creative, appropriate risk-takers, determined and reflective learners, encouraged to learn through play and the outdoors, become explorers, given a range of learning opportunities and so strive to achieve their potential both in and out of school.

Nurtured

Feeling cared for, supported, protected and valued.

Active

Actively engaged and motivated in play and learning.

Respected

Valued and respected with everyone's opinions and unique qualities of equal importance.

Responsible

Proud of and are given responsibility in our community, both independently and through teamwork.

Included

Have a voice in the development of their own learning and the life of the school promoting equity for all children.

*We **aim** to have inclusive, nurturing, curious and creative children who can become independent learners throughout life. We will:*

Ensure inclusion for all through GIRFEC and the SHANARRI indicators

Nurture curiosity and creativity

Place values at the heart of actions

Nurture lifelong learning

Empower leadership in the local and global world

*We will develop positive relationships through our agreed **values** of:*

Ready, Kind and Safe.

Our Context

Gordon Primary School is a non-denominational school educating children from 3-12. Our current roll is 440 children: this includes 363 P1-P7 and 77 nursery children.

Gordon Primary School serves the historic village of Huntly and its community. We are very lucky to be set against the lovely backdrop of Huntly Castle and grounds and to have

strong links with our neighbouring campus secondary, The Gordon Schools. We have an extensive playground including a wooded area in which children play at lunchtime and which is also used in the promotion of Outside Learning. Our school is a sprawling facility with a large hall and small hall, 14 lovely spacious classrooms and a new nursery. Classrooms and roof were refurbished in 2018. Toilets and breakout areas were refurbished in 2022.

Our current thriving nursery is set within our school grounds supported by a capable team who are always seeking to promote best practice. We currently have a Senior leadership Team consisting of a Headteacher, 2 Deputies, 1 Principal Teacher, 1 Early Years Senior Practitioner and 2 Early Years Lead Practitioners.

Gordon Primary School facilitates Enhanced Provision for the Huntly Cluster and has a Community Resource Hub created to support children with complex needs from our own and cluster schools. These facilities run with a high level of staff expertise. We also support two additional nurture facilities, 'The Pit Stop' for P1-P4, and 'The Flow Zone', an upper school nurture room. These are run by experienced nurture teachers supporting identified pupil need both in the actual facility and in classrooms. We work in partnership with classroom teachers and a range of support agencies and staff trained specifically in additional support needs. We seek to nurture and meet the needs of our children, working hard to meet individual need and promote resilience whilst improving pupil attainment.

Our nursery is also supported by a Principal Teacher of Early Years and the Aberdeenshire Early Years Team.

We are part of the Huntly Cluster of primary schools of Inch, Glass, Drumblade, Rhyndy, Fergie, Cairney, Largon, Kennethmont, Premnay. As a cluster we work together to support identified pupil need and raise attainment. Our cluster team lead and school Quality Improvement Manager is Mr Peter Wood who provides advice and guidance to school and parents. Gordon Primary School pupils head to The Gordon Schools at the end of P7.

Gordon Primary School works in partnership with our parents and the local community. We are encouraged by a supportive Parent Council and our Parent Teacher Association. These organisations promote the views of the entire Parent Forum who have opportunities for consultation, support and advice. Our parents are informed, friendly and supportive seeking the best education and environment for their children.

HMIe last visited the school in 2012.

The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation used across Scotland. The SIMD is measured on a scale from 1 to 10. Over the last few years the SIMD profile at Gordon Primary has ranged from SIMD 3 to SIMD 11 with 59% of our families being in the SIMD 3 to 5 bracket. We use this measure to target support to ensure that families at Gordon Primary are given equal access to all the learning, resources and opportunities that are available.

HOW GOOD ARE WE AT IMPROVING OUTCOMES FOR ALL OUR LEARNERS? 2019-20, 2020-21, 21-22, 22-23

**Level of Quality for Core QI: 3
(HGIOS4 1-6 scale)**

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

Key Strengths

- Almost all learners recognise our Values and Vision statement. **Values and ethos are embedded.** This is ongoing with certificates and house points supporting our ethos. This is also a part of the Positive Relationships policy and is ongoing in class and promoted at assemblies.
- Children are aware of our Values and the Vision Statement and can talk about associated behaviours.
- Superhero characters have worked well in Early Stages to support pupils recognise our values and relate to them. **Moved from superhero characters to bees to link with school Vision.**
- Our values and vision support inclusion in school and in the community which has a range of different economic, social and cultural influences.
- The Pupil Improvement Plan and Class Council dovetail actions within our overarching School Improvement Plan, providing pupils and staff with an opportunity to co-create change and improvement – **requires revisiting in 22-23 and in 23-24.**
- We are using our values and vision to support any review of policy and procedure along with learner entitlements eg. positive relationship policy. **Worked with parents and pupils on digital technology policy: only tentatively started and will be further developed in 23-24. The school has updated with Clevertouch boards and has many chromebooks, laptops and ipads to support teachers and pupils.**
- **First steps** have been taken in designing our curriculum, learner entitlements and to ensure we are responsive to data.
- Staff working groups have been established to support staff leading change **(to be changed in 23-24)**
- Staff are committed to working collegiately to support improvement.

Identified Priorities for Improvement

- To action pupil voice within learning experiences within class and the wider school community. **Update: Initially happening within classrooms. RRSA group to begin Term 2 2021. Staff training and preparation prior to this. P7 pupils have taken part in participatory budgeting bidding for playground equipment. Develop Pupil Improvement Plan with UNCRC as focus supporting all learning pathways, still to be completed and impact reviewed in 23-24.**

- Use staff working groups and Stage Development Groups as a vehicle for staff leading professional development and providing professional support to colleagues [Update: Literacy, Numeracy and HWB groups to lead these areas forward. To be reviewed and changed in 23-24.](#)
- Use Solution-Focused Groups as a means of supporting collegiate working. [Further focus 22-23, 23-24.](#)
- Develop pupil voice by updating the Pupil Improvement Plan to support them interact with and influence change. [Create new plan 23-24.](#)
- Progress learner participation to co-create change and improvement. [Further focus 23-24.](#)

HOW GOOD ARE WE AT IMPROVING OUTCOMES FOR ALL OUR LEARNERS? 2019-20, [2020-21](#), [21-22](#), [22-23](#)

**Level of Quality for Core QI: 3
(HGIOS4 1-6 scale)**

QI 2.3 Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Key Strengths

- Learners take part in a range of learning activities aimed at building leadership and resilience.
- Leadership and wider achievement opportunities have been experienced through peer reading, prefect duty and focused leadership groups.
- Staff have taken part in varied CLPL opportunities including Outdoor Learning, Big Maths and Big Write, [Higher Order Reading Skills, moderation of writing, UNCRC and IDL development.](#)
- The Positive Relationships group has engaged in research and are developing a range of methods to support the development of positive relationships, [policy to be reviewed.](#)
- A monitoring and tracking system is in place and staff are developing confidence in using and interpreting data to inform practice and support.

Identified Priorities for Improvement

- The monitoring and tracking system will have updated terminology. [Update: in progress but initial stages only. Updated terminology embedded. Data used to support M & T discussions.](#)
- Staff meetings have been allocated to provide a resource to support level planning and moderation. [Update; ongoing embedded.](#)

- Frameworks to be produced for Numeracy, Literacy and Health and Wellbeing. Update: Literacy and HWB completed. Numeracy 2/3 created to a workable level for staff. To support teachers, progressions have been transferred to Word format from OneNote. Teachers using planning formats appropriately. RSHP to be reviewed and included. Maths format possibly to be reviewed. Progressions to be passed to be passed on to next teacher.
- Stage Meetings and Solution Focussed Working Groups have been allocated to develop a collegiate structure whereby staff can work collaboratively to agree progression, moderation and development. Update: ongoing Further work on Solution Focussed Groups.
- Curriculum Rationale and Design will support pupil engagement through developing a consistent approach to including pupil voice within learning. There is a consistent approach across the school. Ongoing development.
- Develop knowledge and skills in baseline assessments to support teacher professional judgement and the interrogation of data. Update: initial stages only. Ongoing.
- Positive peer engagement in classes supporting identified priorities. Update: money to be spent from PEF on additional staff to support focussed groups in skills-based learning. To be continued in 22-23, 23-24.

HOW GOOD ARE WE AT IMPROVING OUTCOMES FOR ALL OUR LEARNERS? 2019-20, 2020-21, 21-22, 22-23

Level of Quality for Core QI: 3
(HGIOS4 1-6 scale)

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Key Strengths

- Our Vision & Values is based on RESPECT and inclusion to support a shared understanding of the wide variety of different needs that exist in our community. Update: Ready, Kind, Safe has been adopted as policy and is practised throughout the school. Teaching Staff engaged in Nurture Training and Emotion Coaching sessions provided by The Educational Psychology Service. Training in sensory diet/needs. Further support and training through EP Autism training and Autism Understanding Scotland, Bottom Up Emotional Literacy, Roots of Empathy.
- Change and improvement is approached through our Vision and Values to ensure that we keep them at the heart of our community.
- Flexible learning pathways support a wide variety of learning needs. These will be further reviewed and enhanced in 23-24.
- Individual Educational Plans and other personal learning planning processes support wellbeing, inclusion and equity. Class Teachers write IEP's in collaboration with ASL Teachers. Parent and Pupil views are sought. QA calendar of ASL dates required to includes MAAPms and School Review, EP meetings and transition meetings.
- Pupils are being increasingly included in decision making in school improvement through the Pupil Improvement Plan and Pupil Voice activities. Whole school focus required.
- Staff have engaged in training on restorative practice and have a group developing ongoing support to staff. Embedded.

- Our Curriculum Rationale & Design includes leadership as a key feature of our curriculum. Used time to give other members of staff time to develop aspects of the curriculum such as maths and HWB. PSAs encouraged to take more leadership in playground activities and intervention groups.
- Staff received training from Pivotal to introduce an approach to restorative practice.
- HWB focus to improve playground space through adding games lines which can support learning and imaginative play alongside sport and play equipment for different areas, pupils already utilising new playground spaces.

Identified Priorities for Improvement

- Continue to develop our Curriculum Rationale with a core focus on developing skills for learning, life and work through wellbeing, inclusion and leadership.
- Engage pupils in P6 in Peer Mediation to develop leadership skills on a volunteer basis. – Focus on Peer Mediation. Training to be focussed on P6 with P7s utilising as Prefects.
- Continue to develop pupil leadership through identified pupil groups. Update: House Captains, Vice Captains, Prefects - established Digital Leaders, RRSAs Leaders and Play Leaders initialised. Now P7 JRS Officers to lead P5 and P6 JRSOs. Gardening Club and Tour Guides. Established groups to be continued.
- Use opportunities to move towards a Rights Respecting School. Update: Staff group set up. P1-P4 and P5-P7 pupil groups will begin Term 2. UNCRC ethos to become embedded throughout the curriculum with pupils aware of their rights. Ongoing and reviewed next Term 4 session.
- Continue to develop use of Outdoor Learning to support wellbeing and inclusion Ongoing, investigate and share CLPL, resources and good practice.
- Identify opportunities to support collective staff wellbeing. Update: Staff attended wellbeing sessions during Feb in-service including additional counselling as required. Creation of staff social group to lead wellbeing for staff. Ongoing.
- Emotion Coaching training for staff Update: all staff have accessed this training and benefits are being seen in teacher-pupil discussion. Further development of new nurture areas for pupils ongoing. Completed now to be embedded in practice, refresh training in term 1 to include new staff.
- Develop a Gordon Primary School wider achievement tracker to promote equity of opportunities and participation. Focus for 22-23. Focus on tracker for 23-24
- Review targets to improve attainment.
- Agree a tool for measuring HWB within school.

HOW GOOD ARE WE AT IMPROVING OUTCOMES FOR ALL OUR LEARNERS? 2019-20, 2020-21, 21-22, 22-23

Level of Quality for Core QI: 3

QI 3.2 Raising Attainment and Achievement

(HGIOS4 1-6 scale)

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

Key Strengths

- Tracking and monitoring system in place which supports tracking of pupil progress and early identification of needs. Regular meetings of SLT to discuss key pupils. Tracking and Monitoring embedded within calendar and QA calendar. Regular conversations between staff regarding pupils.
- Accelerated Reader has been put in place and we have had a positive response from pupils in terms of engagement. Suspended due to GPDR within Aberdeenshire Council. SRA purchased and training and initial assessments put in place in Term 4 for use in next session.
- Our Curriculum Rationale and Design is being created to develop opportunities to add depth to learning in Health & Wellbeing, Literacy and Numeracy.
- Data from PiPs, InCAS, SNSA and Emergent Literacy collected and beginning to be used by staff in tracking discussions.
- Autism Scotland input to support staff ensuring equitable conditions for all learners and staff.
- Data from P4 and P7 SNSAs support staff professional judgement and that overall evidence of progress at levels has been seen.
- Cluster moderation took place during in- service.

Identified Priorities for Improvement

- Develop use of data from Accelerated Reader to inform teacher judgement in relation to pace and challenge. Update: Reading improves year on year for most pupils. Alternative now required, use of Pips, InCAS and SNSA to replace data. Ongoing.
- Time has been allocated within the Working Time Agreement to provide staff with opportunities to plan and moderate collegiately. Update: Teachers plan and moderate in either Early, First or Second Level groups and at other times with stage partner. Ongoing.
- Create a policy for learning, life and work including STEM, Outdoor Learning etc. IDL Grid and Contexts partially created.
- Continue to develop our curriculum rationale and design to take account of entitlements and ensure breadth of experience as well as opportunities for wider achievement through a focus on wellbeing and leadership. A further focus in 22-23. Continue to develop.
- Engage parents in learning in relation to Literacy, Numeracy and H&WB through virtual communication e.g. Class Blogs Progressing with Seesaw in 22-23 and continue using social media (Facebook and Twitter), Parents informed through class and school newsletters and Week in a Jotter at key times. Parents invited into school for class assemblies to share learning. Provide training on new platform through GLOW Just2Easy.
- Targeted support from Additional Support Teachers, Pupil Support Assistants and Development Officers for Literacy, Numeracy and Health and Wellbeing. Update: ongoing and additional funding from PEF to provide focussed further skills-based learning Ongoing use of PEF. Ongoing.

- Use of baseline assessments to inform and support professional judgement. Update: training for teachers this term New training required for Pips and InCAS. Ongoing, refresh in Term 1 and as required throughout session, transition conversations in Term 4.
- Develop a Gordon Primary School profile which will promote and recognise the development of wellbeing and leadership through wider achievement and other linked activities. Use of Seesaw to support profile development. Investigate how to use Just2Easy to develop this.

Summary Improvement Plan 2023-2024

“To develop learners who can engage and thrive in the increasingly complex universe of the 21st century: individually, collectively and in relation to the planet. And to do so while addressing equity and greater equality of outcomes.” Michael Fullan 2021

In Gordon Primary School we strive to deliver excellence within all aspects of Literacy, Numeracy and Health and Wellbeing by increasing practitioner confidence and skill to deliver high-quality learning experiences for all Children which effectively incorporates assessment by staff and pupils to maximise their successes and achievements.

We seek to give our children the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.

We will do this through:

- Ensuring high quality teaching supporting learner engagement
- Using assessment effectively
- Planning, tracking and monitoring

These will be reflected as we seek to:

- Work in partnership to raise attainment
- Work in partnership to promote and pursue equity
- Work in partnership to promote and practise skills for Life, Learning and Work
- Work in partnership to support health and wellbeing in school and in the community.

Leadership opportunities will be supported and self-reflection and evaluation will occur across the year.

School Improvement Plan 2023-2024



Improvement Priority 1: Delivering Excellence within all aspects of Literacy by increasing practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements.

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership	Teacher Professionalism
Parental Engagement	School Improvement
Assessment of Children's Progress	
Performance Information	

Data/Evidence that improves this priority:

All data is from Achievement of a level professional teacher judgement and SNSA scores. Pips and Incas are also used.

Primary 7	Primary 4	Primary 1
<ul style="list-style-type: none"> • Less than half of our pupils achieved Second Level in Reading (2019-20, 20-21) and Writing (2019-20, 20-21). There has been improvement in reading which has increased to 61% although writing requires further work. • Most pupils achieved Second Level in Listening and Talking (2019-20) Just over half achieved this in 20-21. This has increased to 63% in 21-22 • In 2022-23 the majority of children have achieved 2nd level in Literacy. However, more work to be done in writing. 	<ul style="list-style-type: none"> • The majority of pupils achieved First Level in Reading and Writing (2019-20, 20-21) • Most pupils achieved First Level in Listening and Talking (2019-20, 20-21) • In 2022-23 the majority of children have achieved 1st level in Literacy. However, more work to be done in writing. 	<ul style="list-style-type: none"> • The majority of pupils achieved First Level in Reading and Writing (2019-20). In 20-21 the majority achieved First Level in Reading but less than half/minority achieved First Level in Writing. • Most pupils achieved First Level in Listening and Talking (2019-20) while the majority achieved this in 20-21. • In 2022- 2023 the majority of children have achieved Early level in Reading and Talking and Listening. Less than half of the children have achieved Early in Writing. This will continue to be a focus in 23-24.

Aberdeenshire Priorities 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.	Relevant HGIOS 4 Quality Indicators 1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 3.2 Raising attainment & achievement 2.3 Learning, teaching & assessment
Intended Outcomes: All pupils will receive well planned, high quality learning opportunities in reading, writing, listening and talking through further development of consistent approaches in planning, pedagogy and assessment.	

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)		Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress		Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
			PEF / SAC	Resource		Complete		
Literacy	Reading					22-23	23-24	
L1 Embed and use a consistent approach to the planning, teaching and assessing of Literacy across the school and beyond.		SLT Class Teachers Literacy Group		GPS Literacy planning and assessment framework	All staff to be using the GPS Literacy planning and assessment framework to plan and assess Literacy continually across the year.			Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions Moderation activities in school and with cluster to support Class assemblies Tour Guides
R1 Embed the use of higher order reading skills to improve comprehension of text.		SLT, ASL Class Teachers Literacy Group		Training, resources and support from Ms. Mooney (Ed. Scot)	Refresher course for staff. Training of new staff inc. PSAs			Higher attainment in reading across the school. AoL results SNSA, InCAS, AR and SRA
R2 Continue to use data from SNSA, InCAS, SRA and AR to inform planning and tracking.		SLT, ASL Class Teachers Literacy Group	PEF	Ongoing support, training and implementation timetables	Data to show 5% increase in reading across the year.	SRA recently introduced		Relevant use of data – data used in T & M conversations AoL results SNSA, InCAS, AR and SRA

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress		Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete		
					Ongoing		
					No progress		
Writing				22-23	23-24		
W1 To raise Achievement of a level writing scores.	SLT, ASL Class Teachers Literacy Group		Stage planning Moderation Big Writing Talk for Writing	Increase in writing opportunities in the school Assess data and moderation across the year to plan / target areas where gaps in writing are found.			Higher level of achievement in writing.
W2 Continue to develop and embed the moderation of writing in GPS and across the cluster.	SLT, ASL Class Teachers Literacy Group		Stage/moderation meetings in school calendar	Increase in staff confidence when assessing writing. Assessment data to show a 5% increase across the year. Shared standards and expectations between stages and across the school.			Higher attainment in writing across the school Increased staff confidence within moderation of writing Moderation Cycle and the Criterion Scale Effective writing assessments
W3 Develop learner conversations	SLT, ASL Class Teachers Literacy Group		Training, resources HGIOURS (Wee HGIOS)	Enhanced learner participation in their learning and target setting with a focus on writing.			Pupil focus groups Classroom visits Pupil voice for target setting in next steps for learning.

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress		Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete		
					Ongoing		
					No progress		
Talking and Listening				22-23	23-24		
T1 Develop a progressive approach to the assessment of talking and listening.	SLT Class Teachers Literacy Group		Talking and Listening assessment progression with clear targets and expectations at each stage.	All staff to be using the Talking and Listening assessment progression to ensure skills are developed in a coherent way.			Talking and Listening progression shared, implemented and embedded. Class assemblies
T2 Embed the principles of effective talking and listening within all curriculum areas.	SLT Class Teachers ASL Literacy Group		GP Literacy planning and assessment framework	All staff to embed talking and listening through Higher Order Reading skills and Big Write approaches.			



School Improvement Plan 2023-2024



Improvement Priority 2: Deliver excellence within all aspects of numeracy through increasing practitioner confidence and skill to deliver high-quality learning experiences for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements.

Data/Evidence that improves this priority:

All data is from Achievement of a level professional teacher judgement and SNSA scores. Pips and Incas are also used.

Primary 7	Primary 4	Primary 1
<ul style="list-style-type: none"> • Less than half of our pupils achieved Second Level or working above in Mathematics and Numeracy. (19/20, 20/21, 21/22) • In 2022/23 the majority of our pupils achieved Second Level or working above in Mathematics and Numeracy 	<ul style="list-style-type: none"> • The majority of our pupils achieved First Level or working above in Mathematics and Numeracy. (19/20, 20/21) • In 2022/23 The majority of our pupils achieved First Level or working above in Mathematics and Numeracy. 	<ul style="list-style-type: none"> • Most of our pupils achieved Early Level or working above in Mathematics and Numeracy. (19/20, 20/21) • In 2022/23 most of our pupils achieved Early Level or working above in Mathematics and Numeracy.

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership	School Improvement
Teacher Professionalism	Assessment of Children's Progress
Parental Engagement	Performance Information

Aberdeenshire Priorities


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

Relevant HGIOS 4 Quality Indicators

- | | |
|--|-------------------------------------|
| 1.1 Self-evaluation for Self-Improvement | 1.2 Leadership of Learning |
| 1.3 Leadership of Change | 2.2 Curriculum |
| 3.2 Raising attainment & achievement | 2.3 Learning, teaching & assessment |

Intended Outcomes:

- All pupils will receive well planned, high quality learning opportunities in numeracy and mathematics through further development of consistent approaches in planning, pedagogy and assessment.
- Staff will be confident discussing pupil progress and levels against benchmarks and frameworks.
- Staff will be able to discuss how they have effectively used data to support and raise attainment.
- Pupils will be able to discuss strategies and explain their thinking and learning in maths.

Specific Actions & Interventions (Tasks to Achieve Improvement Priority 2)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress		Actual Impact: How do we know? (Performance Data/ Documentation/ Challenge Questions /Stakeholders' Views)
		PEF / SAC	Resource		Complete		
					Ongoing		
					No progress		
					22-23	23-24	
M1 Create a consistent approach to the planning, teaching and assessing of numeracy and maths across the school.	DHT		Aberdeenshire Numeracy Framework GP Numeracy planning and assessment framework	All staff to be using the GP Numeracy planning and assessment framework to plan and assess numeracy and mathematics continually across the year. All staff confident format is meeting needs.			Current format being used but audit of staff to ensure consistent approaches. All staff using planning documents (for planning, assessment and next steps) and being handed over.
M3 Use number talks and number sense alongside Maths Mastery approaches.	DHT Numeracy Leads Class Teachers ASL		Time in School calendar to deliver twilights. Numicon Resources	Staff to attend Numicon Training Teachers to use number talks and maths mastery approaches in classroom practice. Most pupils can confidently discuss how they solved maths problems. All pupils show a positive attitude towards numeracy and maths in GP.			Staff planning for and using maths mastery approaches. Children more confident approaching maths. Children with a positive attitude for maths. Parents familiar with maths approaches.
M4 Continue to embed Big Maths alongside, the everyday teaching of numeracy and mathematics to support mental maths progression.	DHT Class Teachers		GP Numeracy planning and assessment framework	All staff to ensure they have time to complete Big Maths Assessments. Refresh training for staff. Most pupils show progress within the CLICs.			
M7 Develop intervention groups to support number sense.	DHT, ASL, PSA	PEF	Tens Frames	PSAs able to target RS pupils or EE. In tracking conversations all teachers can discuss how PSAs are targeting pupils requiring support.			

School Improvement Plan 2023-2024



Improvement Priority 3: Increase practitioner confidence and skills through partnership working to ensure wellbeing, equality and inclusion to maximise achievement for all pupils.

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

- School Leadership
- Parental Engagement
- Assessment of Children's Progress
- Performance Information
- Teacher Professionalism
- School Improvement

Data/Evidence that improves this priority:

All data is from Achievement of a level professional teacher judgement and SNSA scores. Pips and Incas are also used.

Primary 7	Primary 4	Primary 1
<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Second Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved Second Level. • This session 18% of P7 pupils are supported by Enhanced Provision and 66% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 7% of P7 pupils are supported by Enhanced Provision & Nurture and 57% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P7 = 69% of all children SIMD 3-6 plus 31% 7-10 P7 = 48% ASN in SIMD 3-6 plus 10% in SIMD 7-10</p> <ul style="list-style-type: none"> • Most P7s have achieved Second Level in Health and Wellbeing. 	<ul style="list-style-type: none"> • In session 2019/20 the majority of our pupils achieved First Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved First Level. • In session 2019/20 6% of P4 pupils are supported by Enhanced Provision & Nurture and 61% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 11% of P4 pupils are supported by Enhanced Provision & Nurture and 40% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P4 = 69% of all children SIMD 3-6 plus 31% 7-10 P4 = 41% ASN in SIMD 3-6 plus 24% in SIMD 7-10</p> <ul style="list-style-type: none"> • Most P4s have achieved Second Level in Health and Wellbeing. 	<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Early Level in Health and Wellbeing. In session 2020/21 most pupils achieved Early Level. • This session 48% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 2% of P1 pupils are supported by Enhanced Provision & Nurture and 30% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P1 = 65% of all children SIMD 3-6 plus 35% 7-10 P1 = 37% ASN in SIMD 3-6 plus 14% in SIMD 7-10</p> <ul style="list-style-type: none"> • Most P1s have achieved Second Level in Health and Wellbeing.

Aberdeenshire Priorities


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

Relevant HGIOS 4 Quality Indicators

- 2.4 Personalised Support
- 2.4 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Intended Outcomes:

Improve resilience in learners to support engagement with learning and positive relationships
 Continue to develop and sustain positive relationships within the school and community and continue a culture of nurture within the school
 Support learners who are impacted by situational poverty and toxic stress
 Develop a forum to increase pupil voice and participation with learning

Specific Actions & Interventions (Tasks to Achieve Improvement Priority-3) 	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress	Progress	Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	Complete	
					Ongoing	Ongoing	
					No progress	No progress	
Positive relationships and nurturing ethos					22-23	23-24	
H1 Staff will promote resilience, self-regulation and social and emotional skills	Teachers, ASL, PSA		RSHP SCARF Ready, Kind, Safe UNCRC Class charters	Children and young people's mental health is promoted and improved.			Review of Parental Awareness Letter, Exclusions, Parental phone calls and meetings
H2 All staff members will work to gain further understanding and skills of additional support needs and nurture approaches.	SLT, ASL, teachers, PSA	PEF	Circle resource material and online training. Autism training from Autism Understanding Scotland and Ed Psych service.	Children and young people and their families are well supported to achieve their potential.			Increased practitioner confidence and increased attainment.
H3 Develop a forum to increase pupil voice	Teachers, SLT		HGIOURS (Wee Hgios)	Children are safe, valued and listened to in their communities.			Agreed targets set and met by Pupil Focus Group Assembly calendar to make time for Pupil Voice activity.
PEF 1 Targeted resources and programmes of work to further support identified pupils (SIMD 3-6 in particular but others as required)	Nurture teacher, Intervention and Prevention teacher, Nature Nurture Practitioner, Liam Counsellors,	PEF	Roots of Empathy, Bottom Up Emotional Literacy, Seasons for Growth, Liam Training, Boxall Profiles, Use of Outdoor learning and polyclub	Children able to access learning, respond appropriately in different situations, develop and sustain friendships,			Review progress in action points in Child's Planning Action Points and School Review Action Points.

	identified PSAs, SLT led			able to remain in class consistently.			
PEF 2 Support learners who are impacted by situational poverty and/or toxic stress	Nurture teacher, Intervention and Prevention teacher, Nature Nurture Practitioner, Liam Counsellors, identified PSAs, SLT led	PEF	Preloved Christmas Toy Sale Use of resources within school and community eg swimming, polycrubb, Linden Centre	Whole family wellbeing is promoted and improved by enabling families to get the right support early and effectively. Care experience children will have their needs met.			Improved family relationships Increased support for families

School Improvement Plan 2023-2024



Improvement Priority 4: Increase practitioner confidence and skills through partnership working to improve Interdisciplinary Learning (IDL) and Developing the Young Workforce (DYW)

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
 Parental Engagement
 Assessment of Children's Progress
 Performance Information

Teacher Professionalism
 School Improvement

Data/Evidence that improves this priority:

All data is from Achievement of a level professional teacher judgement and SNSA scores. Pips and Incas are also used.

Primary 7	Primary	Primary 1
<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Second Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved Second Level. • This session 18% of P7 pupils are supported by Enhanced Provision and 66% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 7% of P7 pupils are supported by Enhanced Provision & Nurture and 57% of pupils are supported at ASL Support Level 1,2,3. <p>P7 = 69% of all children SIMD 3-6 plus 31% 7-10 P7 = 48% ASN in SIMD 3-6 plus 10% in SIMD 7-10</p>	<ul style="list-style-type: none"> • In session 2019/20 the majority of our pupils achieved First Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved First Level. • In session 2019/20 6% of P4 pupils are supported by Enhanced Provision & Nurture and 61% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 11% of P4 pupils are supported by Enhanced Provision & Nurture and 40% of pupils are supported at ASL Support Level 1,2,3. <p>P4 = 69% of all children SIMD 3-6 plus 31% 7-10 P4 = 41% ASN in SIMD 3-6 plus 24% in SIMD 7-10</p>	<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Early Level in Health and Wellbeing. In session 2020/21 most pupils achieved Early Level. • This session 48% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 2% of P1 pupils are supported by Enhanced Provision & Nurture and 30% of pupils are supported at ASL Support Level 1,2,3. <p>P1 = 65% of all children SIMD 3-6 plus 35% 7-10 P1 = 37% ASN in SIMD 3-6 plus 14% in SIMD 7-10</p>

Aberdeenshire Priorities


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

Relevant HGIOS 4 Quality Indicators

- 2.4 Personalised Support
- 2.4 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Intended Outcomes:

Improved cross curricular connections for children to support DYW skills and further IDL Knowledge and Understanding.

Specific Actions & Interventions (Tasks to Achieve Improvement Priority-3) 	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress	Progress	Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	Complete	
					Ongoing	Ongoing	
					No progress	No progress	
Positive relationships and nurturing ethos					22-23	23-24	
IDL1 Use of IDL framework to advance DYW knowledge, understanding and skills	Teachers, SLT		IDL Framework DYW framework Visits to assemblies	K,U and targeted skills of pupils developed			Calendar of visits displaying work expertise
IDL2 Pupils will develop skills for learning, life and work through Outdoor Learning and STEM experiences	Teachers, SLT, ASL		Outdoor Learning training STEM CLPL	Fostering creativity through learning outdoors Most pupils show improvements in their skills for learning, life and work			

School Improvement Plan 2023-2024



Improvement Priority 5: Increase practitioner confidence and skills through Play based learning linking to Literacy, Numeracy and Health and Wellbeing to deliver high-quality learning experiences for all children which also incorporates reflection and evaluation by staff and learners to maximise their successes and achievements

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership **Teacher**
 Professionalism **Parental Engagement**
 School Improvement
 Assessment of Children's Progress
 Performance Information

Data/Evidence that improves this priority:

All data is from Achievement of a level professional teacher judgement and SNSA scores. Pips and Incas are also used.

Primary 7	Primary 4	Primary 1
<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Second Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved Second Level. • This session 18% of P7 pupils are supported by Enhanced Provision and 66% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 7% of P7 pupils are supported by Enhanced Provision & Nurture and 57% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P7 = 69% of all children SIMD 3-6 plus 31% 7-10 P7 = 48% ASN in SIMD 3-6 plus 10% in SIMD 7-10</p>	<ul style="list-style-type: none"> • In session 2019/20 the majority of our pupils achieved First Level in Health and Wellbeing. In session 2020/21 almost all pupils achieved First Level. • In session 2019/20 6% of P4 pupils are supported by Enhanced Provision & Nurture and 61% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 11% of P4 pupils are supported by Enhanced Provision & Nurture and 40% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P4 = 69% of all children SIMD 3-6 plus 31% 7-10 P4 = 41% ASN in SIMD 3-6 plus 24% in SIMD 7-10</p>	<ul style="list-style-type: none"> • In session 2019/20 most of our pupils achieved Early Level in Health and Wellbeing. In session 2020/21 most pupils achieved Early Level. • This session 48% of pupils are supported at ASL Support Level 1,2,3. In session 2020/21 2% of P1 pupils are supported by Enhanced Provision & Nurture and 30% of pupils are supported at ASL Support Level 1,2,3. <p>2022-23 P1 = 65% of all children SIMD 3-6 plus 35% 7-10 P1 = 37% ASN in SIMD 3-6 plus 14% in SIMD 7-10</p>

Aberdeenshire Priorities


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

Relevant HGIOS 4 Quality Indicators

- 2.4 Personalised Support
- 2.4 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Intended Outcomes:

Building on life experiences and interests encouraging interactions, conversations and new vocabulary.

 Specific Actions & Interventions (Tasks to Achieve Improvement Priority 3)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome: Details, Targets, % etc.	Progress	Progress	Actual Impact: How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	Complete	
					Ongoing	Ongoing	
					No progress	No progress	
Positive relationships and nurturing ethos					22-23	23-24	
PB1 To extend role play in P1-3 with purposeful planning to link with literacy, numeracy and health and well-being.	SLT, Class Teachers, PSAs		Realising the ambition: Being me Greg Bottrill	Fostering life experiences and interests. Linking of curricular area through purposeful play.			Review of planning across the year.
PB2 To collaborate with Early Years colleagues on play pedagogy and transitions links around play based learning.	SLT, class teachers, PSAs , EYT		Realising the ambition: Being me Greg Bottrill	Children develop skills, knowledge and understanding through play which enables increased attainment across all aspects of Early Level.			Emerging Literacy Data, PIPS, SNASs and ACL data. Less parental meeting required in regards to misbehaviour.

Gordon Primary School

Wider Achievement



2019/20: Unfortunately in the current pandemic there is less accurate information about wider achievement for the last session due to lockdown and restrictions in place. However, through video links the majority of children displayed a number of health and wellbeing activities. These included virtual sports day, exercise in the garden, walking activities with families, dance online, PE with Joe Wicks, cycling with their families. Teachers also set weekly health and well being physical and wellbeing activities to support the emotional and physical health of the children. A few children helped with the local foodbank and a P7 child was recognised locally for her work supporting vulnerable people in lockdown.

Prior to lockdown, children from Gordon Primary took part in Active School sessions in football, netball, rugby and jogging club. With the community children have access to football, rugby, nordic ski, tubing, cycling, swimming, rainbows, brownies, guides, scouts, cubs, beavers, a variety of martial arts, street and highland dancing, gymnastics and cricket. Music tuition is accessed both within Aberdeenshire Council and outwith.

Post lockdown, health and wellbeing continues to be a very high priority for the school to support children and is included above as a Health and Wellbeing plan and in our Pupil Equity planning.

2020/21: Although the year continued to be affected by the COVID pandemic, initially we continued as above, but from March 2021 we continued to prioritise Health and Wellbeing of all, giving children opportunities to take part in outdoor learning. Lunchtime and afterschool clubs were re-established including running club and football. Local groups began, eg, swimming lessons. Music tuition continued in school. Pupils took part in sports day and local trips during term 4. P7's participated in learners events including 'The Last Hurrah', picnic at the Deveron Park and the Bin Hill Walk.

2021/2022 Further after school clubs were established e.g. Stay and Play was established for early years with support and participation with outside agencies e.g Active Schools and community based groups. E.g football, rugby, running, netball, Taekwando. Links with cluster academy were recreated and pupils came to support with outside activities and early years classes. P7 pupils engaged with further transition with the Modern Languages and Science Department. Pupils engaged with skills based club activities e.g Gardening Club. Bikeability, Road Safety Week and community activities such as Jubilee and Huntly Hairst activities took part. House Captains ran a competition for pupils for Road Safety Week. Established more Leadership opportunities for learners including, Digital Leaders, Playground Leaders and JRSO. Pupils took part in Charity fundraising e.g. Children in Need, World Book, Comic Relief, Odd Sock Day and Christmas Jumper Day. Panto participation online. Digital leadership as pupils filmed assemblies for Parents. P7s took part in the Keith Community Radio twice. Parents invited to newly created Award Assembly for pupils. P7 Tourguides were reestablished in connection with Historic Scotland. Class trips were re-established. Parental engagement at school events such as Sports Day, P7 Parade, Remembrance Day and Nursery Graduation.

2022/2023: Tour of Britain celebrations, Neil and Laura Fachie inspirational talk at Assembly, P7 Bikeability, PTA Disco, Bunny Drive, Bingo, Raffles, Pupil led assemblies, Parents attending class assemblies, Children in Need, Comic Relief, REembrance Day celebrations, SCARF ALEC. Panto in school. Nativity to parents, Christmas Parties, Church Service with Rev Ford and pupils reading and performing. MP Christmas Card competition, Doric competition, P7 Coffee morning, P7 Tour Guides with Historic Environmental Scotland, Visitor to P1 (fire department, police, library services) NSPCC Assemblies, JRSO Road Safety, Fluorescent Friday and creation of travel to school plan. Scholastic Book Fair, Autism Understanding Scotland working with the school, Coronation Celebration Fun Day and tree planting, Class trips, P7 Transition Christmas Dance, Swimming Lessons, Colourful Coaching, Mind Buzz CLD, First Aid Training for pupils, Bottom up Emotional Literacy, roots of empathy, Active School Playground games, rugby, cricket. Running club, netball club, Football club, Pupil led drama club, new playground equipment to support playground and outdoor activities and develop social skills. Extended nursery transitions, extended P7 transitions with English and Maths teachers visiting and ASL intensive focus, modern language links with TGS, World Book Day, P7 Residential, Bin Walk, Deveron Picnic, Disco, Parade, Prize Giving. P6 Bikeability, P6/7 Itza Science Challenge, Breakfast Club established in P6/7 area. P6/7 maths challenge.



because you're worth it!

