

**Meldrum School**  
**Standards & Quality Report**  
**2023 - 2024**  
**&**  
**School Improvement Planning**  
**2024 – 2025**



We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Meldrum School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

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

**Looking inwards** to analyse our work

**Looking outwards to** find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Meldrum School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

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

Carol Harper

Head Teacher

## **The School and its context**

### **Vision for the school**

*At Meldrum School, we are an inclusive learning community where everyone is motivated to be the best that they can be.*

### **Values that underpin our work**

Our core values are:

AIM

Achieving and

Including in

My Community

### **Context**

Meldrum School is situated in the town of Oldmeldrum and serves the catchment area of Oldmeldrum and the surrounding rural area. The school is non-denominational. The community has a SIMD Profile that suggests an affluence with almost all families in deciles 8 and 9 but this does not accurately reflect the true socio-economic levels of the school community. Around 10% of the school roll are entitled to Free School Meals.

The school is part of the Private Public Partnership (PPP) scheme. The school building has 16 classrooms, 1 general purpose room, a library and a conference room. There is currently 1 Enhanced Provision class which supports children with Additional Support Needs. There is a large Nursery. Other facilities include a gym hall, separate dining area and an extensive grass area and tarmac playgrounds. A large car park provides parking for staff and visitors.

Meldrum School provides education for children aged 3 – 12 years old from ante-preschool nursery – P7. Over session 2023/24 our roll averaged just over 400 P1-7 pupils and up to 96 nursery children. The children in the school are supported by teaching staff, Pupil Support Assistants and early years staff (Early Years Senior Practitioners, Early Years Lead Practitioners and Early Years Practitioners). The school also works closely with a range of other support agencies in order to provide the best possible experiences for all children.

The staff are supported by 1 full time School Administrator, 1 part time Admin Support Assistant and a number of kitchen staff. The building is maintained by Robertson Facilities Management who provide janitorial and cleaning staff as part of the PPP scheme.

The management team consists of the Head Teacher, 2 Depute Head Teachers and a Principal Teacher. One Depute Head Teacher has responsibility for Early Stages whilst the other has responsibility for Upper Stages. The Principal Teachers have leadership responsibility within the school and at cluster level.

Community links are a valued part of school life. The school has an active and supportive Parent Council, Meldrum Parents in Partnership (MPiP), which encourages involvement of parents in the work of the school, supports school improvement activities and raises additional funds to provide many extras for the pupils. Through our House system and Pupil Voice Groups children are also involved in the work of the school and its improvement.

On leaving Meldrum School the pupils transfer to Meldrum Academy. Meldrum School is part of the Meldrum Community Schools' Network and works closely with the other 12 schools in the Network.

The school was allocated Pupil Equity Funding of £37,975. Meldrum School has targeted raising attainment in literacy and numeracy and improving health and wellbeing of our pupils in line with the National Improvement Framework Priorities. Additional PSA time was allocated to support this and a 0.6FTE teacher provided targeted nurture support.

## 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 2023-2024	Key actions undertaken	Impact (achieved throughout 2023-2024)
<p><b>To improve learning, teaching and attainment in Literacy and English (Year 1 of 2)</b></p>	<p>Using Curriculum for Excellence Literacy and English: Principles and practice to audit and self evaluate literacy and English across the school. SLT used information from self-evaluation exercise to develop strategy for the improvement of learning, teaching and attainment in Literacy and English.</p> <p>Literacy attainment data shared with staff. Whole staff discussion about where attainment was not at expected levels and reasons identified for this. Discussion around focusing on writing learning and teaching this session. Review school literacy overviews in line with Aberdeenshire and National Frameworks.</p> <p>Improvement priorities shared with parents via school newsletter and with Parent Council. Parent Council undertook evaluation around literacy to provide their views on the teaching of literacy.</p> <p>SLT completed Talk for Writing training and some members of staff have begun to explore Talk for Writing resources and use these for learning and teaching. A group of staff completed Colourful Semantics training and have been trialing this in classrooms</p> <p>Feedback from children on their literacy learning via focus groups began.</p> <p>Discussions with staff which lead to agreed overview of writing genres/contexts for P1-7 to be used from August 2024.</p>	<p>Staff now more aware of school attainment and what this means in the context of the whole school and their part in that. Increased awareness of what we are doing well and improvements required in order to improve learning and teaching and, ultimately, attainment in literacy</p> <p>Clearer and shared direction in literacy improvement. Greater staff awareness of Aberdeenshire and national curricular frameworks and how they are the foundations of everything we do, particularly in terms of learning, teaching and attainment. Increase in staff undertaking additional CLPL in this area and exploring new approaches in their classroom. Staff recognising the value of using attainment data, including standardised data, to inform their learning, teaching and assessment.</p> <p>Parental feedback shared their views around developing writing in such a way to prepare children for life beyond school. Having completed Talk for Writing training, SLT have a clearer vision of the approaches to develop of teaching of writing.</p> <p>DHT focus groups provided a good indication of the children's experience of literacy learning. They provided evidence of both areas of strength and improvement. These will continue into next session as part of our QA calendar.</p>

		<p>Staff recognise the value of a more consistent approach to the teaching and planning of writing ensuring a balance of genre and clear progression of writing skills from P1-7 for all learners.</p> <p>Staff have a clear vision of shared writing focuses throughout the year. This is a foundation to build upon next session as we continue our literacy improvement journey.</p>
<p><b>To improve inclusion across the school. Ensure universal and targeted supports available where required</b></p>	<p>CIRCLE training materials delivered to all staff. Chance to reflect on many areas of good practice already evident. CIRCLE Inclusive Classroom Scale used to audit classroom environments based on categories Physical Environment, Social Environment, Structures and Routines. Teachers and PSAs involved in this process and identified small changes which could be made in classrooms. Following on from this, teachers work collaboratively to peer audit to identify further changes to support learning.</p> <p>CIRCLE Participation Scale used for specific pupils based on Motivation, Structures and Routine or Roles and Skills. This was carried out collaboratively involving, as much as possible, all the adults who work with a child to identify interventions to support.</p>	<p>Staff able to recognise the good inclusive practice which exists in our school.</p> <p>All classrooms audited and changes made based on the outcome of each audit. All teachers fed back that they were able to change at least one aspect of their classroom following the audit and could see the positive impact of these changes.</p> <p>Meldrum School Learning and Teaching Expectations developed which include a focus on classroom environment expectation. Learning and Teaching Expectations have provided a baseline and structure for classroom visits and teacher feedback.</p>
<p><b>To improve of self evaluation procedures to ensure robust self evaluation and evidence in order to inform school improvement</b></p>	<p>SLT review of self evaluation processes and procedures.</p> <p>Overview of Self Evaluation 3 year plan developed and shared with Ian Parkin, School Improvement Support Officer. Useful professional discussion and suggested improvements to plan and procedures.</p> <p>Begun to use Wee HGIOS document through Junior Leadership Team to involve children in self evaluation.</p> <p>Staff views gathered regularly throughout the year. Parent/carer views gathered successfully vis Parent Council however returns from self evaluation from wider parent body drew a lack of results.</p>	<p>School 3 year plan ensures self evaluation links to everything we do, supporting school improvement. Yearly overview allows for strategic planned self evaluation plus additional opportunities for self evaluation as they arise.</p> <p>Staff have engaged more meaningfully and regularly with self evaluation.</p> <p>JLT have an awareness of HGIOS and have explored the relationships team, creating their own questions about children's views about relationships and auditing classroom environments. This work will continue.</p> <p>Impact of parent/carer self evaluation has been lacking due to disappointing returns from wider parent body. Ways of</p>

		gathering the views of the parent body were discussed with Parent Council and new ideas will be explored.
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## How good is our leadership and approach to improvement?

### **QI 1.3 Leadership of change**

Developing a shared vision, values and aims relevant to the school and its community  
Strategic planning for continuous improvement  
Implementing improvement and change

**Relevant NIF priority: All**

**Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**

**Level of quality for core QI: 3**

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

**How well are you doing?**

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

**The ethos within the school is positive and work this year has begun to update out Vision and Values.**

**Engagement from the vast majority of parents is good and we have created greater opportunities both formally and informally for parents to come in to school and be part of their child's learning and school experience. Our Parent Council have supported this, arranging informal coffee mornings, participating in induction and transition activities and supporting the school events. Increasingly parents/carers are able to contribute to learning throughout the school for example during careers week and open classroom events. Events such as Careers Week have also engaged the local community.**

**Our self evaluation processes have been updated to support staff to play a more meaningful role in school self evaluation. We have aspirations towards continued improvement.**

**Senior leaders have created conditions where some staff feel confident to initiate and lead areas of change. Senior leaders and staff know the school well and recognise the importance of managing the strategic direction of the school. We value professional dialogue, collegiate learning and self-evaluation, so that all members of our school community feel increasingly like they can contribute to our plans for continuous improvement.**

**All staff are involved in school improvement processes and increasingly playing a meaningful part in our improvement journey. Some teachers and support staff show good leadership of whole school developments and events.**

**Quality Assurance is focussed around school improvement priorities. There are planned opportunities for collegiate planning, assessment and moderation.**

**Some staff at all levels take responsibility for implementing change for themselves, colleagues and pupils. Staff feel comfortable to reflect on their practice and seek support of their colleagues, sharing ideas and approaches and planning collegiately.**



Pupils part of change through Pupil Voice opportunities and are beginning to engage meaningfully with Wee HGIOS. Feedback and ideas from children have been implemented, for example lunchtime VIP table. These are supported by all staff, particularly our PSAs.  
PSAs are skilled in taking on areas of responsibility and have leadership roles within the school.

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

Feedback from a variety of sources (authority officers, professionals from other agencies, parents, pupils)

Some staff have taken on leadership roles which have had a positive impact across the school community.

Anecdotal feedback around school ethos from staff, parents and school visitors.

DYW/Careers Week included input from a range of local businesses and family members.

Community links built with vets, local media and property companies, local firefighters, and police, Meldrum Academy (including Foundations Apprentices, sports development students, work experience students), COOP, Meldrum Church, NESCOL, Garioch Rugby Club, Active Schools. Community news is shared regularly via the school newsletter.

Junior Leadership Team have engaged with Wee HGIOS and have conducted a whole school survey about relationships in school.

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

Complete work around vision and values.

Curriculum Rationale to be developed alongside all stakeholders, reflecting the uniqueness of our school and community.

Further staff leadership promoted and supported.

Further develop means of gathering the views of a greater number of parents/carers and children and doing this more regularly throughout the school year.

Continued involvement in Aberdeenshire Self Improvement trio.

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

### **QI 2.3 Learning, teaching and assessment**

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

Relevant NIF priority: All  
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress  
Level of quality for core QI: 3  
(HGIOS?4/HGIOELC? 1-6 scale)

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

Whole school ethos is welcoming and positive and staff are nurturing and promote positive relationships and support children in their learning. They support children with a wide range of additional support needs and celebrate their individuality. Staff are able to identify potential barriers to learning and can provide support as appropriate, working collegiately with colleagues to support learners. Planning and attainment conversations with SLT identify groups/individuals who require support.

Staff worked collaboratively to develop Meldrum School Learning and Teaching Expectations which set the standards for learning and teaching.

Almost all children engage well with learning experiences, are eager to learn, motivated and keen to be involved in the life of the school. Most children can articulate the purpose of their learning. There are good examples of pair, group and collaborative learning. Stage classes collaborate well together. Staff are using a greater variety of learning environments, particularly outdoors to engage all children in learning. Staff are increasingly using active, engaging and real life contexts for learning. Staff have an increasing awareness of skills based learning. Digital learning is present in every classroom and children are becoming more independent in learning in this way. Class learning shared with parents/carers via class assemblies, open classroom sessions with literacy/numeracy focus.

Pupil Voice opportunities are developing and RRSA group have supported the school towards Bronze recognition. SLT recognise that Pupil Voice in other areas is a work in progress.

Teachers plan collaboratively with stage partners and work collaboratively to assess and moderate writing. School improvement discussions have taken place to identify current assessment practices across the school and provide a framework for improvement planning next session.

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

Evidence of consistent planning through planning and tracking QA. Year group attainment conversations support targeting of support across the school. Classroom visits linked to improvement priorities. P1 floor books show evidence of child led learning. Staff plan collegiately. Reporting opportunities are available throughout the year through formal consultations, reports etc but also more informally through open classroom sessions, class assemblies etc. Feedback of positive impact from Careers Week activities

ASL referral process, planning, record keeping shows ASL/PSA targeted support for pupils.

Data shows most children are on track with learning and identifies children who are requiring support. This data is used to target support towards those children who require it.

SLT and teachers know families well and support children and their families, particularly those who are living with financial hardship.

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

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

Continue improvement work around literacy learning, teaching and assessment. Implement writing framework and CLPL around the teaching of writing. Work on effective feedback, questioning and higher order thinking skills.

Continue to focus on pace and challenge in all areas, particularly literacy and numeracy. Use assessment data/SNSAs/tracking to inform support/challenge and interventions. Engage support of authority attainment advisor to support this and ensure we are using data as effectively as we can to support learning.

Develop assessment calendar and more robust assessment strategies and techniques.

Continue to promote the use of IT, particularly as a home/school link to share learning. Explore use of Just2Easy for sharing of learning and as a target setting tool. Explore further capital investment in IT hardware to increase pupil:device ratio.

Make better use of meta skills and link with planning, learning and teaching.

Pupil Voice to be developed to include more children more meaningfully.

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

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

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

**Level of quality for core QI: 4**

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

**How well are you doing?**

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

Staff know children and their families well and children feel safe and secure in school. Staff understand the principles of GIRFEC and UNCRC and demonstrate these in their practice. Staff model respectful behaviour and support the wellbeing of all. Staff know and follow the procedures with regards to Child Protection and wellbeing concerns. Child Protection policy reviewed in line with national and authority guidelines.

Use of CIRCLE resource to audit, recognise positive practice and plan improvements. CIRCLE Inclusive Classroom Scale used to support learning environment improvement and the CIRCLE Participation Scale used as appropriate to audit for individuals and target supports.

The school uses a restorative approach to behaviour management. Relationships across the school are positive and founded on mutual respect. Pupils, staff and parents work together to promote these positive relationships. Many children are knowledgeable about equalities and inclusion. All children are included in learning opportunities and staff work hard to make sure that lessons and activities are adapted to support the needs of all learners.

Staff build good relationships with children and are able to identify and support their needs. Universal supports are used well in all classrooms. Children with additional support needs are supported well by PSAs, ASL teachers. Liaison with other agencies supports children. Use of different learning spaces, particularly outdoors, supports wellbeing and learning.

**How do you know?**

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

Supportive and positive ethos is evident across the school. This is commented upon regularly by visitors to school.

Annual Child Protection, UNCRC and GIRFEC training delivered to staff. Diversity, equalities training completed as per local authority timetable.

Assemblies focussed on diversity exploring a range of topics including additional support needs.

Training delivered around Universal and Targeted support and what this looks like at Meldrum School. Universal and targeted support provided by class teachers, ASL teachers, PSAs and visiting teachers and specialists (eg SaLT). ASL teachers trained PSA in use of targeted support resources. Educational Psychologist supports the school. IPT, PWW, NNP, School Counsellor support children and staff. School links with external support agencies – bereavement, Women’s Aid etc. Audit of learning needs completed termly to plan interventions and ASL/PSA support.

CIRCLE audits highlighted good practice and facilitated planning for improvement.

The school has close links with NHS staff (School nurse, doctor, CAHMS, RACH) and links with social work to support children and families.

Nursery-P1 transition opportunities planned throughout the year to support children as they enter P1. Feedback from parents about P1 transition is positive. We work in partnership with Meldrum Academy (and other secondary schools as appropriate) to support transition to S1.

Facilitating family support through a range of interventions to provide – food, clothing, Christmas support etc.

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

Continue to plan support interventions to effectively meet learning needs of children requiring additional support. Focus on short, focussed interventions with impact measured regularly and next steps established.

Continue work around universal support and what this looks like in our classrooms at Meldrum. Use of CIRCLE resource to audit and promote inclusive environments and specific supports for individual children. Pupil views for Child’s Plan meetings etc sought more consistently.

Continue to engage with data (SIMD levels etc) plus knowledge of children and their families to support planning of PEF spend. Engage with use of Leuven scale to track engagement and collect data about wider experiences to feed into this planning.

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

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

Relevant NIF priority: All  
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information  
Level of quality for core QI: 3  
(HGIOS?4/HGIOELC? 1-6 scale)

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

Most learners are engaged, know themselves as learners and recognise their strengths and weaknesses. They responsible and contribute to the life of the school.

Continued focus on short, targeted interventions based on ACEL data and teacher professional judgement. Tracking discussed regularly with staff and used to target support. Staff are more engaged and interested in feedback around attainment and are regularly using the language of attainment in their professional dialogue. Interventions ensures continuous progress for learners across the curriculum. Some areas of attainment show an upwards trend whilst some has plateaued in the time since covid.

Staff have good understanding of universal supports, PSAs supporting universal and targeted interventions. ASL teachers are working collaboratively with mainstream teachers to meet with parents to share information about their child's learning and targeted supports.

Our staff make effective use of their formative assessments and professional judgements to know how children are progressing. Staff more consistency using benchmarking to support teacher professional judgement. Tracking systems are in place and discussed regularly with staff and referred to regularly. Data tells us that most children are attaining at expected levels and/or making adequate progress.

Attendance levels are very good for the majority of children.

Nursery - P1 transition – planned transition opportunities for child centred and prepare children well for primary 1. Nursery staff and P1 teachers share attainment and achievement details around numeracy and literacy. We work collaboratively with secondary school staff to share information about attainment and achievements, ASL information and supports through individual meetings, year group discussions and sharing of data.

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

Quality assurance – classroom visits, planning/tracking meetings. Increased evidence of universal supports in classrooms. Tracking shows good progress for most learners. Tracking meetings take place termly with teachers. SNSA assessments data used alongside ACEL data and teacher professional judgement.

Collaborative planning and moderation between staff.  
PSAs supporting in much more focussed way, linked to targeted interventions. SLT review regularly the ASL supports in place to ensure the right support is in place where required. SLT regularly work with ASL staff to review ASL caseload and impact of targeted interventions. Parental feedback about communication following ASL assessments etc.

Feedback from QIV. Head Teacher part of self improvement trio.

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

Continue improvement work in literacy to review and plan effective resourcing, planning, teaching, assessment and moderation with the aim of improving attainment in all areas of literacy. Continue to share whole school attainment data regularly with staff.

Develop assessment calendar to support consistent assessment procedures and processes across the school.

Engage support of authority attainment advisor to support with interrogation of attainment data and seek advice about interventions to ensure attainment areas which have plateaued or shown a downward trend can be reversed.

Continue to engage with CIRCLE resource as a tool to moderate inclusive practice across the school.

Ensure that positive work around targeted intervention continues, particularly short, measurable interventions and next steps for universal support. Increased focus on challenging learners appropriately. Support children with identifying next steps in learning. Develop whole school approach to target setting. Language of benchmarking to be used more consistently by staff and develop this with children

Recognise and celebrate wider achievements whilst putting supports in place to provide opportunities for wider success for those children who do not have support at home to do this. Tracking of achievements and use of Leuven scale added to tracking.





## PEF 2023-2024

<b>Identified gap</b> Linked to barriers identified through analysis of data	H&WB, nurture, resilience. Attainment in literacy and numeracy
<b>Expenditure</b>	1 FTE PSA for Session 2024/25 to add to ability to target literacy and numeracy support. 0.2FTE teacher hours to support nurture approaches. 0.6FTE teacher funding to ensure DHTs are non class committed. DHTs to support setting up of nurture space and to set up and support daily nurture breakfast opportunities for targeted children.
<b>Expected outcomes</b> What change do you want to see for learners? How much change? Who are the target group? By when	Improved mental health outcomes for targeted children. Increased engagement in learning. Improved attainment in literacy and numeracy, particularly targeted groups of children.
<b>Impact Measurements</b> How will you know the change is an improvement?	Feedback from children, parents/carers, staff. Leuvens scale data from tracking. Use of SHINE data. Research and engage with wellbeing tool such as Stirling Children's Wellbeing Tool to provide measures.

## **Capacity for improvement**

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

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

## Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly literacy and numeracy.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><u>Aberdeenshire Priorities:</u></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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### Priority 1 : To improve learning and teaching and attainment in Literacy and English (Year 2 of 2)

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Use new Meldrum School Writing Progression to ensure consistency around teaching and learning of writing. Use staff development sessions to become familiar with the Talk for Writing resources that are suitable for teaching and learning of writing genres.</p>	<p>All teachers SLT</p>	<p>From August 2024</p>	<p>QA linked to this improvement priority – staff with a clear sense of how to teach each genre of writing and increased confidence to embrace new ways of teaching writing</p>	<p>On Track</p>
<p>Upskill staff with Talk for Writing Training. Use the key texts to plan lessons and evaluate these as a staff, sharing success and areas to develop.</p> <p>Implement Colourful Semantics training across the school for supporting the teaching of Grammar and Writing.</p>	<p>Teachers, PSAs, SLT</p>	<p>Term 1 November inservice</p>	<p>Increased pupil engagement</p> <p>Pupil writing assessments showing progression in learning</p> <p>Pupil focus groups - Individual pupil recognition of leading</p>	<p>On Track</p>

			<p>their own learning and setting their own targets</p> <p>Increase in predicted and actual attainment</p>	
Audit Spelling, Grammar, Handwriting and Reading resources in school in order that we have a clearer picture of school resources. Ensure a consistent approach to teaching and resourcing of Spelling, Grammar, Handwriting and Reading	Teachers, SLT	Term 2	<p>QA of learning and planning showing consistency of planning, resourcing and teaching. Evidence of increased pupil engagement.</p>	
Audit teaching of Reading across the school. Teachers and SLT to engage in current research and approaches to teaching reading. Progression framework in place.	Teachers, SLT	Term 2	<p>Teacher and pupil feedback</p> <p>Increase in predicted and actual attainment</p>	
Pupils to feedback their thoughts through focus groups around literacy learning.	SLT, pupils	Term 2	<p>Increased engagement in learning. Evidence of children attaining at expected level</p>	

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly literacy and numeracy.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><u>Aberdeenshire Priorities:</u></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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### Priority 2 : To review and adopt whole school approaches to assessment

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review current assessment procedures across school in Health and Wellbeing, Literacy, Numeracy and Mathematics.	SLT Teachers	Completed	We will have a clear overview and understanding of assessments currently being used across the school	
Refresh staff knowledge of Formative Assessment, questioning and Feedback Strategies	SLT Teachers PSAs	Term 3	QA linked to this improvement priority - teachers using Formative Assessment Strategies in class each day	

<p>Explore and agree on Summative Assessments to be used across the school in Health and Wellbeing, Literacy, Numeracy and Mathematics. This will include how and when information will be gathered, how we plan for and moderate these assessments, how we track and store information, what is shared with parents/carers and how we use assessment information to inform next steps in teaching and learning</p> <p>Create School Assessment Procedures as part of a Meldrum School Learning and Teaching Expectations</p>	<p>SLT Teachers</p>	<p>Term 3</p>	<p>Assessment calendar to be in place to detail all assessments across the school year</p> <p>QA of forward plans – assessments planned across and within stages</p> <p>Collegiate moderation sessions planned as part of working time agreement will provide evidence of moderation.</p>	
<p>Consider Assessments across other curricular areas</p>	<p>SLT Teachers</p>	<p>Term 3</p>	<p>TBC</p>	

## Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly literacy and numeracy.</li> </ul> <p><b>Key drivers of improvement</b> School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p><b>Curriculum and Assessment</b></p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
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### Priority 3 : To review and develop whole school approaches to play (Year 1 of 2)

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review and audit of current play practices across the school	PSAs, Teacher, SLT	Term 4	Clear overview and understanding of how play is currently being used across the school	
Engagement in authority training opportunities	SLT, some teachers	Terms 1-4	QA – classrooms and planning. Evidence of play in some classrooms through the school	
Engagement with Aberdeenshire Play Pedagogy Hub <a href="https://sites.google.com/as.glow.scot/playpedagogyhub/home">https://sites.google.com/as.glow.scot/playpedagogyhub/home</a> Time at collegiate session to explore ideas and resources.	SLT, Teachers	Term 4		

## **Wider Achievements / Memories are made of this**

Health Week

Careers Week – visits from parents/carers, community members

Extended transitions

School uniform rail – pre loved uniform available for all

P7 residential trip to Nethybridge

Class trips

Whole school annual Dance Off

Christmas Show, P1 Nativity, Christmas Craft Afternoon.

Open classroom sessions throughout the year

Assemblies celebrating class learning

School visitors to enhance learning

Doric Storytellers visited school

P7 farewell activities and piper

Raising money for charity – Children in Need, Comic Relief, local charities.

Christmas collections to Abernecessities who have very generously supported a number of school families

## **Wider Community Links**

Annual MPiP events – P1 welcome coffee morning, regular coffee mornings, beetle drive, Halloween disco, wreath making workshop, Christmas Fayre, Spring disco, Messy Run, refreshments for children and adults at sports day

Church links – visits, school workshops

Church Uniform Swap

Christmas jumper swap

Pre loved uniform available

Meldrum Academy links – work experience pupils, Foundation Apprenticeship students, Active Schools students

Fairtrade Coop partnership

Local businesses supporting Careers Week and at other times throughout the year.