**From mountain to sea**

**Crimond School**

Handbook

2018/19



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# Introduction to Crimond School

Dear Parent / Carer,

As Head Teacher, I would like to warmly welcome you and your child/ward to Crimond School. Here we take great pride in our positive, friendly and supportive learning community, which is open to all our pupils, families and community members.

We, as a staff, look forward to working in partnership with parents and carers to provide a rich and stimulating education for all our children. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We make every effort to offer the highest standard of education in a safe, caring and interesting environment. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Crimond School.

## School Contact Details

Head Teacher: Mrs Hilda Creighton 01346 532251

Crimond School and Nursery http://crimond.aberdeenshire.sch.uk/

Logie Road crimond.sch@aberdeenshire.gov.uk

Crimond hilda.creighton@aberdeenshire.gov.uk

Fraserburgh AB43 8QL Crimond School is on Facebook

## Adverse Weather and Emergency Closure

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 Pin 021520 (Please do not use this line to leave messages for the school.)

**Crimond School** is a non-denominational school with a roll of 80 Primary and 32 Nursery children. The school serves the Crimond and surrounding district catchment area. The school was built in 1963 and, in its earliest years, was a Junior Secondary School allowing local children to be educated in Crimond until they transferred to Fraserburgh Academy at the age of 14. Now most of our children still transfer to Fraserburgh Academy but usually at 12 years old. We are lucky enough to have a very large building with big classrooms and a huge outdoor space. This allows us to think big when it comes to our curriculum.

Through a well-balanced curriculum we provide opportunities to allow each child to fulfil their potential. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates the relationship that the school hopes to have with you in terms of partnership, help and support.

The school day for our primary pupils is 9.00a.m. - 3.00p.m. and our nursery children attend either from 8.50a.m. - 12.00p.m. or 12.20p.m. - 3.30 p.m. Some of our nursery children only attend for a few sessions a week but most have five sessions of three hours and ten minutes.

We currently have four composite primary school classes and two nursery sessions.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school. We are delighted to have a very active and hardworking Parent Partnership who generously supplement our funds.

|Our Vision, Values and School Ethos

# Our Vision, Values and School Ethos

Crimond’s School Vision, Aims and Statement of Values communicate our philosophy and beliefs for Crimond School Learning Community.

## Our Vision

At Crimond School we provide a welcoming environment for pupils, staff, parents and community members, where positive behaviour and high expectations are promoted, where success is celebrated and where everyone’s voice matters. The whole learning community work together to enable our pupils to develop skills for learning, life and work in an inclusive environment where they feel confident, valued and secure. The highly motivated staff embrace change and will present a coherent curriculum, using a range of quality teaching approaches to provide a variety of interesting and relevant learning experiences to ensure challenge and attainment. The pupils will develop attitudes of fairness, justice and equality enabling them to learn together and support each other towards personal goals which reflect a desire to succeed. Everyone’s days at Crimond School will indeed be “the Best Days of their Lives.”

## Our Aims

* To develop a common vision among children, parents and staff.
* To engage our pupils in the highest quality learning activities.
* To ensure that learning and teaching focuses on outcomes and maximises success for all learners.
* To work together with parents to improve learning.
* To work in partnership with other agencies and the community.
* To reflect on our work and thrive on challenge.
* To value and empower our staff, parents and pupils.
* To promote wellbeing and respect.
* To develop a culture of ambition and achievement.
* To foster high quality leadership at all levels.

## Our Values

* Respect  Friendship
* Fairness  Creativity
* Independence  Courage
* Responsibility  Achievement

# Curriculum

Within Crimond School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

In order to achieve this, we plan a number of separate but related elements.

* an approach to teaching which is interactive between the pupils and teacher, and less about teachers simply providing information
* a slim and modern curriculum focussing on what is relevant to the world today and what youngsters need to know
* cross-curricular learning and teaching that uses a theme to combine different elements from different subjects
* a focus on literacy and numeracy by all teachers in all areas of the curriculum to help ensure that youngsters become competent in these skills
* a recognition that not all learning happens in the classroom and youngsters will be credited for other activities that they do outside school

The Curriculum for Excellence is structured into different levels. At Crimond School we would be working on:

|  |  |  |
| --- | --- | --- |
| Early |  | The pre-school years and P1, or later for some. |
| First |  | To the end of P4, but earlier or later for some |
| Second |  | To the end of P7, but earlier or later for some. |
| Third |  | S1 to S3, but earlier for some. |

## Curriculum Areas

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

|  |  |  |
| --- | --- | --- |
| Expressive Arts |  | Languages and Literacy |
| Mathematics and Numeracy |  | Health & Wellbeing |
| Religious and Moral Education |  | Sciences |
| Social Studies |  | Technologies |

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

* Enterprise and Creativity

|Curriculum

* Citizenship and International Education
* Literacy
* Numeracy
* Health & Wellbeing
* Sustainable Development
* Digital Technology

## Language and Literacy

Talking, listening, reading and writing are at the heart of children’s learning. It is through language that they acquire much of their knowledge and many of their skills. Our curriculum gives high priority to developing functional language processes and the ability to express ideas and opinions. It is paramount that children practise reading regularly and we trust that you will take every opportunity to read with your child/ward.

## Mathematics and Numeracy

Through a problem solving approach, children learn about number, shape, pattern, position, measure and data handling. These skills are applied to real life situations. There is an emphasis on the development of mental maths skills. The Scottish Heinemann Mathematics scheme is used to complement the active learning activities and games used at each stage.

## Health and Wellbeing

Our health education curriculum provides opportunities for young people to value themselves, gain confidence and develop skills and knowledge. Pupils will build understanding of the human body, how it works and how to keep it healthy as well as the social and emotional factors that influence health. Our health programme also covers areas such as drug education, including alcohol and smoking, sexual health and relationship education. Physical Education is also a part of the health and wellbeing curriculum.

## Science

Science is sometimes taught as a distinct subject on its own but is mostly included in topic work. Teachers promote an active approach to science amongst pupils, encouraging them to plan and carry out investigations and interpret and evaluate their findings.

## Social Subjects

Geography, history and environmental studies are taught in social subjects to enable our children to develop their knowledge and understanding of the world around them. It also provides an opportunity to extend research and investigation skills.

## Technologies

Technologies include, among other things, ICT where computer skills are taught across the whole curriculum. Computers are used in most subjects to support and develop children’s learning.

## Religious and Moral Education

Children will learn about the stories, beliefs, festivals and traditions of Christianity and other world religions. It is important that children are encouraged to develop and understanding of, and respect for, the beliefs of others. Children will learn to understand more about themselves and their thoughts and will explore appropriate moral values and attitudes.

## Expressive Arts

We encourage children to express their feelings, emotions and impressions through movement, drama, art and music. Expressive Arts help children to develop practical skills and communication skills as well as confidence and self-esteem through performance and enjoyment.

## Development of Spiritual, Moral, Social and Cultural Values

In our school we are committed to providing appropriate opportunities for the development of pupils’ spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

Throughout the school there are opportunities for pupils to learn about aspects of

Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

* Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
* Promoting social and moral learning through the way in which disciplinary issues are handled.
* Ensuring staff and adults within the school provide positive models for pupils.
* Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
* Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
* Providing opportunities within the curriculum to advance personal and social development.
* Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
* Providing a programme of moral education.
* Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Our local minister and various lay preachers visit our school regularly and we visit the local church for a short service which is usually led by the children twice a year.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

|Curriculum

## Extra-Curricular Activities

At Crimond School a range of extra-curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running most of these clubs and we also have some that are led by Active School. Information regarding current clubs and extracurricular activities will be communicated throughout the year via school newsletters. A range of cultural, sporting and arts opportunities are offered as these become available.

## 1+2 Approach to Language Learning in Aberdeenshire

The Scottish Government has introduced a policy ‘Language Learning in Scotland: A 1+2 Approach’. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Crimond School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). A further opportunity to learn a language will soon be introduced in P5. For more information go to [http://www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk/)

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for

Gaelic Medium Primary Education (GMPE). For more information, please go to <http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City. **2** **Further Information**

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [http://crimond.aberdeenshire.sch.uk](http://crimond.aberdeenshire.sch.uk/)

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

**Policy for Scottish Education**:

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>**Early Learning & Childcare**:

[https://www.education.gov.scot/scottish-educationsystem/Early%20learning%20and%20childcare](https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare) **Broad General Education (Pre school – S3):** <https://education.gov.scot/scottish-education-system/Broad%20general%20education> **Senior Phase and beyond (S4 – 16+):** <https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>**National Qualifications**: <https://education.gov.scot/nationalqualifications/>

## Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging. We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

All our children are involved at different times in class teaching, group work or individual teaching. Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task, where teachers will look for and accept different levels of outcome based on their knowledge of the individual child’s strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

Teaching approaches are evaluated regularly to meet the needs individual children in a constantly changing world.

Assessment and Reporting

# Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on ***how well*** and ***how much*** pupils are learning and not just how quickly they move through all the experiences and outcomes.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing. There are four main ways in which pupils will be assessed in the Broad General phase (pre-school – S3):

**‘SAY’** where a pupil may have presented to the class or teacher.

**‘WRITE’** where a pupil may have some written evidence e.g. end of unit/topic.

**‘MAKE’** where a pupil may have created a model or poster.

**‘DO’** where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new **national standardised assessments** are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress.to help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through Tracking Updates along with an Annual Report and the opportunity to meet informally and formally with teachers and support staff (see school calendar in APPENDIX)

Pupils have responsibility for maintaining their pupil profile which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is kept in school and sent home regularly for parents/carers to see.

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

# Transitions (Moving On)

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Crimond School we have arrangements in place to support transitions and these are outlined below.

## Starting Nursery

In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events, meetings and Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child’s transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children’s needs and you will be asked to complete a number of forms regarding, for example, your child’s specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

## Deferring Entry into Primary 1

Where parents have concerns regarding their child’s entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

## Transfer to Primary 1

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children and to find out about life in school and what you can do to support your child’s transition into P1. The induction process starts in your child’s pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child’s teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children’s learning at home and parents are asked to complete a range of forms to gather information about e.g. your child’s medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June and they have learning packs to share with parents. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings, classroom activities and classroom routines.

Parents are also invited to join their P1 children for a school lunch when they start school. There is a Curriculum Meeting in the first term, where you will receive information about the learning that your child will be doing as the year progresses and you are given an overview of the P1 curriculum.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around April.

## Transition to Secondary Education

Crimond School is part of the Fraserburgh Children’s Services Network. Most children from Crimond School attend Fraserburgh Academy, whose telephone number is 01346 515771.

An induction programme for P7 is in place to help ease the transition into S1. Liaison between Crimond School and Fraserburgh Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other schools at various sporting and educational events. There is a Moving-On Group for pupils who may feel anxious or worried about their transition, where they have additional small-group or individual visits to the secondary school. P7 pupils spend three days at Fraserburgh Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Fraserburgh Academy where information will be shared and questions can be asked.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously. Fraserburgh Academy staff also visit our pupils in Crimond School where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, placing requests must be submitted. Crimond School supports any alternative transition arrangements wherever possible. Placing request forms are available from the school.

## Transitions between Stages

For some children, the thought of moving onto their next class or teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a uniformity of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

Visit Parentzone for more information about transitions: <https://education.gov.scot/parentzone/my-child/transitions>

## 3 Admissions

**Nursery Admissions**.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>**Primary Admissions**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

## 4 Placing requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

[http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-finalupdated.pdf](http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf)

[http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-formaug16.pdf](http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf)

## 5 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

* Enterprise and Creativity
* Citizenship and International Education
* Literacy
* Numeracy
* Health & Wellbeing
* Sustainable Development
* Information Communication Technology (ICT)

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

# Support for Children and Young People

## 6 Getting it Right for Every Child

Getting It Right For Every Child is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland’s children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Crimond School to feel happy, safe and supported to fulfil their potential.

## 7 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person’s allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

* Providing advice, information or support
* Helping a child, young person, or parent/carer to access a service or support
* Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

For more information you can contact your child or young person’s Named person directly, or go to:

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

Here at Crimond School the **Named Person** for your child/young person is **Mrs Hilda Creighton, Head Teacher.**

## 8 Educational Psychology

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledgeto improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff’s professional learning and development. <http://aberdeenshire.gov.uk/schools/eps/>

## 9 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on all of our resources and policies go to:

<http://asn-aberdeenshire.org/>

Support for Children and Young People

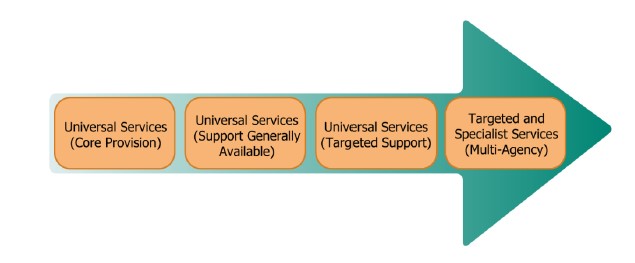
## 10 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

Each school cluster has an allocation of **Teachers of Additional Support for Learning (ASL)** who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general ‘hands-on’ support in relation to the needs of the class and individuals’ care, health and wellbeing and safety and to ensure a secure and safe environment.

## 11 The Child’s Plan

The Getting It Right approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire’s staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child’s Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child’s Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indictors (Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included), looking at both strengths and pressures in the child’s situation, and fully involving the family in discussions.

The Child’s Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person’s Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child’s Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

## 12 Child Protection

Child Protection is everyone’s responsibility. Protecting children and young people is the responsibility of every member of the community.

Within Crimond Schoolwe have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to refer the child to Social Work, the Police or the Children’s Reporter. Here at **Crimond School** the designated **Child Protection Officer** is **Hilda Creighton, Head Teacher**.

Remember – if you suspect abuse, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

**Social Work** Monday to Friday during office hours contact your Children & Families local

Social Work Office in Fraserburgh: 01346 513281

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

**Police** Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

* stay calm and listen to them
* never promise to keep it a secret – tell them you must let someone else know
* remind them that they are not to blame and are doing the right thing
* report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire’s children and young people is everyone’s business, go to: <http://www.girfec-aberdeenshire.org/child-protection/>

**Further Information on Support for Children and Young People** The following websites may be useful:

Getting It Right For Every Child (GIRFEC)<http://www.girfec-aberdeenshire.org/>

Aberdeenshire Council [http://www.aberdeenshire.gov.uk/schools/additional-supportneeds/](http://www.aberdeenshire.gov.uk/schools/additional-support-needs/)

Support for All [https://www.education.gov.scot/scottish-educationsystem/Support%20for%20all](https://www.education.gov.scot/scottish-education-system/Support%20for%20all)

Enquire <http://enquire.org.uk/>

Parent & Carer Involvement

**Parent & Carer Involvement**

Here at Crimond School, we recognise that parents are the main educators and most influential people in a child’s life and as such, we strive to work with you as partners to support your child’s learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person’s situation.

**Aberdeenshire Parents Charter. (See Appendix)** These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

### Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child’s Plan.

## 13 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

**14 Communication.**

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

* Use of Groupcall to text and email
* School Website: http://crimond.aberdeenshire.sch.uk
* Social Media: Facebook
* Newsletters: WOW-newsletter, weekly Class Newsletters and monthly School Newsletters
* Open days/mornings/afternoons and Bring an Adult to School Day, Stay and Play
* Curriculum Showcases
* Head Teacher Drop-In Sessions
* Head Teacher Awards
* Celebration of Success and Class Assemblies

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child’s progress, wellbeing and behaviour (see Appendix).

## 15 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people’s learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

## 16 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to: <http://jobs.aberdeenshire.gov.uk/volunteer-with-us/>or contact Mrs Hilda Creighton.

## 17 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy and refer to the list of websites included http://crimond.aberdeenshire.sch.uk and also the access the range of home learning materials on: http://www.aberdeenshire.gov.uk

## 18 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents’ views, ideas and opinions alongside opportunities to draw upon parents’ skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our Crimond School Parent Partnership,which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children’s learning and to support the school with our improvements. Contact the Parent Council Chairperson, Alma Gemmell, or Mrs Hilda Creighton for more information about getting involved in the Parent Partnership or email: crimond.sch@aberdeenshire.gov.uk

## 19 Collaborating with the Community

Crimond School and our staff strive to work with the many local organisations, community groups and businesses around us to ensure our children and young people benefit from

further resources, experiences and opportunities. If you are interested in working with the school, please contact Mrs Hilda Creighton, Head Teacher.

School Policies and Useful Information

# School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; Child Protection, Supporting Dyslexia etc. are published on the school website and can be found by clicking the “Our Policies” tab at the top. Please go to: [http://crimond.aberdeenshire.sch.uk](http://crimond.aberdeenshire.sch.uk/)

**All Aberdeenshire Council Education policies can be found here:**

[http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/servicestructure/education-and-children-s-services-policy-framework/](http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-children-s-services-policy-framework/)

## 20 Attendance

It is the legal responsibility of all parents to ensure that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety.

Parents are asked to inform us about absences in the manner detailed below:

* If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
* If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
* When you contact the school it would be helpful if an indication could be given as to the child’s expected length of absence from school.
* Absence of pupils travelling on school transport must also be communicated to the bus company or (where known) the bus driver.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to confirm the whereabouts and safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child’s whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department.

In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Regular and punctual attendance is linked closely to achievement and all school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Aberdeenshire Council has a regulation that requires a Head Teacher to inform their Quality Improvement Officer whenever a pupil has 30 unexplained or unauthorised absences.

According to Scottish Office Education Department Circular 1093, schools are required to make available to the public their attendance rates and rates of authorised and unauthorised absences. These are distributed to parents as we receive them.

The school follows the Aberdeenshire Attendance Policy: <http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf>

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

**Holidays During Term Time.**

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child’s education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this handbook, contact the school office or go to:

[http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-inservice-days/](http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/)

## Crimond School Dress Code

We encourage all pupils to wear school uniform every day and we firmly believe that this helps to instil a sense of pride and team spirit within our school. The uniform consists of a plain white polo shirt, black or grey skirt/trousers and a royal blue school or nursery sweatshirt bearing the school logo. There is also a blue tartan range of girls’ clothing available at George Donalds in Peterhead. Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. For safety reasons we ask that high heeled shoes are not worn to school.

The following are available to order from the school office:

Polo shirts – White with school logo and optional name.

Sweatshirts – Royal Blue with school or nursery logo and optional name Shower Jackets (fleece lined) – Royal Blue bearing the school logo.

Children are required to keep a pair of gym shoes in school to be worn indoors only. Children change into their gym shoes when they come into school in the morning. They change back into their outdoor shoes at interval, lunch and going home time. By doing this children are helping to maintain the condition of the carpets in their classrooms.

It is essential that items of clothing are marked with your child’s name or some other easily identifiable mark.

### PE Kit

Children should be suitably dressed for gym: e.g. plain coloured tee shirt, shorts and gym shoes. Football tops are not allowed. It is helpful if these items are left in school in a hangup-bag on the child’s peg. Again, all items must be named. Please check gym shoes periodically as these can be a hazard when the soles become damaged and detached.

For safety reasons Aberdeenshire Council states that all jewellery should be removed for

P.E. and similar activities. Plain stud earrings may be worn where the child requires to wear

earrings continuously in the period following piercing. Where bracelets/rings are worn and these are too small to be removed they should be covered with tape or sweat bands, so that the risk is eliminated. Where jewellery needs to be covered, parents are asked to provide a named roll of surgical tape for this purpose. Tops with shoe-string straps are discouraged for safety reasons as they can catch on gym apparatus.

## 21 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

[http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothinggrants/](http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/)

## 22 Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact your school for more details.

## 23 Early Years Transport

Transport to early year’s settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

## 24 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school. <http://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

## 25 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil’s address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

## 26 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

### *If children are at school…*

***School transport contractors*** have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can’t meet or arrange for your child to be met, the school transport will return them to a designated location.

***Public service vehicles*** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named ‘emergency contact’. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

### *Before the start of the school day…*

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Head Teachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

**Northsound 1** FM 96.9 **Northsound 2** MW 1035 kHz **BBC Radio Scotland**

FM 92.4 - 94.7MW 810 kHz

**Moray Firth Radio**

FM 97.4 MW 1107 kHz

**North East Community Radio**

FM 97.1 - 106.4

### Waves Radio FM 101.2 Original 106 FM

**Twitter**<http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website** [https://online.aberdeenshire.gov.uk/Apps/schoolsclosures/](https://online.aberdeenshire.gov.uk/Apps/schools-closures/)

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

### School Information Line

Tel: 0370 054 4999 then 021520. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

## 27 Storm Addresses

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents’ responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

## 28 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number of circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

## 29 School Meals

It is Aberdeenshire Council policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

* Primary 1-3 pupils are provided with school meals free of charge.
* Primary 4- S6 pupils are currently charged £2.15 for a school meal unless they qualify for Free School Meals.

For more information and how to apply for ***Free School Meals***, go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/free-school-meals/>

For information about **school meals and menus** go to:

<http://www.aberdeenshire.gov.uk/schools/meals/>

Aberdeenshire Council provides an **online payment service to pay for school meals.**

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

[http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-andother-school-payments/](http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-payments/)

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

## 30 Healthcare & Medical

Every child’s health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP’s advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child’s health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child’s doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

* Individual Pupil Plan (IPP) (Med form 7).
* Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find our Medication Policy here:

[http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare2016.pdf](http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Admin-of-Meds-and-Healthcare-2016.pdf)

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child’s treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

## 31 Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to: <http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf>

## 32 Educational Visits

We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children’s Services. We give parents as much notification as possible with regard to visits their children will participate in.

## 33 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Crimond School we have had children learning brass instruments, piano and violin.

For further information go to: <http://aberdeenshire.gov.uk/schools/ims/>

## 34 Comments, Compliment & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

[http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/fullcomplaints-procedure-customerv6.pdf](http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf)

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at: <http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

## 35 Support for parents/carers

### For more information on Support and Advocacy contact: KEEP

Enquire, Princess House

5 Shandwick Place

Edinburgh EH2 4RG

Helpline: 0845 123 23 03

Email: info@enquire.org.uk Website: [www.enquire.org.uk](http://www.enquire.org.uk/)

### For local advocacy contact: KEEP

Advocacy North East

Thainstone Business Centre

Inverurie

Aberdeenshire

AB51 5TB

Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website:<https://www.siaa.org.uk/>

### Independent Mediation Services KEEP

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st

15 Frithside Street

Fraserburgh

Aberdeenshire

AB43 9AR

Tel no 01346 512733

Fax no 01346 512810

Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

[www.sclc.org.uk](http://www.sclc.org.uk/)

## 36 Insurance

No insurance is held by Aberdeenshire Education & Children’s Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children’s Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## 37 School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual’s own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

**38 Data we hold and what we do with it.**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

## 39 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil’s record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

## 40 Parental Access to Records

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at: <https://ico.org.uk/for-the-public/personal-information/>

The Pupils’ Educational Records (Scotland) Regulations 2003 means that you can get access to your child’s records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

[https://education.gov.scot/parentzone/my-school/general-schoolinformation/My%20child's%20record](https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record)

## 41 ScotXed

If you have any concerns about the national ScotXed data collections you can email the

Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## 42 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 1998 and Human Rights Act 1998 adheres to this as part of our current routine practice.

## 43 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

|Appendix

**Appendix**

### School Improvement Plan

**Education and Children’s Services**

## STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

### CRIMOND SCHOOL

**LAST UPDATED: 07 November 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

*Introduction: local and national context*

***This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:*** *Aberdeenshire Priorities:*

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

*National Improvement Framework Priorities:*

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

*National Improvement Framework Drivers:*

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

***Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:***

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

#### 1. Context of the School

At Crimond School we provide a welcoming environment for pupils, staff, parents and community members, where positive behaviour and high expectations are promoted, where success is celebrated and where everyone’s voice matters. The whole learning community work together to enable our pupils to develop skills for learning, life and work in an inclusive environment where they feel confident, valued and secure. The highly motivated staff embrace change and present a coherent curriculum, using a range of quality teaching approaches to provide a variety of interesting and relevant learning experiences to ensure challenge and attainment. The pupils will develop attitudes of fairness, justice and equality enabling them to learn together and support each other towards personal goals which reflect a desire to succeed.

At Crimond School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents, other agencies and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

**Responsible Citizens**

* Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
* Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

**Effective Contributors**

* Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
* Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

**Successful Learners**

* Providing quality learning experiences which inspire and motivate our young people to become successful learners
* Encouraging all to reach their full potential through stimulating and independent learning **Confident Individuals**
* Providing a safe, secure and supportive environment where children feel confident to tackle new challenges
* Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

Analysis of the SIMD data shows that 1.25% of the children at Crimond Primary School live in an area of deprivation (deciles 1 and 2); the majority of the children are in decile 4. Although we do not have many children who are classed as living in an area of deprivation, our catchment area is predominantly rented accommodation and we acknowledge that many of our families are struggling, with 12.5% of our children entitled to free school meals. We believe that all children are entitled to the best education and be the best that they can be, thus Getting it Right for Every Child is at the core of what we do every single day.

Our PEF will be targeted towards improving our nurturing approaches, providing a range of enriching experiences and increasing the range of resources within the school that support communication skills, emergent reading and literacy skills. Our school has a clear commitment to excellence and equity.

Strengths of our school include:

* The inclusive and nurturing ethos

The school has a good reputation in the community for its inclusive and positive ethos, based on values agreed by our pupils, parents, staff and learning community. Supporting, nurturing relationships characterise the school and children benefit from high quality care and support from everyone around them. Our children are patient, caring and supportive whilst being very good an including one another. It is clearly understood that it is everyone’s right to feel safe, valued and included. The ethos of the school is one of confidence and success, with regular, genuine celebration of achievement and recognition of success communicated throughout the school and its publications. The main focus of our school is clearly the child and this is reflected in relationships, activities, photos and displays that celebrate our pupils.

* The engagement of all staff, pupils and partners in improving the school

The staff are committed to continuous improvement and are highly motivated, showing enthusiasm for engaging in CLPL opportunities. Staff members are prepared to take the lead in particular areas for development. All pupils have a voice in school improvement as they are all members of one of our Pupil School Improvement Groups. Our parents and community actively support our developments. The opinions, suggestions and views of everyone involved with our learning community are actively sought and acted upon – everyone’s voice is heard.

* The quality of support provided

Our staff know all our children very well and are aware of their needs as well as their strengths and interests. They are sensitive to changes of circumstances. Steps are taken to break down and remove barriers to learning through engagement with pupils, families and significant adults. Support staff are deployed effectively with small groups and individuals to ensure that the needs of all children are being met. We have a clear commitment to change what we need to do to meet the needs of the child.

* Quality Learning Experiences

Our teachers work in teams to plan a wide range of quality learning experiences including visits in, around and beyond our local environment and enhanced by visitors from the local and wider community. We plan active teaching and learning approaches, including very good use of ICT, games based learning, interdisciplinary learning and outdoor learning.

* Our Learning Community

Our school is at the heart of the community. We work closely with parents, families, our village community and partner agencies to meet the needs of the children, the school and the community. We have close links with community groups, the local church, our elderly neighbours, the health centre and local businesses.

* Levels of Performance

Children are making good progress in their learning across all curricular areas.

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| 2. How good is our leadership and approach to improvement?    Relevant NIF priority: All    Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * Our school community is a team and all staff, parents, pupils and our local community know that their views are sought, valued and considered.  There are a range of mechanisms in place to ensure that every voice is heard. * We have a shared vision, values and aims relevant to our school and community. * All staff engage with professional learning and CPD opportunities and consider the impact in their PRD records and meetings. * Various members of staff have areas of the life and work of the school for which they take the lead. * Pupil voice is a strong feature as all pupils are members of one of our Pupil School Improvement Groups. * There is a commitment to improvement and we continuously evaluate what we are doing and how we have done, involving stakeholders in this process to ensure that we are accurate and honest. * HGIOS4 is familiar and the QIs and Challenge Questions are used in the monitoring and evaluation process. * Planning and classroom practice are monitored and discussed to ensure quality learning and teaching.     Key strengths:   * Professional engagement and collaborative working practices among all staff to improve learning and teaching and ensure quality GIRFEC approaches * The whole learning community working together on continuous improvement, maintaining focus on our vision, values and commitment to learning The continued development of programmes and progressions across all areas of the curriculum     Identified priorities for improvement:   * Further develop a working knowledge of HGIOS4 and systematic use of Challenge Questions in planning developments * Focussing on key elements in “Delivering Excellence and Equity in Scottish Education”, NIF and key drivers for improvement * Pupil Equity Funding to target specific improvements * Introduction of SNSA and new, improved tracking formats to further develop staff confidence in using data to inform planning, target support and ensure challenge. * Planning for assessment of learning will be integral to planning processes * Support Crimond Parent Partnership engage more formally with school evaluations and improvements |
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In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.Increase confidence and effectiveness in self-evaluation and the use of HGIOS4  -All staff participate in learning activities with HGIOS4  -Use of HGIOS4 documentation and challenge questions  -Regular professional conversations focussing in depth on one QI  -Parent Partnership members to be made familiar with, and engage with, HGIOS  -Learners to be engaged with evaluation activities and school and personal level | -Knowledge and understanding of the Qis enhancing self-evaluation  -Challenge questions being used to focus and deepen the thinking around “where we are”  -Quality shared engagement with staff, learners, parents and other stakeholders  -Improvements and developments planned for specific QIs with robust reflection and evidence  -Consideration and recording of the impact of improvements  -Crimond Parent Partnership will be involved in improvement processes | -Evaluations will show that, by March 2018, all staff will be confident in the use of HGIOS4  -By June 2018, all learners, staff, parents and some community members will be engaged in aspects of school evaluation and improvement planning  -Regular evaluation of learning and teaching will take place in classrooms by staff and pupils |
| 2.Improve Assessment and Moderation  -Professional learning on administration of SNSA  -Collegiate working on trackers  -CPD on effective use of data to plan learning, teaching and assessment  -Use of Stepping Up process  -Further engagement with frameworks, progressions and benchmarking  -Cluster moderation work – see separate plan | -Assessment processes are an integral part of learning in classrooms  -Effective use by teachers of assessment results and data gathered from  SNSA  -Progress and attainment improved for learners | -Teachers’ plans will reflect improved assessment processes  -HT/teacher planning meetings will interrogate data and use the information for planning  -Effective tracking systems will be in place by January 2018  -HT/pupil meetings will reveal increased pupil knowledge of their progress  - |
| 3.Increase use of evidence and research to support professional learning  -establishment and maintenance of an up-to-date selection of education books  -CPD opportunities for staff | -Planning for learning and for improvement will be based on reflections on research, data and current educational thinking. | -The staff reading library will be updated regularly and used by staff  -Staff will share knowledge gained from reading and CPD opportunities  -Planning for improvement will refer to relevant evidence or research |
| Evidence of progress/comments/identified next steps:    Date:      Date:      Date: |  |  |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:     * Shared vision, values and aims of the school provide the context for school improvement Self-evaluation using HGIOS4 * Quality Assurance Calendar * Observations of lessons by HT * PRD discussions with staff * Feedback form parents     Overall evaluation of level of quality:   * School improvement takes place in the context of the school’s values and visions. * The selection of school improvement priorities is made taking into account our capacity to accommodate change. * All staff are involved in evaluation of the school improvement plan through open dialogue.  Leadership roles are taken by colleagues at all levels. * Collegiate meetings include a discussion on the progress of our SIP thus allowing a continual identification of strengths and areas for development along with a clear rationale for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QIs will be encouraged next session. * Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. This will be improved and supported by a more robust understanding of assessment data. * Staff, pupils’ and parents’ views and ideas are sought when developing our School Improvement Plan. * All staff are committed to CLPL and regularly reflect on, and develop, practice to ensure best possible outcomes for all learners. * Overall, the changes pursued by the school are having a positive impact on our children.       Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) |

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

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| Relevant NIF priority: All    Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * All staff show commitment to the development and wellbeing of learners as individuals * Children are safe, treated fairly and are protected by the appropriate Child Protection and Safeguarding policies. * Staff have access to, and use, a staff library with texts to support and improve their teaching and learning practice. * Aberdeenshire Frameworks have been introduced, alongside the new National Frameworks, to assist with planning and identifying next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum. * Transitions are mainly well-planned and effective but curriculum transition with the local secondary school needs to be more effective. * Regular outdoor learning experiences have been incorporated in to the weekly planning of the school and children benefit from a wide and varied curriculum and learning experiences. Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. * Parents are invited into school and into classes often and this positive engagement with parents encourages them to take an interest in their child’s learning. ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework. * Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level. Teachers track children’s achievement carefully. They use group work and personalised tasks to give children appropriate support or challengeKey strengths: * The very positive relationships in the school based on shared vision and values and a respect for learning. * The high quality of personalised support based on application of clear information about learners and their needs. The positive impact of engaging with parents as learners. * The supportive ethos in the school among learners, staff, parentsIdentified priorities for improvement: * Review, evaluate and revise of current curriculum model. * Increase consistency in integrating assessment in children’s learning. * Extend capacity to support family learning. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Review, evaluate and revise current curriculum model | * A revised curriculum to meet the needs of all learners * Improved curricular transition and progression P7-S2 * Increased pace of learning and raised standards in literacy and particularly numeracy | * HT liaison with QIO, Cluster HT’s and DHT curriculum at Fraserburgh Academy will support plan for revisions by December 2017 * Consultation with learners and their parents re the curriculum will support shared understanding of emerging changes * Following discussion with all staff revisions to curriculum drafted and shared by HT by September 2017 by February 2018- June 2018 revised curriculum model published * Implementation of revised curriculum June 2018 * Evaluation of revisions to be completed within 2 years to ascertain impact on learners |
| 2. Increase consistency of integrating assessment in children’s learning | * Improved data on children’s progress used consistently to advise on next steps in learning * Revised , effective system of tracking and monitoring * Increased attainment at all levels as shown in PIPS/INCAS/SNSA | * Class teachers to lead revisions to classroom practice after engagement with QIO Support Team * HT to confirm model of effective T&M and Aberdeenshire/ national expectations on reporting by December 2017 * February 2018 , plan re T&M changes agreed and in June 2018 implemented * Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment. |
| 3.Investigate capacity to support family learning | * Children’s learning enhanced by increased parental confidence and interest in learning * Further increase in positive relationships with parents * Parents from all backgrounds engaging in school activities and events | * HT raising issue with Parent Council January 2018 - will confirm school wish to further engage parents * HT to seek QIO/Education Scotland advice and work with CLD to propose best model to support parental learning- on-going * Draft programme of family learning to be published by the school by June 2018 * HT to return issue to Parent Council and publicise programme for Family Learningpublished * September 2018 plans implemented * On-going thereafter, annual evaluation activities will see % of parents engaged with the school, learning through the school and supporting more actively the learning of their children |
| Evidence of progress/comments/identified next steps:    Date:      Date:      Date: |  |  |

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| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:    Sources of evidence/ evaluation activities undertaken:   * HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response. * Learning visits by HT. * Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups. * Collegiate professional dialogue focused on learning in literacy and numeracy. * Evidence of outdoor, digital and active learning in planning. * Parent questionnaire feedback. * Cluster / peer school moderation. * Evidence from QI visit/ liaison with QIO.Overall evaluation of level of quality : * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Learners’ achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall and monthly newsletter/website. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions. * Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these. * Teachers track children’s achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning. * Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire’s Progression Frameworks. This requires further review and development. * Developing Number Sense training has been attended by 2 members of staff and this needs to be rolled out and embedded to promote understanding and confidence in numeracy.     Level of quality for this QI: 4 Good |

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

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| Relevant NIF priority: All    Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Children at Crimond School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is applying its PEF to support equity of outcome for learners who have limited communication skills and low levels of literacy. * All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. * The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding all aspects of the Equality Act. * Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creatvity allows children to develop a wide range of skills and attributes. * Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that children at all stages are attaining more highly than expected in literacy and in line with progression expectations in numeracy. * The school is adopting a dyslexia friendly approach, toolkits to support this are available in our classroomsKey strengths: * A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for. * The increasingly positive levels of attainment particularly in literacy. The confidence and wellbeing of children across all years.Identified priorities for improvement: * To raise further levels of attainment in numeracy, especially in P5 and P7. * To extend the schools commitment to the promotion of diversity. * To develop a cohesive strategic plan for wellbeing across all aspects of school-life. * To track out of school achievements and use this information to provide opportunities for all children to achieve |

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In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. To raise further levels of attainment in literacy and  numeracy | * Standardised assessments will show increase across in performance against all numeracy measures * Overall, levels of attainment will be equal to or better than predictions for the school | * Following consultation and liaison with Cluster and QIO a revised approach to numeracy will be in place by January 2018 * Transition from Early Years setting to be refreshed by P1-P3 class teacher and revised plans re number work in place * Joint CPL with academy/primary staff (November 2017 & February   2018) will be successful in ensuring pace , challenge3 and progression P7-S2  - Ongoing: analysis of attainment data in numeracy will show sustainable improvement across all measures |
| 2. To extend the school’s commitment to promoting diversity | * All children to be aware of cultural , racial , religious, personal differences and the equal value all have * The school to re-affirm its commitments as a RRS and extend its accreditation to level 2 * A strategic and planned approach to support diversity to be in place | - Establishment of working group to focus on diversity (September  2017 )will confirm school commitment   * Children to be engaged in establishing diversity code for the school ( January 2018) * May2018, revised school code in place * June 2018 application made re RRS level 2 status * On-going school evaluation activities/classroom visits focus on children’s awareness and tolerance of diversity |

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| 3. To develop a cohesive strategic plan to promote wellbeing across the school | * Children have a planned sequence of interventions and activities that develop and maintain physical, emotional, mental and educational wellbeing * A more precise use of wellbeing indicators in evaluating school performance * As a result all attend, participate and flourish in the school environment | * Having liaised with QIO and other schools the HT will formulate a plan for consistent use of wellbeing indicators ( November 2017) * November 2017 In-service day: all staff engage in mapping exercise re curriculum contexts for developing well being * February 2018 , draft plan prepared * August 2018 plan adopted * Ongoing school evaluation activities will reflect on children’s wellbeing against cited indicators |
| Evidence of progress/comments/identified next steps:    Date:      Date:      Date: |  |  |

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| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:   * Positive behaviour evident in and around school/community and confirmed with analysis of referrals. * Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations. * School being awarded RRS status. * Raised attainment by learners in all SIMD deciles evident in standardised assessments. * Positive views reflected by pupils and parents on their education and desire to learn at ………School. * Cluster/peer/ QIO-led moderation exercises. * Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background - Scrutiny/analysis of Child Protection procedures.   Overall evaluation of level of quality :   * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School. * All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues. * All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM’s and IEP’s. There remains however some inconsistencies in how this information is applied across all classrooms. * Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.  At times of challenge and difficulty the school deploys other professionals to access support from other agencies. * Every week we highlight “A Right of the Week” from the UNCRC through assembles, pupil voice and through posters in school, this in turn challenges discrimination, and intolerance. A more developed approach to diversity is however required. * Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM’s, etc * We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks. relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation. * There is a need to further develop approaches to ensure equity of outcome for all learners.     Level of quality for this QI: 4 Good |

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| Evaluation of QI 3.2- Raising Attainment and Achievement:    Sources of evidence/ evaluation activities undertaken:   * Analysis of standardised assessments to ascertain progress in literacy and numeracy * Analysis of opportunities for wider achievements for pupils * Feedback from QIO regarding overall school performance * Feedback from parents regarding progress of individual children Overall evaluation of level of quality : * Attainment in the school is improving. This is the case for all abilities and both female and male. * The local Cluster are moving forward with moderation training in literacy this session, this will need to be embedded then in future extended to numeracy. * A tracking system has been in place but a more robust system is being developed. * Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. * Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all. * The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors. * The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities. * A ‘Developing Number Sense’ approach is being developed to improve children’s mental calculation skills. * More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems. * To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge. * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.     Level of quality for this QI: 4 Good |

1. What is our capacity for improvement?

The overall capacity for improvement at Crimond School is very good. This is based on the following aspects within the school:

* High levels of commitment and leadership by all staff
* Young people in the school who show a respect for and commitment to learning
* The positive ethos in the school underpinned by shared vision and values
* A high quality programme of professional learning that supports all staff and leads to improvements for learners
* Productive partnerships with parents , other schools and services and a range of contacts in the local community
* Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do

 Aspects that could impact adversely on the capacity for further improvement include:

* Intermittent supply staff availability
* Unreliable internet / connectivity issues
* Budgetary constraints regarding extending availability of differentiated resources

6. Record of updating

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| --- | --- | --- | --- |
| Date | Amendment made | By who | Comment |

##### Members of Parental Groups

Our very successful Parent Partnership is a supportive and hard-working group who are behind the school 100%

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| --- | --- |
| Chairperson: | Alma Gemmell |
| Vice Chairperson | Pamela McGruther |
| Treasurer | Julie Coutts |
| Secretary | Rebecca Cox |

They are supported by a group of enthusiastic members.

We also have a J Rock Committee chaired by Sarita Ducaseau

**Stats for attainment etc**

*‘In Reading, Writing, Listening and Talking, Numeracy and Health and WellBeing, many of our pupils are on track or beyond their expected levels’.*  The Scottish Government website page for all school CfE Attainment will provide further information regarding Attainment at Crimond School.

https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1 All primary schools can use the following link that takes you to the Scottish Government data for all school CfE Attainment. Parents can then find their school in the box on the right.

##### School Events Calendar & holidays

Please find a link to the annual holiday calendar: <http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

Details of school events are published in the monthly school newsletter, the class newsletters, the school Facebook page and the school website

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##### Map of catchment area



A map of catchment area can be found here:

<https://www.aberdeenshire.gov.uk/schools/our_schools/detail.asp?schoolid=bcmp>