



From mountain to sea

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Standards and Quality Report

Uryside School and ELC

Session 2024-2025

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School Foreword

We are pleased to present our Standards and Quality Report for Session 2024- 2025. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

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

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

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

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

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Within this document we have indicated what progress we made with these priorities in Session 2024/25 and what the impact has been.

You can find out more about the National Improvement Framework and drivers at:

[National Improvement Framework \(NIF\) - Schools - gov.scot](https://www.gov.scot/publications/national-improvement-framework/schools/pages/default.aspx)

Our next steps in continuing to address these priorities in session 2025/26 are detailed in our School Improvement Plan which can be found on the school website

<https://www.uryside.aberdeenshire.sch.uk/>

We have evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement

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

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we

hope that you will get a sense of our developments, successes and areas for further growth.

Stuart Seivwright

Head Teacher

Section 1 - Context of the School

Context

Uryside School is a rapidly growing Primary and ELC school serving the north of the town of Inverurie and the surrounding rural area. The school was opened in October 2017 to create provision for the new housing developments on the east of Inverurie as well as the school community previously at Market Place School. There are currently 452 pupils (rising to 489 in August) on the Primary roll and 94 in Nursery. The current Head Teacher came into post in November 2022. There are two Deputy Head Teachers. The catchment consists mainly of established and newly developed private housing, social housing and the farming community.

There are currently 2 Nursery classes and 17 Primary classes, a mixture of straight year groups and composite classes. As well as the SLT, the staff consist of 1.0 ASN teacher and 19.7 FTE teaching staff. Classes are supported by a team of Pupil Support Assistants – totalling 163 hours a week with a mix of full-time, part-time, permanent and part-time staff. We also have 12.5 hours a week PSA to support our P1/2 pupils who have additional support needs.

We work closely with a range of service providers including EAL (English as an Additional Language), SaLT (Speech and Language Therapists), Language Outreach, CAMHS (Child and Adult Mental Health Services), Educational Psychology, Social Services and the School Nursing service. The school is supported by 1 full-time administrator, 1 part-time clerical assistant, 1 part-time janitor, 8 catering staff and 4 cleaners. Nursery staff include 1 full time senior practitioner, 3 full time lead practitioners and 10 practitioners and part time practitioners. The collegiate ethos between staff is positive despite an extensive period of change in recent years.

The new building currently offers us very generous accommodation. Currently there are 17 classrooms in the Primary in full-time use, allowing plenty of scope for additional classrooms and break-out spaces to be used as shared spaces. As our roll rises, we will have 18 classes with the “spare” class area being utilised by ASN. Specialist visitors are able to use separate accommodation, as is the ASL teacher. The attached Nursery accommodation allows the children to play a full part in the life of the wider school whilst still being able to maintain their autonomy and increased security. Communal space is generous

The school receives Pupil Equity Fund money from the government. This money is intended to support activities which are planned to reduce the attainment gap between areas of deprivation and more affluent areas.

SIMD data for this area is incomplete due to ongoing house building. We know our children and their circumstances well. We make a point of getting to know parents of new families and their ‘story’. Most have not moved from within the immediate locality and do not have established connections within the school. All relevant information is

shared with staff and there is a good understanding of the demographic circumstances and needs of the pupils overall. Targeting of funding is based on this information, partner agency information and free school meals data.

This year we have focussed funds on supporting transitions into P1, targeting groups of individuals whose assessment data showed requirement of interventions and also looking forward in training teachers and support staff to support pupils with ASN. Funds have also been utilised to enhance our Nurture and Sensory areas and develop an outdoor area to support our new P1 cohort. Individual needs through the school are also targeted through temporary additional PSA resourcing which has seen a positive impact on pupil outcomes.

Section 2 - Review of priorities for session 2024-2025

Priority 1	How did we do?
<p>Priority 1a: To improve moderation and consistency in breadth of writing across the school.</p> <p>Priority 1b: To improve whole school understanding of teaching listening and talking matched to benchmarks including making informed professional judgements.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information 	<p>We have made excellent/very good/good/satisfactory progress.</p>
	What did we do?
	<p>The Listening and talking planners were resourced further to give staff support in delivering this curricular area in their classes. Unfortunately, due to absences, reduction in the working group size as well as changing priorities in the school, it was impossible to move forward with this priority more than what has been achieved. It will be important to continue these into the following session to ensure that the work already put in place is fully embedded. The working group has also sent out a questionnaire that reviewed the grammar progression for all staff. This will also have to be reviewed into next session, to ensure that progression continues across the whole school in a consistent manner</p> <p>Further work for writing was postponed for future development.</p> <p>Listening and Talking will continue into the Improvement Plan for session 25-26.</p>
	Evidence indicates the impact is:
	<p>Unfortunately due to the reasons above, this improvement has not had the impact that we had hoped.</p> <p>Staff have a clearer understanding of how listening and talking should look in the classroom – Planners in place/ feedback on training</p> <p>Clear progression of skills – planning documents for both L&T and grammar</p> <p>Strategies that can be used to support children with L&T – feedback at the staff follow up training.</p> <p>A more robust and true reflection of attainment in listening and talking to at least 75% next session.</p>

Priority 2	How did we do?
<p>Priority 2a : To further develop and improve strategies for reporting to families throughout the year.</p> <p>Priority 2b: Increase opportunities for children, parents and the wider community to be engaged with the school and be present in the school building.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ School and ELC Improvement. ▪ School and ELC Leadership ▪ Teacher and Practitioner Professionalism ▪ Parental Engagement ▪ Curriculum and Assessment ▪ Performance Information 	<p>We have made excellent/very good/good/satisfactory progress.</p>
	<p>What did we do?</p>
	<p>Reports updated and made changes to second parents' evening which had a greater impact in parents asking specific questions regarding their child's progress.</p> <p>More open days were calendarized and an open evening was scheduled. Attendance at both was monitored and only 1 family across the school did not attend either.</p> <p>Further support given to staff on using Learning Journals, being more efficient in its use and time for staff to complete. This was presented at an INSET day and guidance to staff was amended as a result.</p> <p>Staff's views on homework were collected; next steps, to gather pupils' and parents' views. Parent workshops, family learning to be investigated.</p> <p>One workshop arranged by nursery was well attended and received.</p> <p>Staff had time factored into WTA to account for time for school activities and clubs. Clubs were set up at breaktime, lunchtime or after school.</p> <p>Senior pupils were able to set up clubs of their choosing and run these with staff support.</p> <p>Feedback was sought from pupils and staff. It was felt break and lunchtime clubs didn't work due to lack of time and logistics of lunchtimes. After school seemed to be the better time. Clubs were well attended and offered a range of activities across all stages.</p>
	<p>Evidence indicates the impact is:</p> <p>Monitoring of attendance at open days/open evenings/assemblies/parents evenings showed almost all parents attend on a regular basis.</p> <p>Feedback from parents was positive to the approach the school has to involve parents in their children's learning. This was sought through discussion at open events, feedback from parent forum and Microsoft Form.</p> <p>Positive parent/pupil and school relationships enhance the working relationship between school and home.</p> <p>Evidence gathered suggests almost all parents are engaged in their child's learning.</p> <p>Pupils had a range of experiential opportunities across the year. However, staff input in time given needs to be more closely monitored and accounted for as part of the Working Time Agreement that all staff agreed on.</p>

Priority 3	How did we do?
<p>Priority 3a : To increase confidence on supporting inclusion in the classroom through use of Circle across the whole school.</p> <p>Priority 3b: To embed use of mental health resources and strategies to support all pupils within school including emotion works</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ School and ELC Improvement. ▪ School and ELC Leadership ▪ Teacher and Practitioner Professionalism ▪ Parental Engagement ▪ Curriculum and Assessment ▪ Performance Information 	<p>We have made excellent/very good/good/satisfactory progress.</p>
	<p>What did we do?</p>
	<p>3a. Throughout the last few terms, we have been working our way through the CIRCLE framework. We have been to the classrooms to discuss physical environment and structures and routines of the class CICS (THE CIRCLE INCLUSIVE CLASSROOM SCALE). Children were also questioned how they felt about their learning and access to their learning.</p> <p>Within the most recent term we introduced the CPS (Circle Participation Scale) which was explained to the rest of the school during the most recent Inservice days. These scales are used in order to see different strategies which can be used to support children who require support for a variety of reasons. These can include but are not limited to attention and concentration skills, motivation and social skills.</p> <p>Moving forward with CIRCLE we would be looking to capture feedback from staff in terms of how effective engagement with the CPS has been.</p> <p>Parental Engagement section of CIRCLE was reviewed.</p> <p>Feedback from all staff in relation to the CICS was positive.</p> <p>3b. Emotion Works Our Story – Emotion Works were used to support assemblies. Made links to day to day problems and incidents – problem solving for the children to engage in discussion and thinking. Also links made when reading stories for younger pupils to make the connections.</p> <p>Parental engagement leaflet was produced and shared to inform parents of the development of Emotion works. We aim to have a parent session on its use in session 24-25 and follow up in 25-26. INSET staff were to take a familiar or loved text and make connections and links to Emotion Works use. SharePoint activities were started and staff to input once created and taught.</p> <p>Bronze level was achieved and started to work on Silver award. Some evidence of Emotion Works shared on Learning Journals.</p>
	<p>Evidence indicates the impact is:</p>
	<p>The CIPS was used to identify strategies to be used in the classroom to support children as a result some children had targeted support and made good progress in their success.. Evidence of implementation of strategies was then shared and discussed in school reviews and multi-agency meetings as required.</p> <p>CIPS used to assess individual pupils for further supports – staff then using the suggested strategies.</p> <p>Reminders of the use of CIPS for staff to use at the start of each term. Essential for setting up new classes – look at it from the eyes of the child.</p> <p>Made CIPS part of the Support Flowchart - a requirement to consider and complete for pupils who are requesting access for support would potentially increase use.</p> <p>Continue to embed over session 25-26</p>

	<p>All staff are aware of Emotion Works and are all beginning to implement this via literacy lessons. This is evidenced in pupils' work.</p> <p>Pupils' knowledge of the first three cogs (orange, red and green) is mostly embedded and this is evident in their use of emotion language. They can identify these within themselves and others. Work has begun on embedding the other cogs, especially up the school which can be heard in use of language and when restorative discussions are being had. This has made a positive impact when there have been challenging behaviours.</p> <p>Wellbeing webs have meant that we are getting honest assessments and views from the children and could explain their views of why they feel or think a certain way. This has resulted in discussions/interventions being able to be put in place for children that may have otherwise been missed.</p>
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Priority 1 ELC	How did we do?
<p>State priority here:</p> <p>Improving and Embedding Quality Assurance in the nursery</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information 	<p>We have made excellent/very good/good/satisfactory progress.</p>
	What did we do?
	<p>The QA calendar is printed in advance on A3 format so it can be displayed and used by all staff. This was displayed in the nursery office as constant reminder to all.</p> <p>Each member of staff received an individual diary with their responsibilities clearly set out at the front so each month they could check off that they had completed their designated roles. QA roles were equally shared out so staff were taking turns for some roles such as CPD task and policy of the month.</p> <p>QA was evaluated monthly to ensure we had completed the required tasks and where not there was a plan on how this would be covered.</p> <p>We spoke about this at staff meetings to ensure staff were reminded of the importance of these tasks and the impact this has on the setting.</p>

	<p>Senior/Leads had clear remits for roles and everyone had jobs that reflected their role and time they had to complete this.</p> <p>We looked at ensuring consistent Time off the floor was given to staff where possible. We really focused on being a team and ensuring we could factor this TOTF time into the week so staff had adequate time to complete their roles. This supported staff to manage their workloads.</p> <p>Communication as a team has been effective in using communication diary, regular staff meetings, PPP meetings and day to day verbal handovers.</p> <p>A quality Assurance Audit was completed with EY team.</p>
	<p>Evidence indicates the impact is:</p> <p>We have a very clear QA evidenced calendar for the year which has meant that staff have been clear in relation to all aspects of their roles. Staff feedback has been positive overall. This is evidenced within staff questionnaires. The QA calendar is accessible with all completed evaluations to show the work that has been done.</p> <p>The impact on the children has meant that as we are consistently working on quality assurance staff are providing a rich meaningful learning environment with high quality learning observations which are viewable on Learning Journals and shared with families.</p> <p>The environment is being monitored regularly to ensure this experiences on offer are meaningful and of a high quality.</p> <p>Staff are focusing time on CPD to ensure their knowledge is up to date and constantly improving.</p>

	<p>This allows them to provide the best experiences for children and families.</p> <p>Staff now all understand the Quality Assurance calendar and see it is a collegiate piece of work.</p> <p>The consistency of ensuring all Audits have been completed has meant positive change for the nursery. This has maintained quality experiences for all children.</p>
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Priority 3-ELC	How did we do?
<p>State priority here:</p> <p>Play and Pedagogy</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> ▪ School and ELC Improvement. ▪ School and ELC Leadership ▪ Teacher and Practitioner Professionalism ▪ Parental Engagement ▪ Curriculum and Assessment ▪ Performance Information 	<p>We have made excellent/very good/ good/ satisfactory progress.</p>
	What did we do?
	<p>Staff all completed a play and pedagogy training session using the Education Scotland Thing link.</p> <p>Staff explored this on training days. Everyone created a shared understanding of what this means.</p> <p>We have been able to create a play leaflet but not the booklet as planned as we feel this will take longer by working more with families.</p> <p>Parents attended several stay and play experiences over the year where we focused on gathering parental views on play and what it means to them. Staff spoke to parents during these visits to explore what learning through play looks like and how this can be transferred to home life.</p> <p>This also lead on to parent groups as parents indicated things they are struggling with. We held a group session led by a sleep consultant, and we also held a group on fussy eating. These were well attended by a variety of parents from nursery to P3.</p>

	<p>Planning was audited throughout the year and mostly showed to be impactful and purposeful.</p> <p>Core provision remained a priority but was not always consistent due to lack of resources at times. Concerns of resources being consistently broken. Access to outdoor play as much as possible.</p> <p>Children have been encouraged to use their voice more in their learning and use of this feature in learning journal has mostly improved.</p> <p>Children have had a big focus on the wellbeing indicators with the use of encouraging certificates.</p> <p>The UNCRC has been a focus in the last two terms, learning about what a right is and what they mean and also learning a very catchy song to help us remember some of these. Use of stories have also been used. UNCRC have been incorporated into planning and learning journals.</p>
	<p>Evidence indicates the impact is:</p> <p>UNCRC is evident in our nursery and this can be seen through learning journal and planning and also via displays. The impact of working on this has meant that nursery children have an awareness of these that they wouldn't previously have had.</p> <p>Staff having a shared understanding of play and pedagogy and what this looks like for our nursery. This has meant the consistent approaches has meant everyone is doing the same, making routines predictable for children. This really helps meet the needs of all children. This has had a positive impact on children as they are comfortable in their nursery environment and know what to expect each day.</p> <p>Parent feedback on stay and play and parent meetings has been very positive. Parents have really enjoyed speaking with staff during this time and seeing what a day at nursery entails and looks like.</p>

	<p>The impact has been building positive relationships between staff, children and families.</p> <p>Staff showed they listened to parents by providing sleep and fussy eating groups which supported many families. For one family in particular where sleep had become a huge challenge they reported a huge change to their family life as their child is now in a much better sleep routine so the impact on the whole family has been very positive and this in turn has made nursery easier as they are coming daily more rested and prepared for their nursery day.</p> <p>Core provision being implemented has meant positive outcomes for all children as they can learning and play in a variety of contexts in the way they choose. The variety of areas has ensured children can explore and access all areas of the curriculum in play. Children are outdoors more as this is consistently available. Children are getting daily opportunity to be outdoors and experience active play. This has supported children as for many children being outdoors can support positive behaviour and overall wellbeing.</p>
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Priority 2- ELC	How did we do?
State priority here	We have made excellent/very good/good/satisfactory progress.
Embedding the CIRCLE resource alongside other early intervention methods to support the needs of all children NIF Driver(s): <ul style="list-style-type: none"> School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information 	What did we do? <p>All staff received introductory training to the CIRCLE document- provided by the Early Years Team- this was delivered through a mix of in house and the training week in summer.</p> <p>All children that require a support plan now have one in place. Keyworkers have played a key role in putting these in place. Parents and carers have also been made fully aware these are in place and ensuring they can contribute to these and get updates when any changes take place.</p>

	<p>Support plans have been updated a minimum of termly or as per required. This is via EYLP, keyworker and parents.</p> <p>CIRCLE stages and profiles profile has been completed for all nursery children and the results have grouped children together for intervention. Keyworkers have done their own key children to ensure this is manageable. Staff are using the strategies set out within the CIRCLE document to support small group interventions.</p> <p>Staff have been focusing on the use of this document for CPD. and reading through to familiarise themselves more with this.</p> <p>CIRCLE has been incorporated in to intentional and responsive planning.</p> <p>Staff completed training during February in-service in connection with the Educational Psychologist. This involved look at interoception, SCERTS and also the playboxes method. Staff are now trialling this in term 4 for two children which will run in to the summer holidays.</p> <p>Planning transition for ASN moving on to primary one started in August 2024 and was done in conjunction with all required professionals.</p> <p>Numerous regular meetings took place between EYSP and School (DHT/HT) to discuss what needs to be in place for these children moving on to school. Supporting risk assessments, training and resources. The input of other professionals was also required. Parents have also been kept informed through child plan meetings.</p> <p>Behaviour support plans have been created where they have been required.</p>
	<p>Evidence indicates the impact is:</p> <p>Children with support plans have all show some level of improvement in nursery over this school year. For some this has meant improvement or reduction of unwanted behaviours. The consistent approach by staff has made it more predictable for these children leading to positive outcomes.</p>

	<p>Some parents reported improvement also at home for their child as the collegiate approach and working on the same next steps/targets has been helpful.</p> <p>Staff CPD records show evidence of their knowledge of CIRCLE. This has given them more confidence in implementing this document into day to day practise.</p> <p>As a team because we are closely monitoring the children requiring extra support we have been able to intervene when changes occur meaning more positive outcomes for children and families.</p> <p>Having a profile from CIRCLE created for every child has ensured that all children are being positively impacted by CIRCLE through a variety of strategies. For many children the improvement of speech development has been highly beneficial.</p> <p>The CIRCLE document has positively impacted ALL children, not just children with ASN.</p> <p>The extended input for primary one transition has kept future P1 families in the know about plans and ensured they feel part of that process and what that will look like. Their views have been sought throughout. This has created positive relationships with families. Children will transition more easily as this has been carefully planned. They have been having lots of visits which have been showing to be very positive as they are growing in confidence in their new space.</p> <p>Playboxes are at early stage but the concept has been taking with great positivity from staff. The impact is not something we can currently measure without all the information.</p> <p>Learning Journal holds lots of observations of children showing the progress of individuals.</p> <p>Book Creator we use to store planning information also holds evidence of the types of strategies we have used through a variety of group experiences.</p>
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Section 3 – Quality indicators – Key strengths and priorities

1.3 Leadership of Change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Evaluation: Excellent/Very Good/**Good**/Satisfactory/weak/unsatisfactory

Key Strengths: New VVA being developed with consultation across all stakeholders – pupils, parents, all staff within the school including admin/ kitchen/ janitorial.

Developing a shared vision, values and aims relevant to the school and its community

- Refocusing of Uryside School Values allowed us to promote and begin to embed what makes Uryside unique. Encouraging high expectation, pride and a sense of belonging to the school. Utilised assemblies, Microsoft forms and staff meetings to engage.
- Strong engagement across the whole school allowed informed decisions to be made. As a result, staff feel included and have some ownership of the direction of improvements impacting on the learning and teaching across the whole school.

Strategic planning for continuous improvement

- Engagement in Self-evaluation and improvement planning from stakeholders – still need more pupil voice within this using HGIOUS which has been highlighted and incorporate in the QA calendar.
- SLT weekly meetings help to discuss and identify whole school, stage and individual needs and plan supports and actions across the school. As a result teamwork has improved and clear directions of support within the remits have been achieved.
- QA calendar sets out strategic planning for improvements linked to SLT remits and connections between planning, monitoring, assessment, tracking attainment. This is linked to SLT remits which are clearly set out. SLT utilise teamwork to support at key pinch points of the year to ensure that workload and pressures are manageable.

Implementing improvement and change

- Opportunities for leadership at all levels to drive improvements. 3 teachers completed Into Headship training. 1 teacher started middle leadership training. Almost all staff showing very good levels of leadership, taking initiative to give their pupils the very best learning possible. This includes adapting the learning and teaching in the class to meet the needs of the children. Also includes further training to support and enhance their professional development. Staff also have leadership as part of working groups where they lead developments in our improvement plan.
- All staff are effectively involved in self-evaluation and improvement planning, drawing on a range of evidence. Systems are in place to provide direction as we strive to raise attainment.
- Pupil groups have opportunities to meet regularly and seek feedback from peers to share. They are beginning to start using HGIOUS but this needs to be more focused, consistent and impactful.

Key Priorities:

- Finalise the new School Vision and Aims through continued engagement and involvement of all stakeholders. Look for evidence of VVA being used across the school daily through visual and oral

reinforcement. What can we see/ what can we hear? Utilise pupil council and groups to evidence and report back to staff and pupils.

- Roll out of new QA calendar and have it as a key point for SLT meetings to continually evaluate progress. Utilise minutes of meetings to support this and evidence of actions being carried out. Key tasks are set out to be discussed and reviewed monthly.
- Utilise HGIOUS more effectively within pupil voice groups. This will promote and support pupil voice and engagement.
- Continue to provide opportunities for staff to take ownership and leadership at all levels – improvement plan actions, mentoring of probationers and curricular development. Planned time for staff to plan for and carry out actions within WTA agreement and collegiate times. Staff to keep evaluative updates for all in order to track progress and impact.

2.3 Learning, teaching and assessment

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Evaluation: Excellent/Very Good/Good/**Satisfactory**/weak/unsatisfactory

Key Strengths:

Learning and engagement

- PEF was used for additional support staff to plan interventions to overcome barriers to learning. These were in the form of targeted group work and with individuals particularly in P1 this session. This has proven to be successful with the reducing the attainment gap based on analysing initial baselines carried out. Pupils have shown an improvement in ability and attainment of basic skills in numeracy and literacy.
- Targeted supports for pupils who have additional support needs are well thought out and planned for. Very good liaison between staff, PSAs and ASN teacher allows provision of appropriate supports to be put in plan, monitored and evaluated.
- All staff know the learners well and their backgrounds. They have an understanding of the socio economic context of the school which is ever changing as the estate gets built.
- Staff were fully engaged with the CICS development this session including shared self-reflection.

Quality of teaching

- We have a very good cohort of teachers who provide engaging, supportive and challenging learning opportunities. However, this is not consistent across the whole school. As a result we have varied attainment results this year. We have a focus on learning and teaching next session as an improvement with a target of minimum 75% attainment in literacy and numeracy across all cohorts by end of session 25-26.
- Pupils show an eagerness to learn. The lessons they receive are, for most, well thought out and adapted to meet pupil needs rather than following a scheme. Most staff take account of the wide range of learning styles and needs of pupils. More opportunities for application and creativity are required.
- Uryside's Learning, teaching and assessment statement requires further embedding for consistency across the school.

Effective use of assessment

- All staff use a variety of assessment approaches, including both formative and summative to allow pupils to demonstrate their learning. We have a clear and focussed set of agreed AiFL (Assessment is for Learning) strategies which can be used to support learning and teaching. However, assessment and attainment information needs to be reflected on and evidenced more within planning. Lack of reference in planning makes it challenging to evidence how all needs are being planned for.
- School planning is beginning to be more streamlined and non-negotiables established. These, along with the benchmarks, are used to inform planning and identify appropriate next steps. As a result we are beginning to see more thoughtful assessment linked to outcomes.
- Pupils have opportunities to engage in and lead assessment. This includes discussions of LI and SC, self-assessment and peer assessment approaches. This can be seen in completed work in jotters and class observations.

Planning, tracking and monitoring

- Termly tracking meetings with a member of SLT are used to follow pupils' progress in learning and allow staff to identify where the pupils are and where they need to go next. This also allows the opportunity for staff to meet collegially and professionally in their stage to ensure a consistent approach towards assessment is used. As a result, most pupils have had improved opportunities in learning. However, further use of data analysis needs to happen including ACEL, tracking, SNSA and summative assessment results. This will be a focus for next session across all stages. XXXX
- Planning is becoming more streamlined across the school. Curricular organisers have been pulled together for whole year overviews including non-negotiables. This has provided more focus and clearer planning for achievement. Staff are becoming better at understanding what is to be expected for a stage and a level.
- The HT and DHT have started to utilise the PowerBi and ACEL data along with teacher tracking, to see trends, identify gaps and where focus is needed to improve outcomes and attainment. There is a focus on improving this in session 25-26 as part of Pace and Challenge.

Key Priorities for this Q.I.:

(What do we need to do next?)

- Revision of planning and attainment discussions to really drill down on how pupils' needs are being met – attainment is used as evidence and staff to demonstrate how the needs are being met as well as improving pace and challenge.
- Further use of data trends to map out attainment over time for pupils so that staff are acutely aware of how their learning and teaching impacts on the whole school life and not just the stage they are teaching.
- Pace and challenge need to be improved – this will incorporate Northern Alliance Learning, Teaching and Assessment support tools. This will be a focus for development and QA processes. As a result we expect to see attainment rise and staff to be more accountable of all aspects of 2.3 – emphasis on the so what aspect of what is being planned.
- Further moderation of meeting pupil needs through planning needs tightening up. SLT triangulation of QA processes should help get a more rounded picture and see more consistency and uniformity.

3.1 Inclusion, equity and wellbeing

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

Evaluation: Excellent/**Very Good**/Good/Satisfactory/weak/unsatisfactory

Key Strengths:

Wellbeing

- Staff show dedication at getting it right for the children in their care, looking at their social, emotional and wellbeing needs. Time is taken to support children who may need additional nurturing to support their wellbeing.
- Staff are creative in how they have used their spaces through the use of The Circle Framework as a tool for the school's physical environment. Further up the school, more care is needed to think about shared spaces and how these could be utilised further - This would help support older pupils who may need space and time for reflection or regulation.
- The SLT and class teachers work closely with ASN, external agencies and services. This has helped support and improve wellbeing of children and there have been less instances of interventions being required.
- We are using Emotion Works to support restorative discussions as well as making the children more emotionally literate. We are looking to embed this more across the school and to share and upskill parents in the Emotion Works cogs so that they can be used out with school if parents felt this were useful. We are also looking at using the same language in day to day learning and teaching so connections can be made to texts and real life situations.

Fulfilment of statutory duties

- All staff undertake compulsory and mandatory training at the beginning of session on child protection, GIRFEC, diversity, data protection and equalities.
- All staff undertake further training to help meet the needs of the pupils in their care – supporting pupils with additional support needs as well as nurturing play pedagogy. The Circle training has resulted in staff looking more closely at environment (physical and social), structures and routines and motivation and skills. Some staff have utilised the more detailed CICPS assessment for some pupils and also the suggested strategies which can help support those who require further adaptations.
- The DHT who has ASN as her remit, has a wide range of supports and tools which she uses to ensure that pupils with additional support needs have the correct supports in place. This involves school reviews and multi-agency reviews. Timely and appropriate actions are set out and followed through. Pupil needs are reviewed regularly and adaptations to actions are recorded. Staff must complete a pre-referral checklist to ensure that they have implemented a range of strategies before seeking further

guidance or support. This is part of our universal support philosophy. This ensures that all children have the opportunity to have their needs met within the class by the class teacher.

Inclusion and equality

- Our ethos and inclusivity is noted and highlighted by those who come to Uryside. All of our pupils are seen as part of the school and are included in their class.
- All of our pupils have the same rights to having their needs met and staff work hard to meet those needs through the planned learning and teaching.
- Clear expectations are set for all pupils through our whole school positive behaviour policy and we utilise restorative approaches where needed. Class charters which are co-constructed by the pupils help classes individualise their class expectations and staff use these to support learning, teaching and behaviour management effectively.
- Where necessary, we develop positive relationships documents which identify strengths and interests, strategies to use to support pupils, and actions to take to support pupils for whom find it challenging to regulate their behaviours. These are developed by staff and parents who work together to support the children. Pupils have the opportunity to have their voice heard and, at times, be part of meetings.

Key Priorities:

- Further professional development opportunities for staff to become more skilled at meeting the needs of all learners at Uryside. This will be identified through early baselines questionnaires looking at confidence levels, sharing strategies used and what is needed to further enhance our skillsets.
- Continue to embed Emotion Works – one staff member to lead this next session as part of her professional development. They have sought to upskill their expertise toward middle-management. They will be planning, leading, developing and engaging the school and community in this.
- Explore a more adaptive and proactive way of planning in the early years to support the wide range of needs we have. Upskilling staff and making use of the extended environment to our advantage to support the children.

3.2 Attainment and achievement

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

Evaluation: Excellent/Very Good/Good/**Satisfactory**/weak/unsatisfactory

Key Strengths:

Attainment in literacy and numeracy

- Our recorded attainment in P1/4/7 has seen a dip this session. Overall literacy P1/4/7 sits at 70%. Overall Numeracy at 69%. We have identified the need to look at pace and challenge as a whole school focussing on using attainment data to support and plan for children.
- Those pupils who fall below expected levels have carefully planned interventions put in place whether these are teacher led or supported by PSAs. This has helped target specific pupils and reduce the attainment gap for some.
- Overall data shows that across the school average attainment is higher than those reported to ACEL. We aim for all areas to be at least 75% across the school for session 25-26.

Attainment over time

- Individual staff tracking is recorded 3 times a year and meetings are held to monitor year groups, classes and individuals. We will monitor trends for evidence of impact of pace and challenge improvements in 25-26.
- More streamlined planning and introduction of non-negotiables has begun to provide more confidence in staff and ensure that pupil progression is carefully planned for and managed by teachers. Non-negotiables make it clear to staff what must be covered and taught as core learning and teaching.

Overall quality of learners' achievements

- We support and value all of our pupils' achievements no matter how small they may be. This may be in class, the achievement wall or through simple feedback given to work completed. As a result, almost all pupils take pride in what they do within and out with the school.
- Reports from the Academy are favourable and testify that the pupil at Uryside come prepared and ready for developing the right skills and attributes to further their learning.

Equity for all learners

- All of our learners and families have the same access to education across the school. However, this may require adaptations in order to support that education. Staff make sure that concerns are shared and addressed to support pupils and families. As a

result, we have low instances of complaints and families appreciate the work that we do.

- We have access to a foodbank at the front office as well as books and preloved school uniform. These can be accessed by anyone and is utilised well.
- We have introduced a small bursary scheme for pupils and families. We also signpost and utilise grants and bursaries out with the school to those who may need help. We can use this to support families access trips and events where we know that there is hardship. As a result, no pupil is left out from a trip or event due to hardship or cost of the school day to families.

Key Priorities:

- Focus on increasing pace and challenge for all pupils.
- Focus on streamlining and setting non-negotiables for staff to have more confidence in learning and teaching. What are the core expectations for all staff as part of learning and teaching.
- Focus on more robust and joined up QA processes to triangulate evidence.
- Focus on creativity and utilising the local environment to enhance pupil experiences whilst at Uryside.

Other quality indicators evaluated from 3-year planExcellent/Very Good/**Good**/Satisfactory/weak/unsatisfactory

Themes considered:

2.2 Curriculum	Rationale & design Development of the curriculum Learning pathways Skills for learning life & work	2.7 Partnerships	The development and promotion of partnerships Collaborative learning and improvement Impact on learners
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Key Strengths:

- We are streamlining our curriculum so that it is clear what is expected that pupils will achieve at every stage of their primary life. These pathways link to outcomes and benchmarks allowing staff to be confident in what they are teaching and of pupil achievement.
- We are evaluating and redesigning our contexts so that there are clear threads of development of knowledge, skills and understanding. There will be links to Meta Skills and contexts will start with the children, looking inwards, looking locally and then wider as they progress. At the moment, contexts are engaging and pupils knowledge expands, however there needs to be clear progressions and relevance.
- We will continue to explore and source ways to support children for whom the usual curriculum may not be appropriate to their needs . This will be used to enhance pupil's learning experiences and support them in being successful.
- Learning Journals have provided parents with snapshots of what their child is doing whilst at school, there are clear guidance and expectations of staff on what to input and how often. Almost all staff use this effectively.
- We have worked hard to develop and promote STEM across the school as part of our school development. We have seen an increase in STEM being planned for and taught throughout the year and not just STEM week. Pupil feedback has been very positive and shows a real interest in STEM. We look to continue this and provide further opportunities for pupils, and staff, development of STEM skills.
- Our Parental Engagement working group have been successful in revamping parental engagement – open afternoons where pupils share their learning, assemblies being more focused on sharing learning, learning journals sharing learning and open evenings where there are opportunities for parents to see what their child is doing and chat more informally with the class teacher. Feedback on our new report has been very positive. Parents feel it is more relevant and easier to digest, giving them a better sense of how their child is progressing.

Key Priorities:

- Pupil voice and choice will be more evident as we use the KWL approach to contexts, ensuring that we start from what the children know, what they want to find out and how they can share this knowledge.
- Continue to develop parental engagement and use them to support and develop school improvements and initiatives.
- Ensure all staff follow the guidance for learning journals and that there is more consistency across the school in the quantity and quality of posts.
- Use the Northern Alliance toolkits to support school improvements in an engaging and practical way, enhancing teacher skillsets and impacting positively on pupil achievement and attainment.

Involvement of stakeholders

As part of our procedures for monitoring school effectiveness, the school regularly uses How Good Is Our School? 4 (HGIOS 4) Quality Indicators, How Good is our Early Learning and Childcare and Building the Ambition to audit all areas of our work.

We also engage with the following actions to inform our evaluations:

- We are beginning to use HGIOURS with pupil groups to validate and inform our next steps in improvement.
- We utilise Microsoft forms to seek feedback regularly from parents about improvement priorities. This has proved to be more engaging.
- Inform the Parent Council of Improvement Priorities and progress towards these goals.
- Work as part of a Self-Improving Schools Trio to monitor, quality assure and moderate our activities. This year it has included two Quality Improvement Visits to two school.
- Seek feedback from services and partners in our work to identify areas for improvement.
- All staff are used to help inform school improvements and developments. They take leadership in improvements and have a sense of ownership in what we do as a whole school.

All information gathered is collated and used to assist us to identify next steps and areas for improvement, informing our school improvement plan for the upcoming school session.

Capacity for Improvement

The overall capacity for the school and nursery to improve is excellent/very good/**good**/satisfactory.

All stakeholders have been involved in identifying areas for development in our school improvement plan and work together to achieve these targets. There are opportunities for all to lead/contribute to decision making and the taking forward of initiatives which support improvement in learning experiences for young people.

Reviewed and refined VVA will help embed what Uryside School is and what it strives to be. This will be seen and heard across the whole school and referenced in everything that we do.

An improved and more robust QA calendar and approaches will ensure that we are being more evaluative and drilling down into how we can improve outcomes for all pupils.

A rights-based approach underpins all teaching and learning experiences, and this involves our wider school community to ensure equity and social justice for all.

We continue to seek opportunities for pupils to take responsibility for their learning, and engage them in decisions which may affect them, contributing to the ongoing improvement across the school.

Uryside School has a shared ambition for our pupils, and we are committed to a cycle of improvement to ensure better opportunities in the present and the future for our children.

Section 4 – Key achievements throughout school year

This theme is about how well your school supports everyone to have opportunities to develop interests, skills and talents both within the classroom and beyond the classroom and school. It focuses on how well everyone achieves success and children's and young people's understanding of why skills are important now and for jobs in the future.

Key achievements from Session 2024-2025

1 Wider Achievements

Health and wellbeing continues to be a priority this year. We are extremely proud of the continued positivity and solution focused attitude throughout all of the challenges that come our way. The school community demonstrated the school values of kindness, resilience, growing, challenge and support throughout. Pupils demonstrated their independence and creativity in many ways and learned many new skills that will support them on their future journey through life, including engagement with the outdoors and care for our planet. As a school, we have greatly increased our engagement with community partnerships to improve our school and local environments with our partners in Rotary, the Woodland Trust, a local care home, local businesses and pupil groups.

Memories are made of this:

- World Book Month community events welcoming all of our school community into a physical and virtual world of reading fun activities for the Month of March. There were some amazing, book-based scenes created by families around Uryside. It allowed a book trail to be enjoyed by many families in March.
- Our books and boses event was again very well attended with lots of cosy book reading and storytelling happening in our hall filled with fairy lights and cosy corners.
- Our school garden has helped support pupils with their wellbeing. They planted up our raised beds, reinvigorating the poly tunnel and growing lots of plants for our benefit as well as selling some at the Summer Fayre.
- We all took part in the 'Santa Run' on a cold December day. These look to becoming annual fixtures in the school calendar now. The children really enjoyed the run and receiving their medals.
- P6 were delighted by their short residential at Alltnacreich and P7 took to the slopes at our Skiing residential to Nethy Bridge. A great opportunity to enjoy time away from home together and challenge ourselves with new experiences.
- Our Sports Day was well attended by parents and families at the end of May. We look forward to developing this next year with the Parent Forum.
- The annual Bounce into Spring was changed to summer term and raised over £3000.
- The Summer Fayre was a fantastic opportunity to bring the community together for a fun evening. It was very well attended, and staff and pupils helped support the stalls, teas and coffees. It showed a very cohesive school spirit and raised over £3000 for school funds and play equipment.

- The P7 pupils and staff worked hard to perform their end of year show. There were many memorable scenes throughout and some of our more shy pupils came to the forefront in their acting.
- Our whole school open afternoon and Community Café/ Assembly events brought many parents into school and pupils shared their learning. We had lots of positive feedback and will look to continue this further next session.
- Lots of stay and play opportunities for parents to attend the nursery setting. Parents were invited to attend a variety of sessions to learn about numeracy, literacy and health and wellbeing. We had Bookbug visit to meet the children and parents. Parents/carers attended to read stories to groups of children. It was offered on a variety of sessions to ensure everyone had the opportunity to attend and take part.
- Some of our P7 pupils took part in the Scottish Mathematics Challenge and came back with Silver achievements.
- Our older pupils helped run some break and lunchtime clubs with a range of activities for all stage groups.
- Some of our pupils had a range of experiences through The Promise initiative. We had creative media production which ended with a film and music projected onto the outside of the school building, we had pupils creating music with drumming, we had AFC come and work on team skills ending with a whole school singalong at Christmas and some of our pupils attended The Promise showcase at Pittodrie.
- The P1 Nativity went down a storm with the community. Plenty of “awwww” moments and each child had a role to play.
- The STEM working group and pupil group developed a range of activities for STEM wee as well as setting challenges for home. Pupils really got stuck in and feedback was great.
- We had whole school first aid sessions where the children learned some emergency first aids that they could carry out to help if someone was injured or unwell.
- We had some of our STEM parents in to share how STEM is used in their line of work. It helped make connections between what we are learning and how it can be used in the world of work.
- Our Parent Forum developed and put together several Parent and Family events which saw them raise over £10,000 for the good of the school. This has helped support school expand its resources as well as looking to fund some large play equipment for the younger ones in the playfield.

Wider Community Links

We are very proud to belong to such a special and diverse, growing community. We are blessed to be supported by the wider community and to continue to build our community links through:

- Fare Share (Grampian Opportunities)
- Rotary Club of Inverurie
- CHAP Construction
- Barrett Homes
- Deeside River Trust
- Morrison's supermarket
- Aberdeenshire Rangers Service
- The P7 pupils
- Beaver Bridges
- Tesco Inverurie (supported Nursery)
- Garioch Park Rangers