



STANDARDS AND QUALITY REPORT

FOR

TORPHINS PRIMARY SCHOOL



Standards and Quality Report for Session 2012-13

Aberdeenshire Council Education, Learning and Leisure Service Vision

“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”

Standards and Quality Report

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2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."

The Journey to Excellence Part 4: Planning for Excellence , HMle , 2007

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

Standards in Scotland's Schools etc Act 2000, Section 2

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."

Improving Scottish Education, HMle, 2006

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."

Ambitious, Excellent Schools, HMle, November 2005

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

3. Aims

TORPHINS SCHOOL

Philosophy and Aims

- **Everyone has the right to learn in an environment which is safe, motivating and inclusive.**
- **The pupils, staff and Torphins community work as a team for the benefit of all.**
- **We respect each other in the way we work and the way we behave.**
- **We are proud of our school.**
- **Success is celebrated and effort rewarded.**
- **We all try to do our best in everything we do.**
- **We support each other and value everyone.**
- **Any concerns we may have are acted upon**
- **Our school makes learning meaningful, appropriate to individual needs and fun.**

4. The School in Context

The School

Torphins Primary School is situated in the expanding village of Torphins approximately 25 miles to the west of Aberdeen

As a village school it has a long history of serving a rural community. The 'Old Schoolhouse', across the road from the present building, provided the original schoolroom and accommodation for the first head teacher and his family. Inspectors' reports criticising the cramped conditions led to a new school being opened in October 1892. At the time it was a single storey building with an entrance through the middle. The second storey was added after the Second World War and further additions were made during the 1960s.

We have ten rooms in all, most of which are used as full time classrooms. We have a kitchen, a large hall with a stage, a resource store, a staff room, toilets and offices. The Scott Unit, added in 1999, houses the nursery and one classroom. Three years ago saw the installation of a new kitchen area for the children in our GP room. This is widely used by all classes and our Cookery Club.

The front playground is used mainly by the younger children and has both grassy and tarmac areas. We are fortunate to have a selection of play equipment for all the children, funded by the "Playground Development Committee." In the past year we have also had a ramp up to our main entrance built to allow easier access for wheelchair users and pupils or visitors who may require this additional provision for other reasons.

The back playground, used by the nursery and older pupils, is separated into two areas, one being reserved for quieter play. This year we have created a dedicated outdoor extension area for the nursery classroom. Originally it had a dirt surface and a low wall separating the boys from the girls. We have fixed goals and a lined Netball court, both of which are regularly used.

Enrolled for session 2013/14 we currently have 223 Primary 1-7 pupils and 24 children in our Nursery.

Torphins School maintain strong links with all parents through the Torphins School Partnership Group and the Parent Teacher Association. We are actively involved in Community events such as The Gala and Flower Show and the local surrounding area is widely used to enhance learning.

We are proud of the happy, inclusive and stimulating environment we provide and appreciate the input made by all stakeholders .

5. Progress Check – Evaluating the Schools Previous Improvement Plan

School Improvement Priorities 2012 / 2013

No	Improvement Priority	Evaluation / Impact	Evidence
1	Numeracy & Maths	<ul style="list-style-type: none"> • Daily Planner format continues to work successfully at all stages. • Curriculum for Excellence outcomes and experiences being linked to active maths at all stages and extended to include outdoor learning. • Groups of children planned maths activities as part of Outdoor Learning Open Day. • Parents being given opportunities to become more familiar with Curriculum for Excellence and interdisciplinary maths approaches linked to outdoor learning. • Transferrable skills increasingly evident in contextualised and interdisciplinary curriculum areas. • ICT utilised to enhance and extend maths skills and understanding. 	<ul style="list-style-type: none"> • Monitoring by SMT of Daily Planners and records. • Active maths activities evident throughout the school including outdoor learning activities. • Children enthusiastically shared learning with parents/carers at open day. • Maths being linked to all areas of the curriculum e.g. <i>Walk, Run, Jog Scotland</i> Pupil Council Charity Event. • EducationCity again funded by PTA as identified an excellent resource to challenge, support and provide breadth. • Learning intentions and success criteria shared with children. • A variety of <i>Assessment is for Learning</i> strategies used - teacher, peer and self assessment to inform next steps.

2	Literacy and Language	<ul style="list-style-type: none"> • North Lanarkshire Literacy embedded across Primary 1 – 5 with collegiate planning and delivery across year groups. • North Lanarkshire Literacy in house CPD event for staff. • Further investment by school has been made in extending our range of banded reading books and comprehension materials using funding from e.g.Scholastics Bookfair. • PTA organised a successful secondhand booksale to promote reading for enjoyment and raise funds for school. • Daily Planner format fully adopted throughout the school. • Staff have continued to structure homework activities to support North Lanarkshire Literacy. • World Book Day Event in partnership with parents modelling a love of reading and books. • Whole school celebration of Burns Poetry. Children from P4-P7 entered in Burns Federation Competition in Aberdeen with several children receiving medals. • <i>Assessment is for Learning</i> strategies, linked to shared success criteria, used by staff and children for assessment of and to inform next steps e.g. Tickled Pink/Green for Growth and Two Stars and a Wish. • Paired reading to encourage fluency through role modelling and enjoyment of reading. • Regular Collegiate Moderation to identify next steps and CPD requirements. • Big Writing developed by Literacy Team in preparation for roll out 2013/14 to be used with North Lanarkshire Literacy. 	<ul style="list-style-type: none"> • Staff using assessment and moderation strategies working collegiately to provide a breadth of experience for pupils. • Learning intentions and success criteria shared with children. • Homework activities matched to North Lanarkshire Literacy. • Scholastic Book Fair run by parents/carers and Tesco Vouchers collected to extend variety of reading material in school. • Successful PTA secondhand book fair well attended. • Tickled Pink/Green for Growth and Two Stars and a Wish, assessment strategies evidenced on written work. • Monitoring of Daily Planners and class records by SMT. • A range of Literacy and Language lessons monitored by SMT. • Literacy team member attended Big Writing course and introductory training session prepared and cascaded to staff.
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3	Outdoor Learning	<ul style="list-style-type: none"> • In service introductory CPD event. • Audit of current outdoor learning practice and resources using <i>Building the Curriculum</i> audit tool. • Twilight course attended at University of Aberdeen by SMT and majority of teaching staff - <i>Stimulating Outdoor Spaces</i>, Juliet Robertson. • Staff sharing of existing good practice including use of school/on line resources. • Outdoor learning becoming incorporated into learning and teaching. • Schools engaging with parents and members of our wider community who have skills to support us in enhancing outdoor learning. • Extending children's awareness of their local outdoor spaces and the potential they provide for learning and enjoyment. • Providing stimulating strategies to open up the curriculum for children. • Children contributing to sustainable environments. • Term 4 Outdoor Learning Course prepared and delivered by Juliet Robertson tailored specifically to Torphins Primary School. • Resources purchased using funding by PTA and Alison Chambers Legacy. • Annual Pupil Council charity event linked to outdoor learning in both preparation and delivery. • P7 Enterprise funding for outdoor learning resources. • <i>Building the Curriculum</i> outdoor learning audit at end of academic year – SMT. 	<ul style="list-style-type: none"> • SMT observations of outdoor learning in action. • Teachers' planning regularly reflecting planned challenging outdoor learning activities. • Partnership activities with our wider community. • Successfully <i>Outdoor Learning Open Morning</i>. • Positive feedback from parents/carers and community members. • Increased enjoyment of learning and teaching in the outdoor environment. • Potential of school being maximised to provide a variety of outdoor learning experiences. • Impact on attainment particularly linked to numeracy and literacy evidenced in children's oral and written work. • Trees planted to enhance school grounds. • Outdoor learning to be continued as a development focus 2013/14 to embed in planned learning and teaching throughout the year.
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4	Assessment, Moderation and Self Evaluation	<ul style="list-style-type: none"> • Progressive learning for all children and effective transition across stages. • Tracking and assessment methods evaluated and modified for session 2013/14. • Children's individual assessment portfolios, identified as good practice at Leadership for Learning visit, to be continued. • Tickled Pink/Green for Growth and Two Stars and a Wish, <i>Assessment is for Learning</i> strategies, used by staff and children for assessment of and to inform next steps. • <i>I Can</i> is being further developed in upper stages classes. • Cluster moderation events attended. • Feedback and sharing of progress using HGIOS and Child at the Centre quality indicators. • Self evaluation continues to be priority area for personal development. • Staff peer monitoring in Term 3 had a positive impact on professional development and staff wish to extend this collegiate approach into session 2013/14. • Format of Working Time Agreement changed to include more structured time for collegiate curriculum and staff development. 	<ul style="list-style-type: none"> • Tracking scale used for each child and built on yearly throughout early to second levels continued. • Assessment portfolios shared termly with parents/carers. • Positive feedback and next steps from QIO at Leadership for Learning visit. • SMT and class teachers attended InCAS and ePIPS training. • Upper stages class teachers allocated development time for <i>I Can</i> and P7 Profiling. • InCas trial successfully completed for all P5 pupils. • Assessment strategies evidenced on work. • Daily planners reflect self evaluation and assessment of children linked to learning and teaching. • SMT monitoring of teaching and recording supported by feedback and self evaluation. • All staff receiving individual annual PDRS/EARS with HT. • Reflective Language Masterclass attended by SMT.
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6. Self Evaluation Audit The Child At The Centre 2

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
What outcomes have we achieved ?									
1. Key Performance Outcomes									
1.1	Improvements in performance	1	2	3	✓	5	6	<ul style="list-style-type: none"> Children make very good progress. Vulnerable children well supported. Monitoring 2012/13 Learning stories continued. 	<ul style="list-style-type: none"> Continue to build on good practice. Ongoing assessments of needs of most vulnerable. Maintain links with main school/visits/ joint activities/assembly etc. Partnership links with other pre school providers.
1.2	Fulfilment of statutory duties	1	2	3	✓	5	6	<ul style="list-style-type: none"> Care Commission Inspection Report (Jan 2011). 	<ul style="list-style-type: none"> Continue good practice and implement areas for improvement highlighted in report.
How well do we meet the needs of our early education centre community ?									
2. Impact on Learners, Parents, Carers and Families									
2.1	Children's Experiences	1	2	3	✓	5	6	<ul style="list-style-type: none"> Children are motivated, involved and challenged in their learning. SATPIN phonics in T4. Number Zoo transitions. Children have opportunities for personal choice. Whole Nursery Team involved in planning and evaluation. 	<ul style="list-style-type: none"> Continue to inspire through interaction and involvement. Use Early Level outcomes in planning as well as CF 3-5. Nursery Team to all be involved in observing, recording and evidence gathering
2.2	The centre's success in involving parents, carers and families	1	2	3	4	✓	6	<ul style="list-style-type: none"> Care Commission Inspection Report (Jan 2011) 	<ul style="list-style-type: none"> Continue good practice and implement areas for improvement highlighted in report.

How good is the education we provide ?										
5. Provision of Early Education										
5.1	The Curriculum	1	2	3	✓	5	6	<ul style="list-style-type: none"> • Child Centred approach to learning. • Extended transition arrangements in place. • Collaborative working with P1 staff especially in T4. • Learning Packs embedded. 	<ul style="list-style-type: none"> • Encourage parents to become involved. • Jolly phonics /Number Zoo T4 in nursery. • Learning packs to be split between Nursery and P1. 	
5.2	Teaching for effective learning	1	2	3	4	✓	6	<ul style="list-style-type: none"> • All learning styles addressed. • Praise and positive behaviour used consistently. • ICT embedded in learning. 	<ul style="list-style-type: none"> • Continue to make learning meaningful, and fun. • Continue to be involved in whole school improvement plans. 	
5.3	Meeting learning needs	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Barriers to learning addressed and continuously reviewed. • Good multi agency links • Open communication with parents. • Staff fully briefed on GIRFEC and CP. 	<ul style="list-style-type: none"> • Upgrade resources as budget allows. • Outdoor learning opportunities to be further extended with new dedicated outdoor learning area. 	
5.8	Care, welfare and development	1	2	3	4	✓	6	<ul style="list-style-type: none"> • All staff are committed to care and welfare of children. • All staff aware of roles and responsibilities. • Complaints procedure in place. • Extended revised transition now in place with partners. 	<ul style="list-style-type: none"> • Continue with good practice. • Maintain and evaluate transition arrangements now in place in collaboration with partnership providers. 	
5.9	Improvement through self-evaluation	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Self-evaluation evidenced in planning folders. • Report from Care Commission. • Monitoring by SMT. • Open door policy. 	<ul style="list-style-type: none"> • Self evaluation supported by SMT ongoing. • CPD opportunities through Aberdeenshire Events and in house. • Continue to be aware of areas for improvement. 	

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our leadership ?									
9. Leadership									
9.3	Developing people and partnerships	1	2	3	✓	5	6	<ul style="list-style-type: none"> Nursery Nurses encouraged to take responsibility for areas of interest. Regular Nursery team meetings with agenda and minute. Parental involvement encouraged at all times. Positive ethos. 	<ul style="list-style-type: none"> Encourage and maintain team spirit that exists within Nursery. Promote positive working relationships through communication with parents.
9.4	Leadership of improvement and change	1	2	3	4	✓	6	<ul style="list-style-type: none"> Monitoring and SMT now linking with Nursery more regularly. Change to temporary nursery teacher well received by children. Continuity for 3 terms. Decisions made as a team. SMART targets. 	<ul style="list-style-type: none"> Nursery staff and SMT to continue to work as a team. Permanent member of teaching staff to be allocated to nursery session 2013/14.

7. Self Evaluation Audit

How Good is Our School 3 (HGIOS3)

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
What outcomes have we achieved?									
1	Key performance outcomes								
1.1	Improvements in performance	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Positive ethos promoting success and achievement. • Tracking system for Numeracy, Literacy and HWB embedded. • Success celebrated in assembly and through Assessment Portfolios. • Self assessment evident in planning and jotters. • Collegiate approach to decision making. • P7 Enterprise Business. • Pupil Council school and wider community events. • High level of commitment to CPD by staff. 	<ul style="list-style-type: none"> • Continue to strive towards improvement through self assessment and honest, open professional dialogue. • Maintain high level of enthusiasm for teaching and learning. • Continue to value input of all groups who contribute to the ethos of the school. • School Improvement Plans in place and linked to CPD.
1.2	Fulfilment of statutory duties	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Financial management takes account of local and national priorities. • Financial decisions made with reference to SIP and CPD requirements. • Supportive PTA raise funds. • School funds audited annually. • Highly skilled and motivated Office Administrator. • SSSC registration up to date. • TSPG in place. • Staff supportive and inventive in times of budget cuts. • QUAF. 	<ul style="list-style-type: none"> • Continue to keep parents informed through Open Evenings, <i>Parentmail</i> and 'Open Door' approach. • Continue to acknowledge and be aware of the contributions made by all stake holders in supporting us fulfil statutory duties.

How well do we meet the needs of our School Community?									
2	Impact on Learners								
2.1	Learner's experiences	1	2	3	4	✓	6	<ul style="list-style-type: none"> Stimulating learning environment extended to include outdoor learning. Children involved in their own learning and next steps Assessment Portfolio sent home termly to share progress and success. GIRFEC embedded in practice <i>Go for Gold</i> positive behaviour approach introduced. Children involved in decision making e.g. Eco Comm. & Pupil Council. Attainment and achievement monitored by SMT. Increasing opportunities through school clubs e.g. Cookery Club, Chess Club, Art Club and Choir. Brass tuition now available. A range of people from the local and wider community contributing to learners experiences by sharing areas of expertise e.g. Rotary Club, SSPCA, local medical practice and Fire Service. 	<ul style="list-style-type: none"> Continue with good practice that exists. Share information and involve parents whenever possible. Rights Respecting School to be introduced and on school improvement plans for 2013/14.

2.2	Involvement of Parents, Carers and Families	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Parents/Carers encouraged to be part of the school. • Staff engage with parents/carers. • Parent/Carers support through school helpers support group. • Curriculum/Open/Information Evenings are well attended. • Parent Consultation Evenings are well attended. • Very supportive PTA and TSPG. • News Letter and <i>Parentmail</i> updates. 	<ul style="list-style-type: none"> • Continue to listen to and respond to new ideas from all stake holders. • Maintain positive open lines of communication. • Homework to be linked to Big Writing and North Lanarkshire Literacy as identified in improvement planning.
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How good is the education we provide?									
5	Delivery of education								
5.1	The curriculum	1	2	3	4	✓	6	<ul style="list-style-type: none"> Curriculum reflects CfE outcomes and experiences. IDL evident throughout the school. North Lanarkshire Literacy implemented P1-P5 and introduced at P6-P7. Transition throughout the school-ongoing monitoring. Daily Planner format being used by whole school. All staff aware of meeting learners needs. Wide use of EducationCity in school. IEPs in place as necessary. Staff sharing areas of expertise. Strong collegiate working within cluster. Outdoor Learning improvement planning impacting across the curriculum. 	<ul style="list-style-type: none"> Review and assessment of planning procedures ongoing. SMT monitor planning and teaching. Outdoor Learning Improvement Plan implemented to be extended into 2013/14. ICT Improvement Plan to be monitored and evaluated throughout 2013/14. Maintain good practice and sharing of ideas and skills through peer observation and assessments. Embed North Lanarkshire Literacy at all stages. Big Writing, linked to improvement planning, to be introduced throughout the school.

5.2	Teaching for effective learning	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Children`s work reflects high quality teaching. • Activities reflect the variety of teaching styles being used. • Teaching is differentiated to reflect individual needs. • Learning Intentions and success criteria are shared with children. • Staff increasingly aware of need for flexibility in learning. • AiFL strategies used across the school. • Caring dedicated staff. 	<ul style="list-style-type: none"> • Continue to maintain high level of teaching at all stages through professional dialogue, sharing good practice and resources as budget allows. • ICT to be on improvement plan as a strategy for learning and teaching. PTA funding new ICT resources • SMT to continue to take an active part in discussion and monitoring..
5.3	Meeting learning needs	1	2	3	4	✓	6	<ul style="list-style-type: none"> • High level of communication between support staff, parents, children and teacher. • Detailed SfL Audit. identifying specific needs, and agreed input • InCAS successfully piloted in P5. • Good relationships established with outside agencies e.g Social Work. • Very high awareness of individual personal circumstances. • Supportive SMT. • Dedicated SfL teacher. • PSA staff – priority given to meeting learners’ needs. • Ongoing assessment by teachers to ensure children’s needs are being met. 	<ul style="list-style-type: none"> • Continue to meet the needs of all our children supporting them to reach their full potential. • Regular review of deployment of PSAs to ensure effective use of this staffing resource. • New Pupil friendly IEPs to be introduced. • New GIRFEC structure and any changes to be adopted. SMT attending awareness raising sessions.

5.8	Care, welfare and development	1	2	3	4	✓	6	<ul style="list-style-type: none"> • All staff are committed to the care and welfare of our pupils. • Health and Safety Rep in place. • Child Protection Training refresher training yearly to all staff. • Authority complaints procedure in place. • Very good transition between cluster school and Academy. • Nursery/P1 transition in place. • Range of Nursery -P6 transition activities in place throughout the school. • Staff benefit from Social Committee made up of teaching/non teaching staff. • Celebration of success through assembly and Assessment Portfolio. • Confidentiality respected. • Young Leader training in place in upper stages. • Approachable staff children trust. • Pupil Council and JRSO in place. 	<ul style="list-style-type: none"> • Evaluate annually and identify any areas for improvement. • Maintain the good practice in place.
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5.9	Improvement through self-evaluation	1	2	3	✓	5	6	<ul style="list-style-type: none"> • Staff are reflective practitioners. • Staff encouraged to share expertise and interests for the good of other classes and the school as a whole. • Class teacher peer monitoring introduced and well received throughout school. • TSPG share Improvement Plans. • Teacher self evaluation based on HGIOS quality indicators in line with local and national guidelines. • AiFI strategies evident in children`s work and used to identify next steps. • Self Evaluation Improvement plan used to improve current practice. 	<ul style="list-style-type: none"> • Good practice identified in Self Evaluation Improvement plan to be continued. • Continue to develop self-evaluation strategies including peer observations and follow up professional dialogue. • SMT to share teacher self-evaluations as a basis for professional dialogue. • Moderation and self evaluation to be developed within the cluster.
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Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our leadership?									
9	Leadership								
9.3	Developing people and partnerships	1	2	3	4	✓	6	<ul style="list-style-type: none"> • Collegiate approach to ensuring the highest standard of learning and teaching. • Stability for school with appointment of new HT. • Good use of staff expertise. • Open door policy. • Open communication. • Recognition of school groups with responsibilities. • An ethos of teamwork both in and out with school. • Opportunities given to staff to undertake devolved responsibilities in a variety of areas in school life to build capacity for future leadership. • First year of PSA role and consequent changes have been effective. • PSA staff have worked very hard and have been committed to having a positive impact for learners. 	<ul style="list-style-type: none"> • Continue to identify and provide opportunities for staff to undertake devolved responsibilities to build capacity for future leadership. • Working Time Agreement completely refreshed to allow focus on collegiate development to impact on staff and teaching. • Motivate and appreciate staff at all levels.

9.4	Leadership of improvement and change	1	2	3	✓	5	6	<ul style="list-style-type: none"> • New HT appointed - SMT committed to effective leadership. • Whole staff committed to planning and implementing strategies for improvement and enthusiastically accept devolved responsibilities. • Strong, productive working relationship between SMT. • Open door to all staff. • SMART targets to build strong foundations for improvement in learning and teaching. • HT maximises opportunities to have wider vision in times of change e.g. PHTC member, Primary Staffing Working Group etc. • High commitment by SMT and staff to attending a variety of CPD courses to ensure improvement through developing skills, knowledge and understanding. 	<ul style="list-style-type: none"> • Continue to support in all areas. • Maintain open honest communication. • Continue to promote formal and informal monitoring, professional dialogue and an approachable environment. • Continue to take advantage of opportunities to embrace the bigger picture of authority working to inform effective leadership. • SMART targets to build strong foundations for improvement in learning and teaching, WTA restructured to facilitate this. • Continue to encourage high commitment to attending CPD opportunities. SMT to continue to lead by example.
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8. Other Achievements

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement

Some examples of our achievements this session are:

- New school choir club established
- Cookery, Art and Chess clubs continue to be successful and popular
- Celebration of success every week at assembly, collated in a special booklet
- P6 Junior Road Safety Officers award given weekly at assembly acknowledging children who are being mindful of good road safety procedures.
- Programme of opportunities made available in partnership with Active Schools Coordinator.
- Visit by French pupils to P6 from Ecole du Delta, Bordeaux
- Teacher trained in *Bikeability* who then trained P6 children, supporting positive outcomes in respect of active lifestyles and road safety awareness.
- Supporting Charities chosen by pupils with fund raising organised by the Pupil Council – *Run, Jog, Walk Scotland* event
- Whole school Christmas Celebrations and P1-P3 Nativity Enterprise
- Class trips to a variety of locations designed to give cultural or environmental experiences
- Success in Burns Federation Competition
- Brass music tuition has been introduced this year
- Recorder group, brass instrumentalists and violinists performed for parents at church
- Skiing and Dalguise trips promoting active outdoor activities and healthy lifestyle choices
- PTA family events including cinema nights, quiz nights and book fair
- P6 and P7 took part in Young Leaders Training
- M and M Production of Cinderella giving children the opportunity to have a theatre production experience
- CPR/Fire Safety training for children
- Working in partnership with Kitchen staff to have themed lunches
- Parents/Carers participation and contributions a strength and asset to the life of the school community e.g. outdoor learning
- Eco group responsible for variety of actions/events e.g. care and planting of trees around back playground area
- Individual Assessment Portfolios sent home on a regular basis to celebrate achievements in and out of school
- School Netball team won Netball Tournament
- Recorders very successful at Music Festival
- ALEC van
- Science and Engineering week inspired children and culminated in prize giving sponsored by local oil industry related company
- School community *World Book Day* including parents/carers role modelling a love of reading
- Quality Improvement Officer Leadership for Learning visit identified the management team and staff as being fully committed to continuous improvement
- P7 4th in the Scottish Rotary Club General Knowledge Quiz Final
- New *Early Stages Creativity Award* introduced this year in memory of Alison Chambers, HT. Design competition arranged by TSPG and Pupil Council in partnership. TSPG arranged sponsorship and creation of award by local artist.
- Successful nomination of former pupil for *Inspiring Aberdeenshire*, Provosts' Award presented in recognition of pupil's achievement in P7 at Torphins Primary School.

