



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN



Torphins Primary School

Learning Together Anything's Possible

Aberdeenshire Council Education & Children's Services

"Education & 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 improve learning outcomes for all
- To reduce inequalities in outcomes for children, young people and families
- To support the development of sustainable 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

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Our School Rationale

Our vision is that every child will reach their full potential and have the skills and confidence to embrace the world in which we live. Our rationale aims to ensure that the whole school community has a shared understanding of what we are trying to achieve.

As part of our school ethos we are committed to providing a range of flexible progression routes to meet the needs of all our learners, allowing our children to advance at different rates and in different ways at a good pace appropriate to their prior learning in line with the highest aspirations for all.

To support our children to become *Responsible Citizens & Effective Contributors* we place the values and principles of the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. As a UNICEF Rights Respecting School we aim to encourage respect for human rights, develop every child's personality and encourage talent to the full.

Learning and Teaching

To enable our children to become *Successful Learners and Confident Individuals* our curriculum has been designed to develop

- An enthusiasm and motivation for learning
- A determination to reach a high standard of achievement
- An openness to new thinking and ideas
- An ability to link and apply their learning in new situations
- An enterprising attitude
- A willingness to embrace challenge
- Resilience

A range of teaching approaches and methodologies are used to actively engage our pupils in their learning. These include direct teaching, individual and group work, practical skills, inter-disciplinary learning, outdoor learning, cultural and environmental experiences. Children learn best when they understand what they are learning and what is expected of them. Sharing Learning Intentions and Success Criteria allows our children to know what they will learn and how to recognise success.

Assessment and Attainment

Assessment is a key feature of effective, high quality learning and teaching. It provides teachers and learners with useful information and attainment data about learning in key areas that will assist them in planning next steps. We use a range of approaches including teacher class assessments, Aberdeenshire standardised assessments and children's self/peer assessment.

Continual Improvement

Reflection and self-evaluation is at the heart of our practice. As our school moves forward we evaluate and review curriculum innovation and learn from evolving best practice. We involve all stakeholders in a variety of improvement developments at school, cluster and authority level. This enables us to develop a broad general education and prepare our children to meet the challenges of the 21st century.

The Scottish Index of Multiple Deprivation (SIMD)

The majority of our children are in deciles 9 and 10 (63%) with the remaining children in deciles 6 to 8 (37%).

Our School Community

Our pupils are encouraged to become *Effective Contributors and Responsible Citizens*. They contribute to the school community and are involved in change and improvement. A wide variety of opportunities take place regularly throughout the year to develop school identity and foster personal growth, including House System, Senior Pupil Buddies, Pupil Council, Eco Committee, Junior Road Safety Officers, Rights Respecting School Committee, charity and health initiatives.

Our school assemblies include a Pupil Council led Celebration of Success recognising wider achievements. Extra-curricular activities are available for pupils who wish to further develop their skills e.g. Cookery Club, Choir, Chess Club, Recorders and Netball.

Our Torphins School Parent Council support the development of the school and also organise a number of well received annual events. We also engage with our local and wider community enhancing our learning and knowledge of the world of work.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership at all levels, school improvement.

Overview:

- School Rationale, Philosophy & Aims and motto – collaborative work including pupils, staff and parents/carers
- We have an ethos of collegiate working to improve learning for our pupils.
- Areas of devolved responsibility, which leads to continuous improvement in learning and experiences for our learners, is integral to our leadership of learning. This approach develops the skills and talents of individuals to build leadership capacity. Examples of this include Literacy Group, Science Week and also our Cookery Club which is led by members of our PSA team.
- We have an ethos of collegiate working to improve learning for our pupils.
- Areas of devolved responsibility, which leads to continuous improvement in learning and experiences for our learners. This approach develops the skills and talents of individuals to build leadership capacity. Examples of this include leadership by class teachers, Eco School Green Flag Award January 2017, Science Week and also our Cookery Club which is led by members of our PSA team. Parents/carers and our wider community partnerships are integral to our success e.g. science week contributors.

Key strengths:

- We work collaboratively to effectively facilitate positive change and identify areas for development.
- All staff have high aspirations for all our learners. Leaders at all levels are committed to a shared vision that is ambitious for all learners.

Identified priorities for improvement:

- Pupil Voice – encourage and develop pupil voice across the school nursery – P7 e.g. nursery SHANARRI work linked to risk assessment, enhancement of the role school house system.
- Staff taking lead roles in improvements across the school e.g. Literacy Group linked to aspects of PEF funding, Emergent Literacy Group to raise attainment for all our learners.
- Nursery key workers – Early Years Practitioners each taking the lead in identified areas for a group of children.

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

Action Plan	Detail of Expected Outcomes	Roles and responsibilities	Timeline of Actions
1.	<i>See Improvement plan driver diagrams.</i>		Ongoing all year.
2.			
3.			

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/ evaluation activities undertaken:

- Self-evaluation – Looking inwards, looking outwards and look forwards using HGIOS 4, SMT evaluations and PDR/EAR, teacher peer evaluations. Nursery Parental Discussion Group actively involved in termly evaluations linked to HGIOELC.
- Collegiate development and evaluations of school improvement plans.
- Parental feedback and evaluations including extended questionnaire each year on a key focus of the school improvement plans, 2016/17 Heath & Wellbeing Improvement Plan, 2015/16 Maths and Numeracy Improvement Plan.
- Commitment of all staff to continuous improvement in learning and experiences for our learner is integral to our leadership of learning. This approach develops the skills and talents of individuals to build leadership capacity.

Overall evaluation of level of quality :

- School improvement plans include local and national priorities and are developed to reflect our vision and school ethos. We use a range of data and information to support professional judgement and to understand the context of our community. Our improvement plans are carefully considered to ensure the pace gives sufficient time for embedding changes and improvements.
- Staff embrace opportunities to enhance learning and teaching including new approaches to reporting to parents 2016/17. Looking forward Emergent Literacy Approaches is a priority 2017/18 with early stages teachers leading.
- Head Teacher in role of *Quality Assurance and Moderation Support Officer (QAMSO)* and actively involved in Education Scotland and Aberdeenshire Council approaches and dissemination of practice within the authority.
- Teaching approaches encourage independence and confidence in our learners.
- Quality Assurance Calendar supports planning for continuous improvement including effective monitoring of teaching and learning.

Level of quality for this QI:

HGIOS 4 – Level 4

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, school leadership, parental engagement, assessment of children's progress.

Overview:

- Our learners contribute to the life of the school and wider community in a range of activities – Pupil Council, Eco Team, Junior Road Safety Officers, participating in TSPC fund raising events, whole school activities e.g. School House initiatives, reading and playground buddies. Our learners display confidence and are responsible.
- Teaching approaches encourage independence and confidence in our learners e.g. a range of enterprising opportunities including Primary 7 Business Enterprise to raise the cost of the transport for their residential activity week.
- As a UNICEF Rights Respecting school our learning environment is built on positive relationships and respect for children's rights to support high achievement. Our parents/carers have supported us on our RRSA journey.
- Professional judgement of achievement is informed by a range of summative and formative assessment data about our pupils' learning.

Key strengths:

- The school rationale and motto was a collaboration of pupils, parents and staff and reflects our school community.
- Visitors to the school regularly comment on the positive ethos and welcoming atmosphere. The children are proud of their school and were clear they wanted this statement in our Philosophy and Aims. The children actively engage in their learning.
- Moderation across stages, particularly in writing, supports shared high expectation of standards.
- Identified priorities for improvement:
- Parents/carers are supportive of school and have a positive impact in a wide range of activities e.g. fund raising, social support providing teas/coffees at assemblies etc. Good response to open mornings, parents' evening.
- Transitions are a priority and there are links between stages across the school from nursery to Primary 7 e.g. P6/nursery and P7/P1 buddies.

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

Action Plan	Detail of Expected Outcomes	Roles and responsibilities	Timeline of Actions
1.	<i>See Improvement plan driver diagrams.</i>		Ongoing all year.
2.			
3.			

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- Improvement planning positively impacts on learning, teaching and assessment. Our 2016/17 Improvement Plan 2, Health and Wellbeing. SHANARRI embedded within school for staff and pupil and awareness raising approaches for parents e.g. open day presentation and family questionnaire.
- Improvement Plan 3, 2016/17 Learning, Teaching and Assessment was engaged with collegiately to build a shared understanding of learning and teaching developments e.g. Aberdeenshire and Education Scotland's curriculum frameworks/benchmarks.
- Improvement Plan 1, 2016/17 Reporting Progress and Achievement to Parents/Carers developed an improved process of continual reporting on learners' progress and achievement to parents/carers which is line with authority priority to be implemented 2017/18.
- Our tracking and monitoring systems reflect formal standardised assessments (InCAS and ePIPS) and professional assessment. We use this information to support learners' progress and continued attainment. This information is also used for NIF data collection.
- We are reflective and proactive and identify next steps e.g. Emergent Literacy engagement, SNSA implementation will be used to support professional judgement and training engaged with.
- Staff engagement with 1+2 Language approaches training and HT school language ambassador. French L2 being taught across the school and immersion approaches being built on. 2016/2017 school had Aberdeen University link language student.
- Aberdeenshire Council and Education Scotland benchmarking has been used as a tool to support collegiately agreed curriculum progressions and teacher judgements to improve attainment.
- Innovations in digital technologies used to support attainment e.g. Sumdog in school and homework.

Overall evaluation of level of quality :

- Our curriculum has an ever increasing clear rationale based on shared values and improvements areas identified linked to national and local priorities and guidance.
- Improvement planning positively impacts on learning, teaching and assessment.
- Staff embrace opportunities to participate in training to ensure effective teaching for our learners. Staff proactively engage with self-reflection linked to professional standards and HGIOS 4.

Level of quality for this QI:

HGIOS 4 – Level 4

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, school improvement, performance information.

Overview:

- Aberdeenshire Council benchmarking has been used as a tool to support collegiately agreed curriculum progressions and teacher judgements to improve attainment.
- As a UNICEF Rights Respecting School our learning environment is built on positive relationships and respect for children's rights. This supports high achievement and is a shared understanding in our wider school community. Rights Respecting School Level 1 accreditation achieved in 2016.
- HGIOS 4 adopted as key-self-evaluation tool as soon as was available. Challenge questions are linked to our practice and collegiate development meetings. Nursery Team engaging with HGIOEYLC.
- As part of school self-evaluation process an *Attainment & Achievement Meeting* held individually with each class teacher and HT. Key focus 3.2 and 2.3.

Key strengths:

- Our *Better Behaviour Better Learning Policy* supports a safe learning environment where everyone is respected and clear, positive, high expectations are set. The overall standard of our pupils behaviour is good.
- Almost all children are attaining appropriate levels particularly in Literacy and HWB. The needs of children who are not attaining these levels are identified and known by class teachers, support for learning teacher and SMT.

Identified priorities for improvement:

- We are aware that we have the potential to improve numeracy levels and we are addressing this at school and cluster level.
- Our improvement planning priorities for 2017/18 include raising attainment in numeracy and literacy for all children at Torphins Primary School and identifying attainment gaps and providing appropriate support.
- To review our current progressions and approaches in identified areas to improve attainment.

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

Action Plan	Detail of Expected Outcomes	Roles and responsibilities	Timeline of Actions
1.	<i>See Improvement plan driver diagrams.</i>		Ongoing all year.
2.			
3.			

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- All staff are trained and aware of importance of Child Protection and how to report any child protection concerns.
- Health & Wellbeing Improvement Plan 2016/17 key focus involving pupils, staff and parents/carers.
- As a UNICEF Rights Respecting School our learning environment is built on positive relationships and respect for children's rights. This supports high achievement and is a shared understanding in our wider school community.
- Our *Better Behaviour Better Learning Policy and Approach* supports a safe learning environment where everyone is respected and clear, positive, high expectations are set.
- *Emotion Works*, training for all staff by Support for Learning Teacher to support pupil wellbeing.
- Staff Social & Wellbeing events led by PSA and a CT in partnership.
- We have a shared understanding of wellbeing and children's rights.
- SHANARRI learning and teaching across the school e.g. Pupil Chronologies updated to include SHANARRI wheel in a more accessible meaningful way, pupils leading learning e.g. Primary 3 SHANARRI assembly, family questionnaires.
- Health and Wellbeing focus week.
- Green Flag achieved.
- Local charity provided funding to support school to have a interactive, high profile internet safety awareness day.
- Restorative Justice and positive reinforcement approaches to support pupils.
- All staff are familiar with our community and our unique setting and provide support to ensure the wellbeing of our children and wider community.

Overall evaluation of level of quality :

- As part of school self-evaluation process an *Attainment & Achievement Meeting* was held individually with each class teacher and HT. Key focus 3.2 and 2.3.
- HGIOS 4 adopted as key-self-evaluation tool as soon as was available. Challenge questions forming discussion points.
- Nursery Team engaging with HGIOELC.
- Staff are committed to GIRFEC principles and comply with procedures linked to Individual Education Plans, Multi Agency Meetings etc.

Level of quality for this QI:

HGIOS 4 – Level 4

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Almost all children are attaining appropriate levels particularly in Literacy and HWB. The needs of children who are not attaining these levels are identified and known by class teachers, support for learning and SMT.
- We are aware that we have the potential to improve numeracy levels and we are addressing this at school and cluster level.
- Holistic assessment supporting children to evidence applied learning identified as an area for development in improvement planning. As a school new approaches linked to Education Scotland and Aberdeenshire Council *Quality Assurance and Moderation Support Officer* (QAMSO) actively being engaged with.
- Pupil Equity Funding being used to encourage aspiration and achievement through literacy being developed 2017/18.
- Pupil Equity Funding being used to provide resources particularly to support identified need.
- Emergent Literacy approaches being introduced to raise attainment with focus commencing in early stages.
- Developing the Young Workforce identified as area for further development linked to aspirational achievement.
- We track our assessment data to inform next steps.
- Our Pupil Council promote *Celebrations of Success* to recognise and value pupils' wider achievements.

Overall evaluation of level of quality : 3

- Almost all children are attaining appropriate levels particularly in literacy and HWB. The needs of children who are not attaining these levels are identified and known by class teachers, support for learning and SMT.
- We are aware that we have the potential to improve numeracy levels and we are addressing this at school and cluster level.
- We are aware of identified needs of learners and we are implementing early intervention measures.

Level of quality for this QI:
HGIOS 4 – Level 3

5. What is our capacity for improvement?

- **Teacher professionalism / opportunities for professional learning**
 - Staff are committed to professional learning which improves outcomes for our learners - twilight courses are well attended.
 - Staff are very collegiate and supportive of their colleagues to learn from and with each other.
 - Staff are aware of the importance of GTC standards and quality indicators as self-evaluation tools. Staff are actively engaged in improvement planning developments based on school self-evaluation.
- **Leadership at all levels**
 - Areas of devolved leadership across the school are in place to promote culture of career succession.
 - Areas of devolved leadership opportunities for pupils are in place e.g. Pupil Council, ECO Group, Buddies, Junior Road Safety Officers, and P7 Yellow Banders.
 - Support for Learning teacher attended Reflective Reading training and delivered training to cascade to staff.
 - SMT promote culture of learning within and outwith school and lead by example attending ongoing training including twilights.
 - HT 1+2 Language Ambassador to lead and encourage this development included teaching P6 in place of visiting specialist, French Club.
 - Key national and local policies and approaches are shared and discussed with staff by HT. A HT/SMT priority is that staff should be aware of and engaging in current priorities and policies.
- **Engagement with parents and partners.**
 - Very active parental support linked to Torphins School Parent Council. Group well led by Chair and office bearers. Group has good supportive links with community e.g. Scotmid, Raemoir Garden Centre. TSPC have taken devolved responsibility for brightening up and improving playground and nursery outdoor learning area.
 - Parents/Carers willing to support learning in school e.g. parent/carer reading book sessions, P6/7 netball team.
 - Parents/carers supportive of school events e.g. open sessions, sports day, science week, parents evenings

Torphins Primary School Improvement Plan 1 – Driver Diagram (ongoing all year)

Tasks

AIM

To raise attainment and achievement in numeracy and literacy for all children at Torphins Primary School.

Identifying and closing attainment gap.

(HGIOS 4 – 3.2, 2.3, 1.3 & 3.1)

Primary Drivers



School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

Developing leadership of pupils

Leadership roles for all staff.

High quality CPD for staff

Improved teaching and learning approaches

Parents supporting pupils at home

Parents are more informed about how pupils are assessed.

Improved monitoring and tracking of pupils

Quality Assurance calendar updated to include new assessment procedures

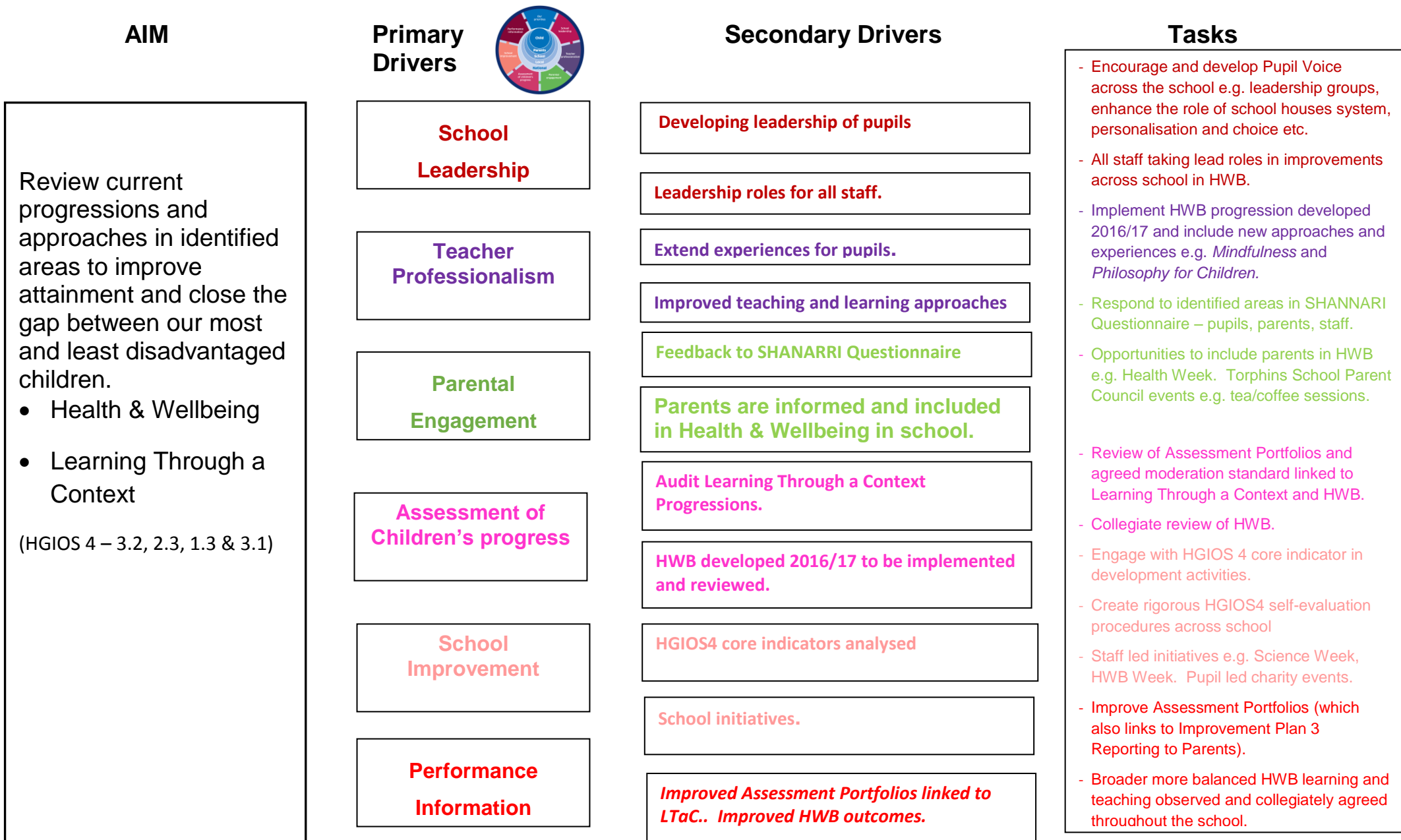
Development of Numeracy and Literacy across school

HGIOS4 core indicators analysed

Clear attainment data used to inform improvements.

- Encourage and develop Pupil Voice across the school e.g. leadership groups, enhance the role of school houses system, personalisation and choice etc
- Staff taking lead roles in improvements across school
- Engage with authority led QAMSO events linked to assessment and moderation of literacy and numeracy.
- QIO led Learning and Teaching twilights
- Collegiate approaches to formative assessment development to improve teaching and learning e.g. Shirley Clarke's Outstanding Formative Assessment approaches built on.
- Build on improved reporting procedures to parents
- Improved sharing of information to parents regarding supporting children to raise attainment. Sumdog to be used to promote numeracy engagement at home.
- School and Cluster development of agreed moderation of maths using Aberdeenshire and national benchmarks
- Implementation of SNSA at P1, P4 and P7 an continuation of continuation of InCAS in P3 and P5
- Engage with Northern alliance "Emergent Literacy" training and programme.
- Numeracy, in particular mental maths, to be enhance with Sumdog interactive resource.
- Create rigorous HGIOS4 self -valuation procedures across school
- Analyse data from SNSA and InCAS to identify support needs and improvements and support predicted levels of attainment.

Torphins Primary School Improvement Plan 2 – Driver Diagram (ongoing all year)



Torphins Primary School Improvement Plan 3 – Driver Diagram (ongoing all year)

AIM

Review current progressions and approaches in identified areas to improve attainment and close the gap between our most and least disadvantaged children.

- Reporting
- Pupil Equity Funding
- Developing the Young Workforce

(HGIOS 4 – 3.2, 2.3, 1.3 & 3.1)

Primary Drivers



School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

Developing leadership of pupils

Leadership roles for all staff.

High quality CPD for staff

Improved teaching and learning

Parents supporting pupils at home

Reporting to Parents and sharing reporting calendar.

Improved reporting on children's progress.

Quality Assurance calendar updated to include new assessment procedures.

Pupil Equity Funding choices. DYW.

Development of Reporting approaches and progression of DYP

Feedback from stakeholders.

Tasks

- Encourage and develop Pupil Voice linked to personalisation and choice – pupils involved in choices linked to PEF funding.
- Staff taking lead roles in improvements across school e.g. Literacy Group involved in PEF funding choices.
- Engage with authority led QAMSO events linked to assessment and moderation of literacy and numeracy to inform reporting.
- Collegiate development work to review and moderate reporting approaches.
- Include parents in PEF initiatives e.g. Sumdog and literacy resources homelink.
- Improved reporting information to parents to support children and raising attainment.
- Reporting to be moderated and linked to Aberdeenshire and national benchmarks.
- Information from Implementation of SNSA at P1, P4 and P7 and continuation of InCAS in P3 and P5 then used as a tool to inform professional judgement in reporting process.
- Literacy and Numeracy extended with PEF funding e.g. Sumdog, *World of Wonder* literacy resources.
- Review approaches and progressions linked to Developing the Young Workforce inc. *World of Wonder* literacy approach. Aja a
- Pupil initial input and feedback at end of year.
- Variety of parental feedback e.g. Reporting to Parents Open Days.

Torphins Primary School Improvement Plan Nursery – Driver Diagram (ongoing all year)

AIM

In our nursery setting to further develop our early years teaching and learning in identified areas to ensure all the children are achieving and prepared for transition to school.

- Literacy and numeracy immersion across the curriculum.
- HWB
- Assessment and Reporting to parents.

(HGIOELC – 3.2, 3.1,2,3, 1.3)

Primary Drivers



School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

Developing leadership in pupils.

Leadership roles for all staff.

Development of all staff.

Emergent Literacy Links with Primary 1.

Parents supporting Literacy at home.

Supporting HWB active play at home.

Planning and evaluation of learning.

Planning approaches to ensure depth and breadth of learning

Sharing of information and reporting to parents

Transitions and links across Early Stages.

Feedback from stakeholders.

Tasks

SHANARRI – pupils' knowledge and understanding. Pupil Voice e.g. safety shared risk assessment creation, snack - ordering using ICT, personalisation & choice, menu creation, evaluate and feedback.

Key workers, extended experiences for pupils with all staff leading aspects e.g. SHANARRI.

Engaging with HGIOELC CPD events.

Emergent Literacy school improvement plan to be linked to nursery for transitions. In school CPD.

HWB progressions collegiately developed 2016/17 across the school to link to nursery setting practice.

Weekly library book for children to share at home. Outdoor learning parental support.

Active School Packs introduced for children to take home to participate in active physical games. Opportunities for parents to include parents in HWB e.g. Health Week.

Learning Journals – linked to CfE to support progression, challenge and assessment of learning.

-In the moment planning approaches introduced and shared with parents.

In The Moment Planning - visible planning shared with parents.

-Early stages transitions and links being further developed e.g. Emergent Literacy links and preparation.

-Nursery Parental Discussion Group stakeholders evaluating setting linked to HGIOELC.

-Active Schools Pack feedback.