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Torphins Primary School

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**Torphins Primary School**

**Standards & Quality Report**

**2019 - 2020**

**&**

**School Improvement Planning**

**2020 – 2021**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools’ progress to date and identifies our next steps in school improvement.

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

**How are we doing?**

**How do we know?**

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

**Looking inwards** to analyse our work

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

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

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

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

Elaine M. Ross

Head Teacher

# The School and its context

**Vision for the school**

**Values that underpin our work**

**What do we aim to achieve for our children/pupils?**

**Context**

# Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

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| **Key priority 2019-2020** | **Key actions undertaken** | **Impact (achieved throughout 2019-2020)** |
| **Technologies (Computing Science)**   * Improve teaching by building staff knowledge and confidence. * Improve computing science learning opportunities for pupils. * Preparing pupils for the *World of Work* in the 21st century. * Enhanced British Science Week (6th to 15th March 2020).   Rights Respecting Schools Articles 28, 29 and 31 | * In house curriculum development collegiate time. * Attend Technologies CPD training opportunities as available. * Access supporting literature e.g. *Teach Computing Science (A guide for Early Years and Primary Practitioners, 2018).* * Align CfE Technologies to existing school programmes of work. * Work collegiately with Cromar Future Group to upskill teachers. * Cromar Future Group supporting teaching in classes to provide extended experiences for children. * Expand the element of Technologies in our school British Science Week activities. * Promote British Science Week activities provided in the community and encourage parents/carers to participate with their children. | * Improved teaching and learning in computing science e.g. coding. Successful pupil led Coding Club supported by Cromar Future Group, P6 & P5 teachers. Interrupted by Covid 19. Staff attended authority provided CPD e.g. Barefoot, Coderdojo. * In-Service Day authority CPD attended by staff. * Children developing skills linked to the *World of Work.* * Promoted British Science Week and included activities linked to technologies. * Staff engaged with on-line training and collegiately supported each other to further develop ICT skills during Covid 19 remote learning. * Pupils supporting learning during Covid 19 lockdown e.g. Code Club Pupil. * Innovative approaches to ICT during lockdown to promote engagement with remote learning e.g. *Torphins Virtual Talent Show, Virtual Sports Day, P1 Take Your Teacher with You.* |
| **Assessment and Moderation**   * A shared understanding of assessment and moderation linked to Aberdeenshire and National guidance. * Effectively use a range of data to better inform professional judgement. * Effectively use a range of data to better inform planning for teaching and learning.   Rights Respecting Schools Articles 28 and 29. | * Curriculum development collegiate time. * Engage with Aberdeenshire’s Assessment and Moderation document and associated audit tool created by QAMSO team. * Improve understanding and application of SNSA data and access online training modules. * Supporting literature e.g. Shirley Clarke *Outstanding Formative Assessment,* John Hattie *Visible Learning* provided for staff*.* * Improve teaching and learning by building staff knowledge and confidence in using benchmarks to assess achievement. | * More robust identification of attainment gaps. * Assessment is integral to planned learning and teaching. * Success Criteria and Learning Intentions being shared and co-created as appropriate. * Appropriately challenging and supportive curriculum that better meets the entitlement of our pupils. * Improved teaching and learning. |
| **Literacy (including Modern Languages 1+2)**   * Improve teaching by developing a better shared understanding of progressions. * Improve Literacy learning for all pupils.   Rights Respecting Schools Articles 28, 29 and 30. | * Curriculum development collegiate time. * To continue to engage with *Northern Alliance Regional Improvement Collaborative* Emergent Literacy Development. * Literacy progression reviewed and updated to ensure provision of breadth and challenge for all learners. * Review existing Literacy resources. * Assessment and Moderation Improvement Plan developments linked to literacy improvements. * Supporting pupils to take more responsibility for their own learning and progress e.g. co-creating Success Criteria. | * Reviewed and improved Literacy progression to ensure provision of breadth and challenge for all learners. * Cluster Moderation collegiate engagement focus literacy (creating texts). Proposed follow up meeting T4 unable second planned session to proceed due to Covid 19. * Improvements in Assessment and Moderation specifically linked to Literacy (see Improvement Plan 2). End of year comparison not available due to Covid 19. * European Day of Languages a regular feature of the school calendar, with activities taking place in classrooms, including pupils sharing their home languages. |
| **Self-Evaluation for Self-Improvement**   * Supporting self- evaluation linked to HGIOS 4 * Supporting self- evaluation linked to *How good is OUR school?*   Rights Respecting Schools Articles 12 and 13. | * Parental Discussion Group to be formed (using successful Nursery model). * *How good is OUR school?* Having introduced this document 2018/19 now build and extend opportunities for pupil voice. | * Effective mechanism to consult with parents created, to enable their views to inform change and improvement. Started well and interrupted by Covid 19. * Pupil participation a stronger feature of our approach to self-evaluation and continuous improvement. Rights Respecting School now integral part of Pupil Council. Pupil led engagement with *How good is OUR school? e.g.* lessons in dinner hall etiquette, healthy food suggestions shared with Catering Team.   SMT and teaching staff self-evaluation supported by pupil feedback and Parental Discussion Group feedback (although limited by Covid 19). |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: Good**  **(HGIOS?4/HGIOELC? 1-6 scale)**  Rights Respecting Schools Articles 12 and 13 |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a very positive ethos within Torphins Primary School. Our vision and values which are core to the school, are displayed on our school walls. *We are proud of our school,* is the final value, which the children decided was the key value.   The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and are embedded in the life of the school.   * The school has a clear curriculum rationale in place ensuring it reflects the uniqueness of our community. This is shared with all stakeholders on our school website. * Our Communication Policy (developed collaboratively with TSPC) and the TSPC are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school. * All staff are effectively involved in school improvement planning, drawing on a wide range of evidence. Self-evaluation activities throughout the year completed by all teachers draw on a range of evidence when identifying strengths and next steps. * Torphins Primary School *Class Attainment and Achievement Meetings*, as part of our quality assurance processes, ensures there is a focussed attention on monitoring and evaluating learning and teaching and the attainment of pupils. * Regular collegiate development opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified. * There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster * Pupil voice used to identify areas of strength and development across the school. * There are agreed opportunities for staff to take on leadership roles within Torphins Primary School. * All staff, teaching and non-teaching, know our children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families. *The Cost of the School Day* audit has been carried out and informed our approaches. * Professional Review and Development (PRD) and Personal Performance Plan (PPP) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes. * Torphins Primary School works effectively within Aboyne Cluster to identify common areas for improvement e.g. Assessment Moderation. * Torphins School has formed a self-improving school partnership with Rothienorman and Foveran Primary Schools which has been interrupted by Covid 19 and will be carried forward into session 2020/21. * Our Parental Discussion Group, started prior to lockdown showed good potential as further method of including parents in informing leadership for change. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * The Head Teacher and school staff have a clear understanding of the school’s strengths and areas for development. * There is a collaborative approach to development work and improvement planning involving all staff. Staff have a clear understanding of improvement priorities as a result of their involvement in self-evaluation activities. * There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. * The Head Teacher has ensured that the pace of change is manageable for all and provides sound strategic direction for all staff.  Clear and effective leadership is provided by the senior leadership team. * There is a balanced approach to strategic planning, professional learning opportunities and self-evaluation activities. * Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback. * Visible learning literature purchased for staff as part of CPD and improvement planning. * Our Pupil Council has engaged with How good is OUR school in order to improve pupil voice opportunities. e.g. surveys with results fed back to staff and pupils. * There is clear evidence of both staff and pupils taking on leadership roles through a variety of opportunities. For pupils this includes House Groups, JRSO, Pupil Council/Rights Respecting Schools, Coding Club, Digital Leaders and Eco group. Staff are encouraged to develop their leadership and ownership of curriculum development work e.g. 1+2. * Whole School QA calendar is reviewed annually to improve school development. * CPD opportunities are linked to PRD and/or SQUIP. * Moderation work carried out throughout the year. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Emotion Works being integrated into learning and teaching led by Support for Learning Teacher and will be further developed session 2020/21. * HWB Progression to be reviewed and updated to reflect Emotion Works and SCARF collegiate development. * ICT/Technologies leadership opportunities to be integrated into school collegiate improvement plan. * Parental Discussion Group, in consultation with TSPC, to be resumed. * Pupil Council/Rights Respecting Schools to work towards RRSA Gold accreditation through a visual visit, creating powerpoint presentations and gathering evidence. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: Good**  **(HGIOS?4/HGIOELC? 1-6 scale)**  Rights Respecting Schools Articles 28, 29, 30 and 31 |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The ethos of Torphins Primary School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is a clear commitment to children’s rights and positive relationships. * Pupils have opportunities to lead learning and share their ideas. * The curriculum is balanced and has appropriate regard for the development of literacy, numeracy and health and well-being. * Most pupils can articulate what they are learning and identify their next steps and are enthusiastic about being successful learners. * Differentiation exists across all classes and AiFL strategies support learning. * All pupils are involved in self/peer assessment opportunities appropriate to their level of learning. * Learning intentions and success criteria are well used to support pupils in their learning including proportional use of co-created success criteria. * Staff consistently make effective use of questioning during learning and teaching experiences extending learning as appropriate. * All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes including P6/Nursery and P7/P1 Buddies. * Learning experiences are planned to match pupils needs/abilities. * All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning. * All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT and SfL to ensure timely action is taken to reduce barriers. Advice is actively sought from supporting partners e.g. Educational Psychologist, Social Work. * Staff have confidence in using a wide range of assessment data and are becoming increasingly confident in including standardised assessment results. * Termly tracking supports pupils progress in learning. * Digital technology is used to support learning across all classes. * Parents/carers and pupils share learning through the use of the GLOW digital platform. * All staff and pupils use a wider range of learning environments including the local woodland area, extended school grounds and educational trips ensuring there are opportunities to develop skills for learning, life and work. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * QA processes taking place throughout the school year. * Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches. * Pupils’ are developing their understanding of knowledge and skills as well as their identification of strengths/next steps * Collegiate working and sharing of good practice are integral to the school. Professional dialogue ongoing throughout the session. * Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards. * National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning. * Torphins Primary School has an agreed assessment calendar which shares key areas of focus throughout the school year. * PEF is used to support staff to plan interventions to overcome any barriers faced to support identified pupils including creating a nurture room. * *Attainment and Tracking Meetings* are held termly. * SNSA data is discussed by all staff during collegiate development meetings. This also supports planning next steps in learning. * Consideration of trends in data are used appropriately to inform future improvement planning and to identify anomalies. * Torphins Primary School has digital leaders and a pupil led coding club which ensure effective use is made of ICT resources. ICT resources e.g. Nessy, Sumdog, Word dictate are used to support learning. * Glow is used to support learning and links to home e.g. homework. This platform was then able to be extended to facilitate remote learning during lockdown. * Our school website is the main area for sharing core documents e.g. school rationale, Improvement Plans. * Strong links have been developed with the Cromar Futures Group to support digital learning and technologies. This is now extended into our Science Week which is also well supported by our extended learning community. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Materials from Shirley Clark and John Hattie have been provided and will be used as a focus for development of Visible Learning to improve pedagogical practice and improve outcomes for all learners. * Embed the practice around co-construction of LI/SC in order to ensure there is consistency across all classes. * A member of teaching staff becoming an Emotion Works Trainer is being explored to further support our Emotion Works programme. * Continue to familiarise all staff with the interrogation of SNSA data. * Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. Continue training for staff around assessment incorporating support from local authority QAMSOs. * Improvement Plans for 2020/21to have a focus on recovery following disrupted learning and teaching due to Covid 19. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Good**  **(HGIOS?4/HGIOELC? 1-6 scale)**  Rights Respecting Schools Articles 3, 24, 28, 29, 31 and 39 |
| **How well are you doing?**  **What’s working well for your learners?** |
| * All staff at Torphins Primary School, teaching and non-teaching, have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils. * The school is supportive and caring which fosters openness, with learners able to talk about concerns and worries. Children and their parents report that they feel happy and safe at school. * We are all fully committed to ensuring everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. * Torphins Primary School has developed a whole school policy for promoting positive behaviour, which is underpinned by the UNCRC. Ready, Respectful, Safe Behaviour Policy created in collaboration with all stakeholders. There are high expectations of behaviour with incidents dealt with promptly and effectively. * Torphins Primary School staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues * All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately * Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others * Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing. * A range of differentiated supports are available in all classes. * Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners. * All pupils have chronologies in place with pastoral notes on SEEMIS used to support this. This includes a specific area to record any incident of alleged bullying. Potential bullying incidents is a standing order on weekly collegiate agenda. * Termly Assessment and Attainment meetings with a member of the SLT and individual class teachers have a focus on tracking pupils’ needs and discussion including HWB re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff. * Class teachers work closely with the ASL teacher to plan targeted interventions. Our ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. Our ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps. * Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher. Session 2019/2020 Term 4 transition arrangements were adapted due to Covid 19 restrictions. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the Rights Respecting Schools award work through the Pupil Council and classroom based activities. * Attendance is high and there are no interventions required by the school. * An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries. * Annual update of GIRFEC/Child protection training carried out collegiately with Torphins Primary School staff, teaching and non-teaching, at the first ISD each August. * Staff complete annual data protection, equalities and diversity training as provided by local authority. * ALEC/SCARF resources used to support HWB in Torphins Primary School. * Torphins Primary School has been awarded the following recognitions: Green Eco Schools Flag, Silver Rights Respecting Award. * Effective partnerships are in place with local church and community groups, police liaison officers and Bikeability/JRSO community leader. Primary 5 and 6 took part in online First Aid Training during lockdown with some P6 children going on to complete the academy level training. * Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. The EP takes part in the planning and assessment for pupils. * Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils. * Torphins Primary School keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils. * MAAPM process when appropriate being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils’ needs. * HT meets termly with SFL teacher in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too. * Staff invite partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to P1. P6 pupils act as buddies for Nursery and then become P1 buddies the following year when they are P7 and the Nursery pupils become P1 so that the children have had the opportunity to build up good relationships and have a familiar older pupil they can talk to. In Term 4 this programme was interrupted by Covid 19. * The cluster has a comprehensive transition programme run in partnership with cluster primaries/Aboyne Academy. There are series of visits in place which was interrupted by Covid 19. There is an enhanced transition programme in place which was still able to proceed despite Covid 19 for identified pupils in an adapted format. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * School Improvement Planning focuses on developing approaches and incorporate more opportunities to develop mental wellbeing including the use of Emotion Works and SCARF. PEF funding used to support this. * PEF to be utilised to provide PSA support for identified pupils to support wellbeing, equity and inclusion. * The Alexander W. Davie Trust, is a local charity which supports educational needs, which is promoted regularly to parents now promoted via extended channels e.g. Covid Update Newsletter to support changing economic and HWB circumstances. * School and Pupil Focus groups will continue working towards renewing and extending awards e.g. RRS Gold Award and the next Eco Schools Flag. * School recovery improvement planning includes ICT to support pupils and staff to better transition and adapt to blended learning should this be required. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Good**  **(HGIOS?4/HGIOELC? 1-6 scale)**  Rights Respecting Schools Articles 28, 29 and 30 |
| **How well are you doing?**  **What’s working well for your learners?** |
| * There is a positive picture of attainment for Torphins Primary School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels. Term 4 home learning has provided a varying experience for some of our learners. * Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support. * Torphins Primary School has a TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact. * All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. * Pupil Equity Funding has been used to support the development of HWB with funding used to explore Emotion Works resources and implement their use throughout the school. Torphins Primary School has also targeted PEF resources to support the development of a nurture room and PSA staffing to meet the needs of identified pupils at appropriate stages. Very successful whole school Fischy Music workshop day and follow up activities to support HWB. PEF used to fund cultural experience trip for P1-P3 to Railway Train trip. * Torphins Primary School pupils are confident, successful and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities using *How good is OUR school?* to create surveys and collect information, which is shared e.g. pupil views and suggestions for wall displays and snack choices*.* * Pupils participation with their wider community is successful through developing partnerships e.g. Cromar Futures Group which supports coding and science/technology activities in school and runs a local club which is well attended by some of our older pupils who are interested in developing their skills. * All pupils are encouraged to share wider achievement. Achievements are recognised and shared during Celebrations for Success time in assemblies. The Pupil Council records and tracks this information and leads this part of the assembly. * Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities e.g. Coding Club. * Attendance levels are generally very high, exclusion rates are very low, and inclusion is successful for most pupils. * Covid 19 interrupted the continuation of extended opportunities e.g. Coding Club therefore other opportunities provided for pupils e.g. Torphins Virtual Talent Show. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils. * Universal supports exist in all classes. The school has pupil Digital Leaders and a Coding Club whose members are supporting and leading learning where appropriate. ASL supports are reviewed regularly, in order to ensure all resources are deployed appropriately to meet need. As the PSA staff level is a limited, finite resource it is regularly reviewed to ensure that identified significant needs are prioritised. * HT meets with CT termly as part of our TMR system to discuss attainment, achievement and next steps. * Torphins Primary School has engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Torphins Primary School and with neighbouring schools. * Visible learning resources supplied to teaching staff to extend and build on CPD after attendance at Visible Learning Training sessions. * All pupils are involved in pupil groups including Rights Respecting/ Pupil Council, JRSO, Digital Leaders, and Eco Group. * Pupil Groups have display boards in the school corridor and opportunities to feedback to the school as part of school assemblies. There are further opportunities for pupil leadership through House Captains, P6 and P7 buddies and Coding Club. * Partnership working with community groups such as Cromar Future Group and Primary 7 CLD link. * A variety of clubs have run this year which include choir, netball, Book Club and cookery club. Pupils also have the opportunity to run clubs for others e.g. and Coding Club. * School tracks attendance and late arrivals daily. School attendance is regularly mid to high ninety percentages. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Health and Wellbeing a priority in Phase 1 and beyond as required to support learning and teaching and consequent good attainment. * School Recovery Improvement Plans are key focus to identify and address gaps in attainment following home learning Term 4. * Future Proofing ICT Skills and Knowledge, for pupils and staff, is part of our improvement planning to support learning and attainment in school and blended learning if required. * Continue to familiarise all staff with the interrogation of SNSA data. * Visible learning professional reading and collegiate sessions to take place over the academic year to support improvements in pedagogy and practice. * A pupil friendly approach to sharing and discussing the importance of Improvement Plan 3 ­ *Technologies (Computing Science) inc. Future Proofing ICT Skills and Knowledge.* This will support pupils to understand the significance for e.g. blended learning, college/university and World of Work. |

# PEF 2020-2021

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| **Identified gap** | Early intervention for identified children. Further targeted support for identified children to continue to build on positive outcomes from previous interventions which were also supported by PEF. Supporting children to access the curriculum to address attainment gap with particular focus on literacy and numeracy.  HWB needs identified across the school in all classes and whole school approach required to support emotional and social interactions, building positive relationships and self-regulation.  Resources to facilitate learning and teaching in line with Covid 19 guidelines. |
| **Expenditure** | £7401 see appendix A details. |
| **Expected outcomes** | Identified children accessing curriculum and improving personal attainment particularly in literacy and numeracy.  Identified children managing social interactions including building positive relationships and improving self-regulation. This will positively impact on learning, behaviour and social interactions.  All children able to positively adjust to school in current times of Covid 19 restrictions and build resilience supporting wellbeing, social interactions and learning.  Adequate resources to meet learning and teaching needs in line with Covid 19 guidance restrictions. |
| **Impact Measurements** | Identified children integrated into whole class learning for increasing periods of time and working more independently with self-regulation strategies in place.  Improved personal attainment for identified children particularly in literacy and numeracy.  HWB needs being met across the school impacting positively on learning and social interactions. Measured in school attainment reviews. Positive ethos in school and children engaging in learning across the curriculum. Positive social interactions with self-regualtions in less supervised situations i.e. playground monitored and evaluated by staff and pupils. Pupil Council Rights Respecting School Group evaluating impact linked to Article 31 – *the right to play.* |

# Capacity for improvement

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

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

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation.  Rights Respecting Schools Articles 3, 24, 28, 29, 31 and 39 | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : School Recovery – Health & Wellbeing** | | **Data/evidence informing priority:**  **Engagement with resources and approaches to support HWB**  **Self-evaluation using HGIOS 4 by staff** | | | | | |
| **Key actions** | | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * HWB - Emotion Works.   + PEF funded resources.   + CLPL for staff led by SfL Teacher. | | | Staff and pupils  SfL Teacher lead | In-service Aug then  CLPL ongoing | Teacher assessment, Class observations, Pupil responses. | |  |
| * HWB – SCARF   + PEF funded resources   + Collegiate engagement led by HWB Lead Teacher.   + Partnership working with SCARF Coram Life Education | | | Staff and pupils  HWB Lead Teacher  Coram Life Education | In-service Aug then  CLPL ongoing | Teacher assessment, Class observations, Pupil responses. | |  |
| * HWB Progression reviewed and updated to reflect appropriate changes. | | | Staff | Term 4 | Audit and updating of progression. | |  |

# Action plan 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation.  Rights Respecting Schools Articles 12, 13, 28 and 29 | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : School Recovery** | | **Data/evidence informing priority:**  **Engagement with pupil groups using HGIOS 4**  **Self-evaluation using HGIOS 4 by staff**  **Self-evaluation using HGIOS 4 Parental Discussion Group** | | | | | |
| **Key actions** | | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Assessment and identification of attainment gaps following Covid 19 and home learning. * Engagement with *Aberdeenshire Council Assessment and Moderation Document.* * Accessing agreed literature – *Outstanding Formative Assessment,* Shirley Clarke. *Visible Learning Feedback,* John Hattie & Shirley Clarke. | | | Staff | In-service Aug then  ongoing | Assessment is integral to planned learning and teaching. Children are appropriately challenged – Brenchmarks, SMT Attainment Meetings, SNSAs, Collegiate moderation. | |  |
| * PEF Funding   + Expenditure in line with collegiately identified priorities to ensure equity and improved outcomes for learners inc. impact of Covid 19. | | | Staff and pupils. | Ongoing | Monitoring and evaluating effective use of resources. | |  |
| * Parental Discussion Group (c/f from 2019/20) supporting Self-evaluation of recovery linked to HGIOS4. | | | Parents and staff | Termly | Evaluations from HGIOS 4. | |  |
| * Pupil Voice using How Good is OUR School? * Rights Respecting School Developments. | | | Pupils and staff | Ongoing | Evaluations from How Good is OUR School?  Pupil feedback and responses.  RRS reaccreditation. | |  |

# Action plan 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation.  Rights Respecting Schools Articles 28, 29 and 31 | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3 : Technologies (Computing Science) inc. Future Proofing ICT Skills and Knowledge** | | | **Data/evidence informing priority:**  **Supporting pupils to develop skills & knowledge to sustain effective learning in a range of environments inc. Blended Learning.**  **QA SMT and Staff observations and evaluations.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Improve teaching by building staff knowledge and confidence.   + Access supporting literature e.g. Teach Computing Science   http://teachcs.scot/2017/05/17/a-guide-for-primary-and-early-years-practitioners/ | | Staff | | Ongoing | QA SMT/peer observations.  CLPL engagement.  Staff more confidently engaging with a range of information and computing technologies. | |  |
| * Technologies (Computing Science) -Progression reviewed and updated to reflect appropriate changes. | | Staff, ICT Lead Teacher | | Term 4 | Audit and updating of progression.  Curriculum progression that better meets the entitlement of our pupils. | |  |
| * Provide regular opportunities for pupils to take on leadership roles throughout the school year linked to ICT e.g. Digital Leaders, Coding Club and Pupil Council/Rights Respecting Schools Presentation and visual accreditation application for Gold Award. * Raising awareness for pupils of the importance of Internet Safety | | Staff and pupils  Partnerships - Cromar (local education charity SC047033) | | Ongoing  Cromar Term 3/4  Internet Safety inc. Internet Safety Day. | Pupil groups actively engaged and feedback.  Feedback from staff and pupils following Cromar partnership activities. | |  |
| * Improve computing science opportunities for pupils inc. preparing them for the *World of Work in 21st Century*. * Enhance existing ICT & Technology resources. | | Staff and pupils.  Partnerships - Cromar | | Ongoing | Children more confidently engaging with a range of information and computing technologies.  Children developing skills linked to the *World of Work.* | |  |
| * Encouraging greater parental engagement with online learning platforms supporting learning e.g. GLOW, Sumdog, Education City.   + Workshops for parents (back-up if Covid 19 restrictions still in place Information Leaflets). Physical workshops would best meet identified needs. * Raising awareness for parents of the importance of Internet Safety. | | Staff, pupils and Parents | | When Covid 19 guidance allows. | Attendance by parents at workshops.  Feedback from parents. | |  |

**Appendix A**

**PEF PLAN FOR COMPLETION BY HEAD TEACHER**

|  |  |
| --- | --- |
| **Proposal Period** | 2020-21 |
| **Name & Code of School** | Torphins Primary School |
| **2020-21 Budget Allocation** | £7401 |
| **2019-20 Budget Carry Forward** |  |
| **Total Budget** | £7401 |

1. **Data and analysis:**

This section should provide the evidence to support your planned interventions.

1. **Proposed interventions**
2. **Impact Measurement**

This section should include outputs and outcomes including target group(s). Specific reference must be included to targeting young people from the most disadvantaged communities.

1. **Governance: Planned Expenditure**

Please add as much detail in the narrative as possible and include supplier names, staffing positions, hours and contract length.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2020-21** |
| Teaching staff |  |  |  |
| Support staff | PSA | 425 over yr approx | £4565.72 approx |
| Supported study |  |  |  |
| Transport |  |  |  |
| Lets |  |  |  |
| Resources | Browns Books/YPO/Findell/  Emotion Works  Class games & construction toys etc |  | £2835.28 |
| Other (add details) |  |  |  |
| **Total** |  |  | £7401 |

**HWB**

Emotion Works Recovery Programme. Emotion Works has already been introduced to school and is having a positive impact. Emotion Works Recovery programme purchased to support existing good practice as for identified children social interactions, positive relationships and self-regulation, are challenging and requires support. **£750.00**

Individual resources to ensure all our children have safe return to school and have their own key learning resources without a requirement for items to be provided by home. **£662.96**

Class resources, unique to each class to avoid sharing, to support and rebuild social interaction e.g. games, construction toys etc. £150 per class & £150 ASN **£1200.00**

**Literacy**

Books and audiobooks for identified group of children to support identified literacy gap and promote better engagement with literacy. Purchase of additional Nessy licences to support literacy development. **£222.32**

**Support Staff**

PSA support for identified children to support learning and social & emotional development to access learning.

Based on £10.03 + 35% on-costs = £13.54 (approx. 337 hrs over school year = approx 8.5 hours per week)

approx **£4565.72**