

Torphins Primary School





**Torphins Primary School**

**Standards & Quality Report**

**2020 - 2021**

**&**

**School Improvement Planning**

**2021 – 2022**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2020– 2021and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in 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 2020-2021.

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| **Key priority 2020-2021** | **Key actions undertaken** | **Impact (achieved throughout 2020-2021)** |
| **School Recovery – Health and Wellbeing**   * Emotion Works and Emotion Works Recovery Resources to be used to support HWB during and post Covid 19 lockdown. * PEF to be used to fund resources to support HWB. * CLPL for staff led by SfL teacher. * Partnership working with SCARF and Coram Life Education.   **Key priority 2020-2021** | * All staff familiar with Emotion Works resources and how to use to effectively support HWB. * Emotion Work Cogs used across the school to provide children with emotional literacy to express their feelings and concerns to support HWB and school recovery. * Support for Learning Teacher leading embedding Emotion Works across the school for staff and pupils. * A *Helping Hands* tile added to home page of GLOW for children and parents and carers to access during remote learning and beyond. * PEF used to fund resources and additional PSA time. * Engagement with SCARF/Coram Life education. | * Children becoming increasingly more confident in using Emotion Works Cogs to share feelings with staff in particular identified children sharing with SfL Teacher. * Emotion Works also supporting Restorative Justice conversation with children to resolve conflicts. * Support for Learning Teacher team teaching with class teachers to support school recovery focus on HWB teaching and learning. * *Helping Hands* tile accessed by pupils and parents and positive feedback from parents regarding the support it provided. * Additional PSA hours used to support identified children this was interrupted by school closures. * SCARF/Coram Life Education on-line provision effectively access by teaching staff to support HWB. This complemented our HWB teaching approaches. * The impact of the HWB School Recovery Improvement Plan had a positive effect on the children’s return to school. With the focus on HWB we were able to identify the particular issues the children were facing due to interrupted learning and support appropriately e.g., soft starts, social skills teaching and learning to rebuild relationships. * Pupils reported to RRS Accreditation Team that they felt safe in school and that they felt confident “they had a voice in school.” |
| **School Recovery**   * Assessment and identification of attainment gaps following Covid 19 and home learning. * Engagement with *Aberdeenshire Council Assessment and Moderation* document. * Accessing agreed professional literature. * PEF funding expenditure in line with collegiately identified priorities to ensure equity and improved outcomes for learners inc. impact of Covid 19. * Increased opportunities for pupil voice using *How Good is OUR School.* * *Rights Respecting School* development.   Rights Respecting Schools Articles 28 and 29.  **Key priority 2020-2021** | * Summative and formative assessment of all pupils to identify potential gaps in learning following remote learning. * Benchmarks and *Aberdeenshire Council Assessment and Moderation* document used to support assessment. * Class Teachers and SfL Teacher engaging in dialogue with * SMT and class teacher attainment meetings to discuss pupils and progress and identify next steps. Attainment tracked to provide individual and whole school data. * *UNCRC Rights Respecting Schools* gold accreditation application submitted. * Increased opportunities for pupil voice using *How Good is OUR School.* * Increased opportunities for pupil voice in school pupil leadership groups e.g., Pupil Council/Rights Respecting School Group, Junior Road Safety Officers, Digital Leaders, Eco Group | * Assessment data collated evidenced that most children had very good or good engagement with remote learning and with targeted support were able to make appropriate progress on return to school. A minority of identified children had increased the gap in their learning and required more significant targeted support. * planned interventions to support and challenge all learners. * Learning well supported for identified pupils by using PEF funding effectively for resources linked to literacy attainment gap e.g., additional Nessy Licences. * PEF funding effectively used to promote better engagement with learning linked to attainment gap in literacy and numeracy e.g., *Quiet Room* created and resourced to support identified individuals and small groups. * Pupils enthusiastically engaging with all pupil leadership groups representing fellow pupils’ views and sharing and cascading to whole school. * UNCRC Gold Accreditation achieved. It was the pupils who were the drivers for gold accreditation this was what they wanted to aim not silver as planned. |
| **Technologies (Computing Science)**   * Improve teaching by building staff knowledge and confidence. * Provide regular opportunities for pupils to take leadership roles throughout the school year linked to ICT e.g., Digital Leaders, * Enhance existing ICT & Technologies resources. * Encourage greater parental engagement with online learning platforms supporting learning e.g., GLOW, Sumdog * Awareness raising for parents and pupils of the importance of Internet Safety.   Rights Respecting Schools Articles 28, 29 and 31 | * Attended Technologies CPD training opportunities as available and peer support between teachers to share knowledge and upskill e.g., Google Classrooms. * Access supporting literature e.g., *Teach Computing Science (A guide for Early Years and Primary Practitioners, 2018).* * Work collegiately with Cromar Future Group encouraging and celebrating extended experiences for children are providing e.g., at Coding Club. * Maintaining partnership with Cromar Future Group to allow us to re-engage with in school Coding Club once Covid 19 restrictions allow. * Promote British Science Week activities and encourage parents/carers to participate with their children as school in P4-P7 lockdown. | * Children’s skills in engaging with ICT for remote learning improved in second lockdown. * School Coding Club supported by Cromar Future Group interrupted by Covid 19. School supporting and encouraging Cromar Future Group outwith school Coding Club sharing news with parents linked to competition wins and celebrating successes in school. * 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. * Digital Leaders confidently supporting peers and taking the lead in ICT enterprises e.g., on-line end of year Whole School Talent Show. * ICT approaches used support a range of areas to provide continuity. This includes on-line Nursery & Primary 1 Transition meetings for parents. On-line PTA meetings and AGM. Skype telephony parents’ evenings. |

# 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. In Term 4 of 2019/20 we achieved our Rights Respecting Schools Award Gold accreditation. We are particularly proud of the fact this was achieve despite the difficult year our community had due to Covid 19.   * 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. * 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. * Teacher Professional Review and Development (PRD) 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., Academy transition processes. |
| **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. * HWB of our learners during a year of interrupted learning and uncertainty due to Covid 19 was a priority. Emotion Works was integrated into learning and teaching led by Support for Learning Teacher during session 2020/21. Our *Helping Hands* tile was added to our GLOW platform to provide additional support for HWB during remote learning. SCARF resources also effectively used by teachers to enhance learning and teaching. * ICT/Technologies leadership opportunities integrated into school collegiate improvement plan. Pupil Digital Leaders particularly successful with Digital Leaders supporting peers and staff e.g., end of year on-line talent show. Staff engaging in ICT personal professional learning to support remote learning and collegiate working, including Skype and Team platforms and engaging with Google Classrooms. * Positive feedback from parents in response to lockdown remote learning including response to questionnaire. * ICT skills of pupils enhanced during remote learning including peer support. ICT skills of staff and pupils improved in response to demands of remote learning. * 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, 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. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Improvement Planning for 2021/22 to build on ICT professional learning and development to include all teachers e.g., Google Classrooms. Parental comments on opportunities for improvement in response to remote learning questionnaire informing ICT improvement planning * Our successful Coding Club to be reintroduce in partnership with Cromar Futures Group as soon as Covid 19 RA and guidance permit. * Our Pupil Council has engaged with How good is OUR school in order to improve pupil voice opportunities. Further engagement to embed pupil voice in our improvement process. * Our Parental Discussion Group, started prior to lockdown showed good potential as further method of including parents in informing leadership for change. Re-engagement as soon as Covid 19 RA and guidance permit. |

# 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. * Learning experiences are planned to match pupils needs/abilities with differentiation and challenge. * 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. * 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. * All staff use a variety of assessment approaches to allow pupils to demonstrate their learning. Staff have confidence in using a wide range of assessment data and are becoming increasingly confident in including standardised assessment results. * 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. * 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. * Engagement in remote learning during lockdown was good. Additional manual packs were provided for Primary 1 and pupils with identified needs to support engagement. |
| **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. * Emotion Works embedded across the school increasing number of children becoming able to articulate feelings using Emotion Works Cogs. * 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. * 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 and data used to inform next learning steps#. * SNSA data is discussed by all staff during collegiate development meetings. This also supports planning next steps in 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. * Visible Learning approaches used to support learning. * Improvement Plans for 2020/21 focused on recovery following disrupted learning and teaching due to Covid 19. Children have settled back to school following periods of remote learning and learning has continued to move forward for all but a very few children. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to build on familiarise for all staff with the interrogation of SNSA data as probationer teachers have joined the teaching team. * Continue to develop moderation processes and self-evaluation good practice looking beyond the school to promote effective learning and teaching going forward. Aberdeenshire Council’s Self-Improving Schools initiative has been relaunched and Torphins HT will engage and cascade. * Strong links have been developed with the Cromar Futures Group and re-engagement to support digital learning and technologies as soon as Covid 19 RA and guidance allows. Cromar Futures Group developing science resources that can digitally be shared with school, this will support our extended learning community links. * Embed the practice of proportional use of co-construction of LI/SC, progress of which was interrupted by Covid 19, in order to ensure there is consistency across all classes. |

# 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 using Restorative Justice approaches. * 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 * A range of differentiated supports are available in all classes. * 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 2020/2021 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. * School Improvement Planning focused 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. * The Alexander W. Davie Trust is a local charity which supports educational needs, which is promoted regularly to parents promoted via extended channels e.g., Covid 19 Weekly Update Newsletter to support changing economic and HWB circumstances. * Weekly Covid 19 Update Newsletter to parents from HT throughout year. * School mindful of all learners during lockdown remote learning and provided physical materials to support identified learners. * PEF utilised to provide PSA and teacher support for identified pupils to support wellbeing, equity and inclusion in periods when school was not in-lockdown remote learning. * 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. Due to Covid 19 RAs and protocols this approach has had to be changed to on-line virtual meetings or phone calls. * 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 Gold Rights Respecting Award Accreditation Term 4 2021. * Targeted support is provided by class teachers, ASN teacher with consultation as appropriate with Educational Psychologist, SALT and EAL. * 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 to support pupils. * Virtual meetings with staff, parents and other agencies to meet pupils’ needs. * HT works closely with SFL teacher in order to plan appropriately to meet individual need. This is reviewed for impact regularly, usually weekly, to match need with the level of resource available. * During remote learning we were mindful of the wide variety of family circumstances linked to support and expectations. Packs were provided when needed for identified children as alternative to on-line learning. * Transition events starting nursery, nursery to P1 adapted to be in line with Covid 19 restrictions but still supportive of children as they transition. * 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?** |
| * Continue to embed the UNICEF RRSA Charter Guidance and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children. * Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older children, its place within the wider framework of Human Rights. * Continue to support children to engage in a range of advocacy, campaigning and fundraising activities (being mindful of Covid 19 restrictions and financial implications for families) that promote children’s rights locally and globally. * Review the Rights Steering group to ensure that pupils from across all year groups are represented not just older pupils. * PEF to be used to support wellbeing and nurture in all classes. PEF to be utilised to support equity of learning inclusion for identified children. |

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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 3 home learning provided a varying experience for some of our learners. Assessment on return to school showed most children either stayed on track or improved in some areas but attainment for identified children had fallen. * 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 of HWB. Further development of a nurture room has been a priority to meet the needs of identified pupils at appropriate stages. * 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. * Pupils’ participation with their wider community is successful through developing partnerships e.g., local Cromar Futures Group club. Achievements by the children attending the club are celebrated in school and shared with school community. * All pupils are encouraged to share wider achievement. Achievements are recognised and shared during Celebrations for Success time in assemblies. Due to Covid 19 assemblies were changed to Google Classrooms to allow them to continue. * 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?** |
| * Health and Wellbeing School Recovery Improvement Plan has been a priority as children have had a very interrupted year due to Covid 19. * School Recovery Improvement Plans were key focus to identify and address gaps in attainment to support learning and attainment. * Visible learning professional used to support teaching and learning e.g., teaching children that making mistakes is a learning opportunity not a failure. * Developing ICT Skills and Knowledge, for pupils and staff, has been part of our improvement planning to support learning and attainment in school. * A pupil friendly approach to sharing and discussing the importance of Improvement Plan 3 ­ *Technologies (Computing Science) inc. Future Proofing ICT Skills and Knowledge.* To support pupils to understand the significance for e.g., college/university and World of Work. * 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. 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. * Pupils are involved in pupil groups including * Pupil Groups have display boards in the school corridor and opportunities to feedback to the school as part of school assemblies. There are opportunities for pupil leadership through including House Captains, Rights Respecting/ Pupil Council, JRSO, Digital Leaders, and Eco Group. * 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?** |
| * Continue on journey developing ICT Skills and Knowledge, for pupils and staff. * Sharing and discussion on interrogation of data inc. SNSA data to collegiately support all staff including probationer teachers. * Improvement Planning 2021/22 includes review and update of *Learning Through a Context School Curriculum.* Ensuring Developing the Young Workforce, Rights Respecting Schools and 1+2 Languages are appropriately included. * Pupils to be involved in whole school development groups to provide pupil voice informing part of self-evaluation. *How good is OUR school?* to be accessed to support this. |

# PEF 2021-2022

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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 HWB, 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. |
| **Expenditure** | £8877 see appendix A details. |
| **Expected outcomes** | Identified children managing social interactions including building positive relationships and improving self-regulation. This will positively impact on learning, behaviour and social interactions. Identified children accessing curriculum and improving personal attainment particularly in literacy and numeracy.  All children able to positively adjust to school in current times of Covid 19 restrictions and build resilience supporting wellbeing, social interactions and learning. |
| **Impact Measurements** | Identified children integrated into whole class learning for increasing periods of time and working more independently with self-regulation strategies in place. Personal attainment for identified children, particularly in literacy and numeracy, maintaining or improving.  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. UNCRC Gold Accreditation. Pupil Council/Rights Respecting School Group evaluating impact linked to Articles*.* |

# 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, to enable us to see ‘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. | |
| * 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 – *Learning Through a Context*** | | **Data/evidence informing priority:**  **Engagement with resources and approaches to develop LTaC refresh**  **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** |
| * Review structure of school rationale incorporating 4 capacities and 4 contexts for learning. | | | All staff and pupils.  Engagement with identified stakeholders. | In-service Nov 2021 then  CLPL ongoing | Clear overview of school rationale created shaped by the school community. | |  |
| * *Learning Through a Context* school curriculum programme to be reviewed.   + Following review to be updated to reflect school ethos and rationale.   + To appropriately link to UNCR RRS   + To link to DYW and Languages 1+2 | | | All staff and pupils.  Engagement with identified stakeholders. | In-service Nov then  CLPL ongoing | Reviewed curriculum designed to reflect children’s rights and provide equity. A curriculum designed to maximise the success of our learners. | |  |
| Rights Respecting Schools Articles 3, 28, 29 and 31. | | | | | | | |

# 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. | |
| * 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 : Right Respecting School – Embed to Support Ongoing School Recovery** | | **Data/evidence informing priority:**  **Engagement with pupil groups using HGiOurS**  **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** |
| To maintain and build on practice at Gold Level by developing the key recommendations made by RRS Accreditation Assessors.   * Continue to embed the UNICEF Charter Guidance and focus on the language of “respect for rights” so that relationships are seen as mutually respectful. * Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place withing the wider framework of Human Rights. * Continue to support children to engage in a range of advocacy and campaigning activities that promote children’s rights locally and globally linking to UNICEF’s *Outright Campaign.* * Ensure that pupils from across all year groups are represented in the Rights Steering Group. | | All staff and pupils.  Engagement with identified stakeholders. | Ongoing throughout  school year.  Review of progress Feb 2022 In Service | Evaluations from *How Good is OUR School?* by pupils. Evaluations from HGIOS by staff 1.1.  Evaluation by staff and pupils against UNICEF articles.  Assessment data and information e.g. Are children making good progress in all areas? Is the school ethos and behaviour positive? Are attendance levels good? |  |
| Rights Respecting Schools Articles 1, 3, 12, 13, 15, 23, 28, 29 and 31 | | | | | |

# 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. | |
| * 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**  **(Interrupted improvement plan c/f)** | | | **Data/evidence informing priority:**  **Supporting pupils to develop skills & knowledge to sustain effective learning accessing ICT**  **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 and learning by building staff knowledge and confidence.   + Attend training opportunities as available e.g., Barefoot Computing   + Build on skills developed during remote learning e.g., using Google Classrooms, Teams, Skype etc * Use ICT to support sharing learning, parental engagement, transition events e.g. Thinglink, filming events including greenscreen technology, etc | | Staff | | Ongoing | 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 | | Ongoing | 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 (Resuming Coding Club when Covid 19 restrictions permit). * Continue to raise awareness for pupils of the importance of Internet Safety. * Raising awareness for parents of the importance of Internet Safety. | | Staff and pupils  Partnerships - Cromar (local education charity SC047033) | | Ongoing  Internet Safety inc. Internet Safety Day. | Pupil groups actively engaged.  Pupils able to access a range of ICT applications to enhance learning.  Pupils demonstrating positive choices when using ICT applications. | |  |
| * Improve computing science opportunities for pupils inc. preparing them for the *World of Work in 21st Century*. | | Staff and pupils. | | Ongoing | Children more confidently engaging with a range of information and computing technologies.  Children developing skills linked to the *World of Work.* | |  |
| Rights Respecting Schools Articles 3, 15, 23, 28, and 29 | | | | | | |  |

**Appendix A**

**PEF PLAN FOR COMPLETION BY HEAD TEACHER**

|  |  |
| --- | --- |
| **Proposal Period** | 2021-22 |
| **Name & Code of School** | Torphins Primary School |
| **2020-21 Budget Allocation** | £8877 |

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 2021-22** |
| Teaching staff including SfL Teacher |  | 20 days | £5052  approx. |
| Support staff | PSA | 85 hours | £1075  approx |
| Supported study |  |  |  |
| Transport |  |  |  |
| Lets |  |  |  |
| Resources | Browns Books/YPO/Findell/  Education City  Resources for each class to appropriately support HWB e.g. Early Stages – soft start/fine motor skills resources, Middle/Upper stages -games. |  | £2750 |
| Other (add details) |  |  |  |
| **Total** |  |  | £8877 |

**HWB**

Each class provided with budget for purchase of age-appropriate resources to support HWB and consequent positive impact on learning. Early Stages key purchases resources for soft start sessions in class e.g., fine motor skill resources. Middle/Upper stages e.g., games, construction toys to support enhancing social skills.

**Literacy**

Books identified group of children to support particular literacy gap and promote better engagement with literacy. Literacy resources for identified areas in classes.

**Staff**

PSA staff to support learning and social & emotional development to access learning. Approximately 85 hours. Additional teacher time, in particular SfL teacher to support identified children and groups of children both with learning and social & emotional needs. 20 days (i.e. approximately equivalent of ½ day per week of school year).

**£8877**