

Torphins Primary School





**Torphins Primary School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for the session 2022 -2023. 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 and how do we know?** We use Education Scotland’s self- evaluation tool *How Good is Our School, (HGIOS), 4th Edition* as a guide to review and reflect on our progress and identify areas of priority for school improvement planning.

**What are we going to do now?** We will we use *HGIOS4* to support us on our journey.

* **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

**The school and its context**

The Village of Torphins an attractive rural location 25 miles west of Aberdeen. The catchment area is the village of Torphins and the surrounding rural area.

Torphins Primary School provides education for children from ante-preschool nursery – Primary 7. The school has 7 classes and a term time Nursery. The Head Teacher is non class committed. The school works closely with a range of support agencies and volunteers to provide the best possible experience for children.

**Values that underpin our work**

Torphins Primary School has developed a whole school policy for promoting positive behaviour, which is underpinned by the UNCRC. In Term 4 of 2020/21 we were awarded Gold UNICEF Rights Respecting School accreditation. *Ready, Respectful, Safe Behaviour Policy* was created in collaboration with all stakeholders. There are high expectations of positive behaviour any incidents are dealt with promptly and effectively using Restorative Justice approaches.

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

Timeline

Description automatically generated

# 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 2021-2022.

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| **Key priority 1, 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-2022)** |
| **School Recovery – Learning Through a Context**   * Review structure of school rationale incorporating 4 capacities and 4 contexts for learning. * *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   Rights Respecting Schools Articles 3, 12, 28, 29 and 31.  **Key priority 2, 2021-2022** | * Collegiate review of school rationale, new agreed Vision, Values and Aims structure incorporating 4 capacities and 4 contexts for learning developed. * Rationale discussed with children, differentiated appropriately across all age groups, to build a shared Vision, Values and Aims taking account of their views. * *Learning Through a Context* school curriculum programme collegiately reviewed and updated providing more opportunities for DYW. * UNCRC RRS linked to *Learning Through a Context* school curriculum programme. * 1+2 Language immersive approaches across the curriculum continuing to be further embedded. Four teachers including ASN teacher and one PSA participated in Erasmus CPD course in Valencia, Spain during Easter holidays. Aberdeenshire Council twilight opportunities also engaged with including Spanish and Doric. * Primary 3 DYW in Our Community Term 4. P3 contacted businesses in the community ranging from social business e.g., Bowling Club, community support businesses e.g. The Chemist and enterprise business e.g. Car Dealership & Garage. Virtually all businesses responded and engaged with the project. | * New Vision, Values and Aims agreed with staff and pupils and implemented. Our rationale supports strategy of high expectation for all learners. Our whole school community contributed to our UNCRC RRS Gold accreditation. Next steps to further include parents and carers in our Vision, Values and Aims Rationale as Covid restrictions impacted on this. * *Learning Through a Context* curriculum programme reviewed promoting more opportunities for pupil voice. * 1+2 language pedagogical approaches have improved teachers’ understanding and teaching and learning approaches. French and Spanish teaching and learning increasingly included across all classes from P1-P7. Primary 3 class were invited to take part in a Doric Pilot project. There is an enthusiasm with staff and children for engagement in languages across the whole school from nursery to P7. * Primary 3 DYW in Our Community Term 4 very successful. The class visited a large number of businesses in the community and had “work experience” and other business gave talks in school.   **Impact (achieved throughout 2021-2022)** |
| **Rights Respecting School – Embed to Support Ongoing School Recovery**  To maintain and build on practice at Gold Level by developing the key recommendations made by RRS Accreditation Assessors.  Rights Respecting Schools Articles 1, 3, 12, 13, 15, 23, 28, 29 and 31.  **Key priority 2021-2022** | * Continued to embed the UNICEF Charter Guidance and focused on the language of “respect for rights” to promote the understanding that relationships are mutually respectful. * Through class work and assemblies continued to develop the knowledge and understanding of the CRC, its origins, values and principles. For our older pupils, to develop an understanding of the place of CRC within the wider framework of Human Rights e.g. engagement in UNICEF’s *Outright Campaign*. * Continued 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.* * Ensured that pupils from across all year groups were represented, being mindful of adaptations and differentiation required for our younger children. | * Children and staff are proud of UNCRC Gold accreditation. RRS is integral to our reviewed Values, Vision and Aims Rationale. Mutual respect is key to the ethos of the school. Visitors to the school e.g., supply teachers, NHS staff and external providers comment on the high standard of welcome and positive behaviour. * UNICEF RRS Articles linked to learning and teaching. Children enthusiastically share their understanding e.g., linked to class assembly presentations to whole school. * The whole school contributes to a range of campaigning activities. *Outright Campaign* area of devolved responsibility to class teacher and engaged with across school. Torphins School Parent Council *Welly Walk* provided a whole school event and raised money and awareness of situation for children in Ukraine and our school community. * Younger pupils are given more opportunities for their voice to be represented and supported appropriately to contribute e.g., contribution to markings on school playground and Values, Visions and Aims Rationale review. Buddies reintroduced, following removal of Covid Bubble regulations, to provide peer support for younger children to represent their voice.   **Impact (achieved throughout 2021-2022)** |
| **Technologies (Computing Science) inc. Future Proofing ICT Skills and Knowledge (Interrupted improvement plan 2020/21 c/f)**   * Improve teaching by building staff knowledge and confidence. * Use ICT to support sharing learning, parental engagement, transitions events. * Technologies (Computer Science) Progression review and update to reflect appropriate changes. * Provide opportunities for pupils to take on leadership roles throughout the school year. * Raising awareness for parents of the importance of internet Safety. * Improve computing science opportunities for pupils inc. preparing them for the World of Work in 21st Century.   Rights Respecting Schools Articles 3, 15, 23, 28, and 29. | * Attended Technologies CPD training opportunities as available and peer support between teachers to share knowledge and upskill. * Science and technology activities in all classes, which were still required to be in Covid Bubbles, during British Science Week to encourage and support engage with science. Homework science activities provided to support parental engagement with science. * Children developing skills linked to the *World of Work* e.g., P3 DYW in Our Community e.g., local garage shared specific tools and their use, and also remote control robots. * Skype telephony parents’ evenings. * Participate in the NSPCC *Speak Out. Stay Safe* interactive online programme. | * Children adaptable to changing role of ICT and using skills learnt when engaging with ICT for remote learning in school setting. * Due to Covid Bubble requirements T1-T3, school assemblies were via Google Classrooms until Term 4. The children were still able and enthusiastically contributing and taking leadership roles e.g., Pupil Council led Celebrations of Success, P6 Junior Road Safety Officers promoting and leading good road safety initiative. * Science week successful and good engagement in school and with homework activities. * Torphins School Parent Council continued to meet regularly using Teams to maintain school/parent links and two-way support. * Digital Leaders reintroduced Term 4, when Covid Bubbles no longer required, to support peers and represent peers e.g., Term 4 Scooter or Bike Racks survey – collated data and present digitally to SMT. * Skype telephony parents’ evening well received and going forward a hybrid model of in school and online to be explored. |

# 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, have been reviewed and updated to better reflect our strategy to support our high expectations of all learners. We continually engage in self-reflection to improve. * The vision and values are in line with GIRFEC and UNCRC RRS and are embedded in our curriculum rationale and are embedded in the life of the school. In Term 4 of 2020/21 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. During 2021/22 we have worked on the areas for further development as identified by the accreditation team. * Pupil voice used to identify areas of strength and development across the school. We have further development the approaches for capturing pupil voice to ensure our youngest children are better included. * 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 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. * 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. * There is a balanced approach to strategic planning, professional learning opportunities and self-evaluation activities. * HWB of our learners during interrupted learning and uncertainty, due to Covid 19 since March 2020, has been a priority. Emotion Works is integrated into learning and teaching supported by ASN Teacher. SCARF resources also effectively used by teachers to enhance learning and teaching. * ICT skills of staff and pupils improved in response to demands of remote learning continued to be built on following return to school e.g., Bubbled classes ICT applications including Google Classrooms supported whole school engagement. * 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 e.g., successful teacher led British Council Erasmus funded training in Valencia Easter 2022 to support 1+2 Languages teaching and learning. * CPD opportunities are linked to PRD and/or SQUIP. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Vision, Values and Aims Rationale developed in school 2021/22 to now be shared with parents for feedback and input. * Our Pupil Council has engaged with How good is OUR school to improve pupil voice opportunities. Further engagement to embed pupil voice in our improvement process that builds on including our younger children. * Our Parental Discussion Group, started prior to lockdown showed good potential as further method of including parents in informing leadership for change. Re-engagement now parents can be fully integrated into activities in the school setting and can contribute from a more informed position. |

# 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. * Pupil academic success outwith the school e.g., Banchory Rotary Primary 7 Young Speakers event, first place and a runner up place achieved. * The curriculum is balanced and has appropriate regard for the development of literacy, numeracy and health and well-being with most pupils making good progress. * 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. * All pupils are involved in self/peer assessment opportunities appropriate to their level of learning. * 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 ASN teacher to ensure timely action is taken to reduce barriers. Advice is actively sought from supporting partners e.g., Educational Psychologist, Social Work. * Attainment Meetings with class teachers and SMT Nov, March and June tracks progress in learning and set targets. * Digital technology is used to support learning across all classes. * Parents/carers and pupils share learning through the use of the GLOW digital platform. |
| **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. * National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning. Most pupils making good progress in literacy, numeracy and HWB. * PEF is used to support staff to plan interventions to overcome 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. * 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. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to build on familiarisation, for all staff, in robust interrogation of SNSA data to support the changing school team i.e., returning staff from maternity leave and career break also probationer joining team. * Learning, Teaching and Assessment improvement plan 2022/23 to continue to develop learning, teaching and moderation processes. Also extend self-evaluation good practice looking beyond the school working as a cluster to promote effective learning and teaching going forward. * Embed the practice of proportional use of co-construction of LI/SC with pupils to ensure there is consistency across all classes and opportunities for learner envolvement. |

# 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. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately * Our HWB teaching and learning 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 ASN teacher. * Class teachers work closely with the ASN teacher to plan targeted interventions. Our ASN teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. Our ASN 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. |
| **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. * PEF utilised to provide PSA and teacher support for identified pupils to support wellbeing, equity and inclusion. * 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. * 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. * Meetings, which have been virtual meetings 2021/22 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. * With the lifting of Covid regulations in Term 4 transition events for starting nursery and nursery to P1 were in person and not virtual and were well received by learners and parents/carers. * The cluster has a comprehensive transition programme run in partnership with cluster primaries/Aboyne Academy. In Term 4, with the lifting of Covid restrictions, an enhanced transition programme was in place for identified pupils. |
| **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 continue 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. * 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. * Vision, Values and Aims improvement plan work commenced 2021/22 built on to support staff to create an environment where pupils feel valued and listened to. |

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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. Children who are not attaining expected levels are identified in the school audit of ASN needs. * 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 formally with staff Nov, March and June 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 is used to support identified children. * 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. * Achievements by the children attending community clubs and organisations are celebrated in school. All pupils are encouraged to share wider achievement which are recognised and shared during Celebrations for Success time in assemblies. * Attendance levels are generally very high and inclusion is successful for most pupils. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Health and Wellbeing School Recovery has been a priority as children as they have continued to have a year with restrictions linked to Covid 19 e.g., Class Bubbles. * School Recovery was a key focus to identify and address gaps in attainment to support learning and attainment throughout the year. * Visible learning professional used to support teaching and learning e.g., teaching children that making mistakes is a learning opportunity not a failure. * 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. ASN supports are reviewed regularly, in 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. * Pupils are involved in pupil groups including Pupil Council, Buddies, Junior Road Safety Officers. * 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 high percentages and any absences are accounted for. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Learning, Teaching and Assessment, Improvement Plan 1 key to support raising attainment and achievement. * Writing, Improvement Plan 2, to support increase in attainment in writing across the school. Also support moderation across the cluster. * 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. * 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** | £4900 |
| **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 now Covid restrictions are all removed to 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. Pupil Council/Rights Respecting School Group evaluating impact linked to RRS 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.

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| **Improvement Priority 1** | | Learning, Teaching and Assessment | | | | | | |
| **National Priority** | 1, 2 | | **Key Drivers of Improvement** | | Teacher Professionalism, School Leadership | **HGIOS 4 Quality Indicators** | | **2.3**, 2.2, 2.4, 2.6, 2.7 |
| **Evidence/Data Informing Priority** | | | Re-establish shared pedagogies across the school interrupted due to staff changes to ensure all stakeholders have a clear understanding of their roles and responsibilities in relation to Learning, Teaching and Assessment.  To take account of identified improvement priority by Aberdeenshire Council which is in line with National Improvement Framework priorities. | | | | | |
| **Action & Leadership of Change** | | | | **Expected Impact** | | | **Measures** | |
| **Learning** | | | | | | | | |
| Provide learning experiences that reflects the UNCRC, Rights of the Child.  Ongoing learning experiences that are underpinned by school, vision, values and aims, which are shared by all stakeholders.  Learning that meets the developmental needs of all, providing differentiated pace and challenge.  Learners’ views are sought and valued.  Learners involved in creating Learning Intentions and Success Criteria.  Learning experiences that are consistent across the school and authority. | | | | A positive ethos of mutual respect, promoting positive learning and teaching exists.  Learners’ wellbeing is consistently high across all classes.  Resources, including technology resources, effectively support learning.  Learners have an increasingly accurate understanding of their own learning and progress, including strengths and areas for development.  Learners across the school showing good levels of attainment in learning. | | | Self-evaluation linked the UNICEF RRS Articles.  Self-evaluation, by all stakeholders, of progress measured against each area of the *Four Quadrants* tool developed by Aberdeenshire Council.  Formal and informal feedback collated, from pupils, staff, parents and visitors to the school.  Attainment data both summative and formative showing improvement. | |
| **Teaching** | | | | | | | | |
| Staff engage collegiately in school with the L, T & A materials and resources developed by the Aberdeenshire Council. *Four Quadrants* to be used as a key reference point.  Staff engage collegiately with cluster colleagues on cluster L, T & A Improvement Plan.  Staff participate in professional learning opportunities which have been planned by the authority. | | | | Improved teacher confidence in areas of teaching, learning and assessment.  Improved understanding and consistency of learning, teaching and assessment across the school.  Collegiate approaches to support good practice and identify areas of school and individual areas for development.  Engagement with colleagues across the cluster to share progress and develop increasing consistency across the Aboyne network. | | | Self-evaluation, by all stakeholders, of progress measured against each area of the *Four Quadrants* tool developed by Aberdeenshire Council.  SMT and peer teaching and learning observations including professional discussion/ feedback.  Use the *Four Quadrants* as an evaluation tool to support professional dialogue to evaluate cluster progress. | |
| **Assessment** | | | | | | | | |
| Staff engage collegiately in school with the L, T & A materials and resources developed by the Aberdeenshire Council. *Four Quadrants* to be used as a key reference point.  Staff effectively engaging with Benchmarks.  Collegiate moderation activities in school in school. Staff to engage in moderation activities beyond school where opportunities present e.g., linked to cluster improvement plan. | | | | L, T & A are planned in an integrated manner identifying what is to be learned and assessed at planning stage.  There is increased teacher confidence in effectively using a wide range of assessment information, both summative and formative, to inform professional judgement.  Collegiate moderation activities build an increasing shared understanding and reliability of professional judgement.  Learners able to contribute and engage with their assessments. | | | Assessment data.  Moderation of professional judgements, collegiately and by SMT at attainment meetings.  Learners able to reflect on assessment outcomes and identify strengths and areas for development. | |
| **Rights Respecting Schools Articles 3, 12, 28, 29, 30 and 31** | | | | | | | | |
| **Progress, Impact & Next Steps** | | | | | | | | |

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| **Improvement Priority 2** | | To increase attainment in writing by July 2022 | | | | | | |
| **National Priority** | 1,2 | | **Key Drivers of Improvement** | | Teacher Professionalism, School Leadership  Assessment of Children’s Progress | **HGIOS 4 Quality Indicators** | | 1.2, 1.3, 1.5, 2.2, 2.3, 3.2 |
| **Evidence/Data Informing Priority** | | | Most children in all classes are on track or beyond within writing.  Re-establish shared teaching pedagogies across the school for writing interrupted due to staff changes.  Lockdown impacted on writing learning, build on work began session 2021/22 to improve outcomes in writing. | | | | | |
| **Action & Leadership of Change** | | | | **Expected Impact** | | | **Measures** | |
| **Emerging Literacy** | | | | | | | | |
| To use emerging literacy screeners to support the learning and teaching of literacy in Primary 1 and 2, and beyond Primary 2 where appropriate.  Emergent Literacy approaches to be share by experienced staff in Early Stages to identify opportunities across the school. | | | | Emerging Literacy assessments will identify areas of strength and development for Early Stages pupils.  Increased awareness with all staff. | | | Through gathering teacher views & Classroom Observations    Increased improvement shown through assessments | |
| **Pedagogy** | | | | | | | | |
| Improve teaching by developing a shared understanding of progression.  To engage with Big Writing CLPL to agree pedagogies to be used across school. | | | | Staff have increased understanding of progressions and pedagogies to support the teaching, learning and assessment of writing.  Improved and Equitable classroom experiences for pupils. Pupils are clear with expectations and how to improve in writing.  Writing pieces have improved overall for all pupils. | | | Staff self-reflection questionnaire and observations to show pedagogies in place.  Tracking of Attainment over time. | |
| **Assessment, Tracking and Support** | | | | | | | | |
| To develop consistency in tracking and monitoring of writing across school.  To review and update existing writing assessment tools.  To implement and make use of assessment, tracking and moderation opportunities to ensure robust professional judgements alongside cluster schools (Lumphanan, KON, Torphins, Finzean).  To support pupils to take more responsibility of their own learning and progress e.g., Pupil Assessment Tool, co-creating LI & SC | | | | Pupils will make good progress demonstrated through robust tracking and increased attainment over time across the school.  Robust assessment tools are in place.  Increased staff confidence in making professional judgements through collaborative moderation.  Feedback is supporting children move forward in Writing. Pupils are more able to engage in self-assessment and target setting. | | | Regular tracking meetings to demonstrate progress.  Pupil questionnaire on writing | |
| **Rights Respecting Schools Articles 3, 12, 28, 29, 30 and 31** | | | | | | | | |
| **Progress, Impact & Next Steps** | | | | | | | | |

**PEF PLAN 2022/23**

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| --- | --- |
| **Proposal Period** | 2022-2023 |
| **Name & Code of School** | Torphins Primary School |
| **2022-2023 Budget Allocation** | £4900 |

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.

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| --- | --- | --- | --- |
|  | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2021-22** |
| Teaching | Teaching staff including ASN Teacher | 17 days | £4500  approx. |
|  | PSA | 25 hours | £400  approx. |
|  |  |  |  |
| **Total** |  |  | £4900 |

**Staff**

Additional ASN teacher time, to support identified children, groups of children both and to team teach within class all to support identified social & emotional needs. PSA staff to support learning and social & emotional development to access learning.