



From mountain to sea

Aberdeenshire
COUNCIL



Tarves Primary School

Standards & Quality Report

2018 -19

School Improvement Planning

2019-2020



Foreword

We are pleased to present both our *Standards and Quality Report for Session 2018– 2019* and our *School Improvement plan for the current session 2019 -2020*.

This report forms part of our quality improvement framework, providing important information regarding our progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Tarves 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.

Key questions:

- *How are we doing?*
- *How do we know?*
- *What should we do now?*

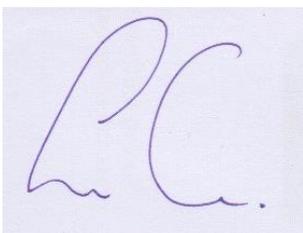
Looking inwards to analyse our work.

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 Tarves Primary School, we are committed to working closely with our community and all other stakeholders that support the education we provide. Together we work hard to ensure all our pupils have the best possible start and are supported to achieve their personal best.

Education is an ever-changing landscape, one in which we continuously strive to meet the changes and challenges. We hope this document provides a sense of our developments, successes and areas for further growth.



Mrs Lara K Conn

Headteacher

Vision, Values and Aims for 2019-20 and beyond

We put a lot of thought into refreshing Our Vision, Values and Aims. These were shaped in consultation with staff, children and parents to achieve whole-school ownership, working together to turn the shared vision into a sustainable reality.

Vision: *At Tarves, we are a TEAM – Together Everyone Achieves More*

Context for Learning

At Tarves Primary School and Nursery, we strive to provide education and care of the highest quality for all our pupils. Fundamental to achieving this is building a strong home/school partnership with the child at the centre. Excellent Teaching and Learning, alongside dedicated support and nurture, is at the heart of everything we do. We aim to foster each child's individual talents and personality, developing their sense of confidence and self-belief, in a physically and emotionally safe environment. We are proud of our school community and have a real sense of TEAM spirit!

At Tarves, the C.H.I.L.D.R.E.N. are our values:

Courageous

Honest

Inspired

Loved

Determined

Respected

Equal

Nurtured

Our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become responsible, respectful and independent young people. We follow the principles of the Curriculum for Excellence, GIRFEC and the National Improvement Framework in conjunction with Aberdeenshire Council priorities for schools.

At Tarves Primary and Nursery, our aims are:

- To instil a lifelong love of learning in our pupils by providing rich, stimulating, challenging and meaningful learning experiences, empowering them for the future.
- To inspire all our pupils to achieve their personal best, inside and outside the classroom, enabling them to grasp every opportunity to succeed across the curriculum with confidence.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.
- To nurture an ethos of inclusion, safety, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- To develop a sense of belonging for all within our school and wider community, enabling staff, pupils, parents and care givers to feel included and part of the setting.

Context for Learning

High quality Teaching and Learning

At Tarves School, the children are engaged and enthusiastic in lessons and benefit from the wide range of practical activities and learning experiences on offer. They make good progress in their learning, appropriate to their age and stage, and are challenged and supported. We encourage our children to take risks with their learning, to understand that making mistakes is part of the developmental process and encourage a flexible, growth mindset. Staff know the children and work in partnership with parents. Pupil progress is tracked across the curriculum through consistent and robust assessment and intervention, as required. Support staff are part of the core team, deployed effectively to ensure the needs of all children are being met. Staff, pupils and parents at Tarves demonstrate a commitment to quality assurance and school improvement. Staff are highly motivated and grasp CPL opportunities to enhance their own practice and maximise impact for learners.

Analysis of the **SIMD data** shows that no child at Tarves Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 8 and 9 (4 and 5). Although Tarves Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

The use of the **PEF** will be targeted towards increasing the range of resources that support Nurture Groups for our young people, and to further develop and strengthen the Numeracy and Literacy curriculum to help narrow the attainment gap.

The 4 Capacities of the Curriculum for Excellence underpin our curriculum:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing



Impact on pupils

Progress made in session 2018-19 and future priorities are included in this section

Priority 1: To engage with Visible Learning and integrate into the curriculum.

Progress (What has taken place?):

- All teaching staff attended an In-Service and collegiate time follow up work on Staff engaged with cluster colleagues of same teaching CfE level to discuss Learning Intentions and Success Criteria. This had a positive effect, but would like more time to discuss and finalise.
- Learning Intentions and Success Criteria. These are now embedded in lessons and discussed with pupils.
- Each class has a visual LI and SC display for pupils to refer to when working.

Impact (How has this impacted our school community?):

- Children are able to talk about what they are learning and why.
- Staff are more familiar with CfE levels, Benchmarks and the Aberdeenshire Frameworks.
- Increased use of Benchmarks and Aberdeenshire frameworks to inform planning leads to clearer teacher assessment.

Next Steps (How do we move forward? – Improvement Plan):

- Introduction of mid-lesson learning stops into lessons in order to address misconceptions early. Feedback as a focus as a cluster (including mid-lesson learning stops) working alongside current P6/7 teacher who is undertaking practitioner enquiry in this area.
- Review short/long term target setting and pupil/teacher feedback.
- Further Cluster Collegiate time planned to refine levels.
- Look at Numeracy planning –strengthen by including further real-life and purposeful activities.
- Take best practice from EY and use some 'Messy Maths' strategies by taking learning outdoors.
- Develop the playground and use of outside space including Nursery expansion planned for November 2019.
- Source appropriate resources and training to support, as required.

Priority 2: To strengthen the use of data analysis to inform next steps.

Progress (What has taken place?):

- Maths planners have been developed, although work not yet complete.
- Further revision of current curriculum model is beginning to be carried out with a Numeracy and Literacy focus.
- Staff are engaging in Professional Learning opportunities in Numeracy (Messy Maths) and Literacy.
- Some assessment is embedded in children's learning and further data analysis work is being carried out as a staff.
- Pupil assessments are used by all staff to target learning and teaching.
- Workshops for parents (Literacy and Motor Skills).

Impact (How has this impacted our school community?):

- Staff have a more focused approach to planning and teaching and learning in relation to individual pupil needs.
- CPL is targeted to Numeracy and Literacy development.
- Improved learning opportunities for pupils leading to an increase in attainment.
- Pupils are more engaged in self-evaluation but would like to develop this further through target setting and feedback – part of cluster development.

Next Steps (How do we move forward? – Improvement Plan):

- Staff will review all current sources of data collection.
- Learning Walks to identify good practice to share.
- Headteacher to provide staff training on analysis and use of data to inform planning and next steps/interventions needed to help narrow the attainment gap.

- Increased use of pupil tracking using all available data through introduction of school data tracker to monitor and ensure pupil progress.
- Finish Maths planners and continue to integrate 'real-life' experiences, and opportunities to take learning outside.
- Continue to hold workshops for parents/carers, looking to extend into second level.
- Develop feedback and self-evaluation through target setting with pupils.
- Continue self-evaluation using HGIOS4 as a whole staff.
- Extend capacity to support family learning. Further parental engagement in workshops held in school.

Priority 3: To improve Health & Wellbeing with a focus on resilience.

Progress (What has taken place?):

- Revised and refreshed the Vision, Values and Aims for the school community in liaison with staff, pupils and parents.
- All classes engaging with The Rights of the Child and Bronze level achieved. This will be maintained.
- Bounce Back resources are in place and are being used consistently across all classes in the school.
- Some classes in the upper stages are using 'emoji boxes' to describe how they are feeling in the morning – potentially roll out to have in all classes.
- SHANARRI has been introduced to children in a whole-school assembly. Shared visual octopus display to refer to in line with Vision, Values and Aims.

Impact (How has this impacted our school community?):

- Whole school Health approach (including Nursery) to supporting pupils develop increased resilience with Bounce Back and SHANARRI at its core.
- Increased awareness amongst pupils of the European Convention of Children's Rights.
- Children have some strategies to use to manage tricky situations. This is particularly crucial for transition to S1, but could be applied at all ages/stages.
- Teachers will use a Growth Mindset approach/language in their classes.

Next Steps (How do we move forward? – Improvement Plan):

- Set up a Nurture group to help pupils with emotional difficulties due to experiencing social and emotional issues. This has been identified as a need within our current cohort of pupils.
- Development of a 'Bloom Room' nurture space with a range of resources including sensory.
- Pet Therapy to be set up for some pupils identified as having this need.
- Roll out 'emoji boxes' in all classes to describe how pupils are feeling in the morning.
- Open chronologies for all staff to access/add to to ensure a clear picture of pupil wellbeing.
- Increased parental/carer engagement in their children's early development.

Capacity for improvement

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

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



How good is our leadership and approach to improvement?

| NIF Priority | NIF Driver |
|---|---|
| 1. Improvement in attainment, particularly in Literacy and Numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information |
| HGIOS4 Quality Indicator | |
| 1.3 Leadership of change | |
| <i>Developing a shared vision, values and aims relevant to the school and its community</i> | |
| <i>Strategic planning for continuous improvement</i> | |
| <i>Implementing improvement and change</i> | |
| Level of quality for core QI (HGIOS4 1-6 scale): 3 | |
| High-level analysis - Key strengths: | |
| <ul style="list-style-type: none"> • School improvement takes place in the context of the school's newly refreshed values, vision and aims for 2019 onwards. This has been created in collaboration with staff, parents and pupils. • Staff, pupils and parent views and ideas are sought when developing the School Improvement Plan, choosing appropriate approaches to effectively facilitate change. • All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners. • Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents, and through peer observations/Learning Walks. • Leadership roles are taken on by colleagues at all levels. One member of staff is undertaking practitioner enquiry with a specific focus on the impact of feedback on pupil learning – this supports cluster development priorities. | |
| Identified priorities for improvement: | |
| <ul style="list-style-type: none"> • Collegiate meetings to start with a review of SIP progress through open dialogue. This enables continual identification of strengths and areas of development. The information generated at these sessions can then be used to create a rationale for future improvements and track progress. • Explore further opportunities for practitioner enquiry and CLP – focus on Numeracy, Literacy and Visible Learning. • Learning conversations between staff and staff/pupils to have a greater focus on children recognising and utilising feedback. • New consistent marking, planning and feedback proforma to be created as a staff. • Classroom observations to be completed termly to ensure planning is being utilised and any identified interventions required is visible in the classroom. • Termly classroom observations in addition to peer observations. | |

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

| NIF Priority | NIF Driver |
|--|---|
| 1. Improvement in attainment, particularly in Literacy and Numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information |
| HGIOS4 Quality Indicator | |
| QI 2.3 Learning, teaching and assessment <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i> | |
| Level of quality for core QI (HGIOS4 1-6 scale): 3 | |
| High-level analysis - Key strengths: <ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements board and monthly newsletter. • Learners play an active role in the school and wider community and regularly take on positions of responsibility. • Learning intentions and success criteria are shared with pupils across the curriculum – some refinement is needed. • Teachers track children's achievement across all curricular areas, assessing whether children are making progress and provide appropriate support and challenge. However, the use of standardised data to support professional judgement and pupil next steps requires further development. • New reporting format implemented and shared with parents. • Forward planning demonstrates some reflection of Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks but requires further review and development. | |
| Identified priorities for improvement: <ul style="list-style-type: none"> • Development of a more robust understanding of the impact of feedback and use of assessment data. Planned attainment data tracker workshop in November - staff training and internal and external moderation. • Start to look at pupil profiling once attainment tracker is embedded. • Workshops to be developed to enhance opportunities for parents to engage at all stages from N-P7. • Head to termly moderate planning alongside a conversation about children's progress and next steps. • Development of pupils taking greater responsibility for their own learning and for teachers to provide opportunities for the application of skills across the curriculum and beyond. • Child-led and initiated opportunities, to follow their own interests and learn through discovery and enquiry, should be considered. Real life application of skills should be supported by adults asking open questions. • Continue to use staff strengths but also ensure all staff are trained in new areas to aid learning and teaching. • Continue to use Learning Intentions/Success Criteria and Feedback to be focus of staff development work through participation in Visible Learning Cluster initiative. • Continue to develop skills in data analysis and share findings collegiately. | |

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

| NIF Priority | NIF Driver |
|--|---|
| 1. Improvement in attainment, particularly in Literacy and Numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information |
| HGIOS4 Quality Indicator | |
| QI 3.1 Ensuring wellbeing, equality and inclusion | |
| <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> | |
| Level of quality for core QI (HGIOS4 1-6 scale): 4 | |
| High-level analysis - Key strengths: <ul style="list-style-type: none"> Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Bronze Level Rights Respecting School. The children have an understanding and awareness of equality and diversity through this. We are also a Green Flag Eco School. Child protection training completed yearly by all staff and updates as required. SHANARRI has been introduced to the children and whole-school display to refer to in progress. Bounce Back resources have been well-received and are embedded in the curriculum with evidence of children using these strategies to problem solve and self-regulate. This work will continue. Two members of staff trained in delivering Seasons for Growth bereavement and loss programme. Regular assemblies raising awareness and addressing issues surrounding bullying, including others, being safe, including E-Safety, and the general well-being of all children. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues. All staff are able to access information about how to support learners through communications from Pupil Support staff, through MAAPMs and in collaboration with parents. Analysis of collated data on attendance shows that children attend, participate and thrive in the school environment. At times of specific need, the school deploys other professionals to access support from other agencies e.g. Social Services, Educational Psychology. Each pupil is an individual with their own needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice (Eco and School councils), review meetings, MAAPM's, assemblies and pupil group interviews. | |
| Identified priorities for improvement: <ul style="list-style-type: none"> Introduction of Wellbeing webs completed termly by all children. Increased use of Wellbeing data – collected and analysed to highlight possible intervention. Allocation of PEF Funding to target interventions for those highlighted as having significant barriers to their learning including development of a 'Bloom Room' nurture space. | |

| NIF Priority | NIF Driver |
|--|---|
| 1. Improvement in attainment, particularly in Literacy and Numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information |
| HGIOS4 Quality Indicator | |
| QI 3.2 Raising attainment and achievement | |
| <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> | |
| Level of quality for core QI (HGIOS4 1-6 scale): 3 | |
| High-level Analysis - Key strengths: | |
| Sources of evidence: QA calendar Learning Walks Observations Pupil Voice Pupil Progress Meetings | |
| Key strengths: <ul style="list-style-type: none"> • A tracking system is in place, however, a more robust system is being developed with the use of the Excel Tracker. • Almost all pupils are attaining appropriate levels for their age and analysis of data shows that steady progress is being made in literacy and numeracy. • Standardised data and professional discussions are used to target interventions. This will continue this year through Pupil Progress meetings. • Support staff are effectively deployed to ensure equity for all learners. • Wider pupil achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter. • The outdoor environment is utilised to enhance pupils learning experiences. The school has built a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors. Further development of the playground is planned. • The school works within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans and ASL in place. • Across the school pupils are encouraged to take responsibility (House/Vice captain, RotaKids, Librarians, Eco/School Council, Play Leaders and Buddies) but there is room to further extend the range of leadership opportunities. | |
| Identified priorities for improvement: <ul style="list-style-type: none"> • To develop a robust format of recording plans and assessment, linking to Aberdeenshire and National Frameworks. • New moderation approaches and tracking to be implemented including termly planning, tracking and monitoring meetings as per QA calendar. • Real-life learning and problem solving opportunities to be provided, particularly in Numeracy Children exposed to regular outdoor learning opportunities such as 'Life Skills' time built into the curriculum. • Further extension of leadership opportunities for pupils including running lunchtime clubs. • Children profiling their learning. | |

Pupil Equity Funding Plan 2019-20

| | |
|----------------------------|---|
| Identified gap | <p>Some of last year's plan is being repeated to allow the improvements being made to continue.</p> <ul style="list-style-type: none"> • Listening and talking attainment data shows 12/68 children are requiring support in this area. A number of children require speech and language and many other children have poor communication and socialising skills. A few children in the school suffer from anxiety. • Develop approaches to Literacy & Numeracy which provide rich, innovative learning experiences enabling learners to be creative and problem solve • Pupils struggling to read fluently through lack of practice – development of Highland Literacy within the school. • Pupils with poor motor skill development which impacted on writing attainment. • Family learning opportunities – how can parents support at home? • Updated curriculum and resources for Numeracy to enhance real-life learning opportunities for pupils. |
| Expenditure | <ul style="list-style-type: none"> • Development and resourcing of a nurture space 'Bloom Room' • Increased PSA hours • Resourcing for Literacy (Reading) and updating Numeracy classroom and outdoor resources • Online subscriptions (evaluate BigMaths, Nessy, Clicker, EducationCity) • Professional learning opportunities for staff including cover cost |
| Allocation | <ul style="list-style-type: none"> • £6000 |
| Expected outcomes | <ul style="list-style-type: none"> • Increased fine and gross motor skills amongst pupils • Real-life opportunities for Literacy and Numeracy allowing pupils to work for a 'purpose' and in a relevant context • Rich, age appropriate texts for pupils through guided reading activities and strengthened curriculum – increase in vocabulary use and fluency when reading • Working with families to raise the profile of Numeracy and Literacy sharing the strategies and approaches used in the school to enable our whole learning community to work together to raise attainment and achievement. • Targeted intervention strategies to raise pupil confidence and attainment |
| Impact Measurements | <ul style="list-style-type: none"> • Pupils creating termly wellbeing webs – analysis and tracking of wellbeing data • A well-resourced Bloom Room nurture space where groups of pupils can be supported • Pupils with increased motor skill development both fine and gross • Pupils more readily engaging in written work • Increased pupil confidence in both the classroom and playground leading to increased participation • Most pupils demonstrating an improvement in presentation of work and motivation to succeed • Pupils now reading with greater fluency and confidence and some now electing to read for pleasure |

Key priorities for session 19-20

Priority 1 - *Integration of Visible Learning into the Curriculum*

Priority 2 - *Develop and strengthen the current tracking system and use of pupil data to inform next steps*

Priority 3 - *To strengthen Health and Wellbeing provision within the school*