From mountain to sea

Aberdeenshire
COUNCIL

Tarves Primary School

Standards & Quality Report
2019 - 2020
School Improvement Planning
2020-2021

Foreword

We are pleased to present both our *Standards and Quality Report for Session 2019– 2020* and our *School Improvement plan for the current session 2020 -2021*.

This report forms part of our quality improvement framework, providing important information regarding our progress to date and identifies our next steps in school improvement. Due to the Global Health Pandemic, we were not able to progress many of our priorities for last academic year. As a result, many of the objectives from the 2019-2020 plan shall be carried forward into 2020-2021 session and beyond to meet the ever-changing needs of our children in the current climate.

Self-Evaluation for Self-Improvement is at the heart of our practice in Tarves Primary School and Nursery. 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 and Nursery, 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

Head Teacher

Vision, Values and Aims for 2020-21 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 high quality education and be encouraged to do their best.

The use of the **PEF** will be targeted towards increasing the range of resources that support Nurtre 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 2019-20 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. 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.
- Cluster moderation of writing ensured all schools in the Meldrum cluster have a shared understanding about levelling writing against the benchmarks. This supports consistency across schools.
- Learning Intentions and Success Criteria. These are now embedded in lessons and discussed with pupils.
- Trialled mid-lesson learning stops in the upper stages with a view to improving feedback for pupils.
- One teacher completing 'Into Headship' with a focus on VL. Driving throughout the school.
- Each class has a visual LI and SC display for pupils to refer to when working.
- Numicon resources have been purchased and are being introduced from P1-P7.
- Nursery revamp completed with greater opportunities for all pupils to engage with Outdoor Learning.

Impact (How has this impacted our school community?):
- Children are able to talk about what they are learning and why.
- Feedback is more meaningful, relevant and can be acted upon at the time having a greater positive impact on T&L.
- 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.
- Consistency in levelling writing across the cluster.

Next Steps (How do we move forward? – Improvement Plan):
- Review short/long term target setting and pupil/teacher feedback.
- Continue to embed VL strategies in classroom practice – this will be an observation/peer observation focus as a whole school.
- Review homework procedures in light of VL approach.
- Further Cluster Collegiate time planned to moderate together (exploring virtual means).
- Look at Numeracy curriculum planning –strengthen by including further real-life and purposeful activities. Incorporate new Numicon resources into the planning format. NCCT and collegiate time will be used to do this.
- Take best practice from EY and use some 'Messy Maths' strategies and a play-based approach further up the school by taking learning outdoors.
- Development of the playground and creation of an outdoor classroom/learning space to enhance the curriculum and real-life opportunities
- 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 and work is ongoing during collegiate time to ensure consistency and links between and across all levels.
- Numicon has been purchased as well as updating our current stock of Numeracy resources.
- All staff have engaged with White Rose Hub Numeracy training.
- Numeracy and Literacy leaders have been appointed and are coordinating and driving curriculum development throughout the school.
- Staff are engaging in ongoing Professional Learning opportunities in Numeracy (Messy Maths) and Literacy.

- Links with other Cluster school staff to share T&L strategies, planning and resources (Methlick and Rothienorman Schools).
- Some assessment is embedded in children's learning and further data analysis work is being carried out as a staff.
- Discussion around whole school tracker and use of data to inform planning and next steps for pupils. Staff engaged with collegiate data tracking training from Kay McDonald.
- Ongoing pupil assessments are used by all staff to target learning and teaching.
- Workshops for parents. These are currently postponed due to COVID but exploring via digital means.

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.
- Updated resources make the curriculum more engaging for pupils.
- Development of outdoor classroom and playground space for T&L creates wider, real-life opportunities for learning
- 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 and observations to identify good practice to share.
- Health and Wellbeing data tracker to be included to support transition and early intervention.
- 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.
- Shared Cluster training around the use and implementation of Numicon.(Old Rayne and Methlick)
- Continue to hold workshops for parents/carers, looking to extend into second level. Exploring virtual means.
- Develop feedback and self-evaluation through target setting with pupils.
- Continue self-evaluation using HGIOS4 as a whole staff.
- Bring in a Pupil Learning Council with pupils to focus on HGIOS4.

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. This has now been rolled out to all classes and is working effectively to identify those children who need some extra support on a day-to-day basis.
- Use of SCARF resources to strengthen the H&W curriculum.
- Staff training to support H&W including updated Seasons for Growth information
- Development of PSA to run H&W sessions in the morning and at lunch time for pupils.
- Range of H&W resources have been purchased to support pupils.
- 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. Children are more aware and refer to this.
- Nurture space development is underway, but still to be completed.
- All staff now using Pastoral Notes on Seemis as a single collection point for pupil information. Clearer picture of the whole child.

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.
- In light of the current health crisis, our pupils have shown increased resilience.
- Attendance has improved for some of our vulnerable pupils.
- Children are more open and are discussing their feelings in light of the COVID pandemic. This has helped us to ease some anxiety and address misconceptions and worries.
- Cost of the School day toolkit has been used to analyse and identify gaps which need addressed to best support our families. Staff and parents/carers have been surveyed. This data will now be used to inform PEF spending as well as targeted intervention strategies.

Next Steps (How do we move forward? – Improvement Plan):
- 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. Will review how this will work in the current climate.
- Development of outdoor classroom and playground space for T&L creates wider, real-life opportunities for learning
- Diversify the reading materials available in our school Library
- Further training opportunities planned for PSA and teaching staff around H&W.
- Seasons for Growth trained staff to re-start delivering sessions within school, where appropriate.
- Increased parental/carer engagement in their children's early development.
- Extend capacity to support family learning working with ACCFT.

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.

getting it right for every child in Aberdeenshire

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	• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information

HGIOS4 Quality Indicator

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

HGIOS 4 – Challenge Questions

- *What range of data and information do we utilise to understand the social, economic and cultural context of the local community?*
- *How well do we use our vision, aims and values when making decisions about future improvement priorities?*
- *Does everyone in our school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?*
- *How effective are our approaches to planning for continuous improvement? How do we ensure a continued focus on improvements in outcomes for learners?*

Level of quality for core QI (HGIOS4 1-6 scale): 3

High-level analysis - Key strengths:

- School improvement takes place in the context of the school's newly refreshed values, vision and aims. 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 has completed practitioner enquiry with a specific focus on the impact of feedback on pupil learning – this supports cluster development priorities. They are now starting the 'Into Headship' course.
- The Head Teacher is completing a course in Coaching through GTCS.
- Staff have taken part in training around use of data to inform next steps for pupils, tracking and attainment, Numeracy outcomes via the White Rose Hub as well as sessions around supporting pupils and families with Health and Wellbeing, particularly in the current climate.
- The children are currently designing the new school values logo which will be displayed around school and in our documentation.

Identified priorities for improvement:
- We have identified that our Numeracy provision needs strengthening and development. Collegiate meetings have been set aside to review planning and resourcing in this area to improve opportunities for all our learners. Maths planners are currently being developed to ensure consistency across all levels within the school as well as creating the best curriculum possible for our children by hand-picking resources from a wide variety of sources including the newly purchased Numicon (through PEF funding) TeeJay and the White Rose Hub, to name a few.

- Collegiate discussion around improving the Numeracy curriculum 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 Health and Wellbeing.
- 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.
- As a staff, we have identified that we need to improve our ongoing self-evaluation for self-improvement as a whole school rather than as individuals. We have built collegiate time into the QA calendar for this to take place effectively throughout the year.

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	• 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 *Learning and engagement* *Quality of teaching* *Effective use of assessment* *Planning, tracking and monitoring*

HGIOS 4 – Challenge Questions
• *How well do we use our community and spaces to deliver high-quality outdoor learning?* • *How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?* • *How effectively do we involve learners and parents in planning and evaluating learning?*

Level of quality for core QI (HGIOS4 1-6 scale):   3

High-level analysis - Key strengths:

- 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, Google Classroom and monthly newsletter.
- Learners play an active role in the school and wider community and regularly take on positions of responsibility throughout the school, but particularly in the Upper stages.
- Staff leaders for Numeracy, Literacy and Health and Wellbeing are in place, linked to our improvement priorities. They are working to drive forward and develop the curriculum opportunities for our learners.
- We are currently re-writing our Teaching and Learning policy as a staff to reflect the positive changes made to the curriculum thus far. This ensures everyone has a view and understands fully.

- Numeracy planning format has been refined and now includes *what* is being assessed in addition to all planners being in the same format for consistency across all stages.
- Learning intentions and success criteria are shared with pupils across the curriculum. This is embedded throughout.
- 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. This has been well-received.
- Development of the Nurture space as well as the outdoor classroom and playground is well underway. We also have a trained PSA delivering daily mindfulness sessions to specific children who have an identified need.

Identified priorities for improvement:
- Development of a more robust understanding of the impact of feedback and use of assessment data. As a staff, we are working to develop a tracker specific to our children and their learning needs.
- Start to look at pupil profiling once attainment tracker is embedded including achievements outside of school.
- Development of Pupil Council/Pupil Voice throughout the school to include feedback on the curriculum and their learning.
- Workshops to be developed to enhance opportunities for parents to engage at all stages from N-P7. Consider online approach in current climate.
- 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. Take lead from Nursery staff who will deliver training.
- Development and use of outdoor classroom and improvement of playground space to enable high quality outdoor learning opportunities for all.
- Continue to use staff strengths but also ensure all staff are trained in new areas to aid learning and teaching. Look at available online CPL in current climate.
- 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 as a staff 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	• 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
Wellbeing *Fulfilment of statutory duties* *Inclusion and equality*

HGIOS 4 – Challenge Questions
• *How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?* • *To what extent does our school celebrate diversity?* • *How well do we ensure there is a culture and ethos of inclusion, participation and positive relationships across the whole learning community?*
Level of quality for core QI (HGIOS4 1-6 scale): **4**

High-level analysis - Key strengths:

- 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.
- We have revised and improved our behaviour management system and introduced a daily reward time which the children voted for. Children on 'Gold' receive a special Head teacher award at assembly. This has proven motivational for the children and behaviour has improved across the school.
- 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.
- Survey carried out with parents and carers and staff regarding the 'cost of the school day' toolkit – we have taken feedback on board and have implemented a wide range of suggested changes including expansion of our uniform swap scheme.
- 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.
- Development of the Nurture space as well as the outdoor classroom and playground is well underway. We also have a trained PSA delivering daily mindfulness sessions to specific children who have an identified need.

Identified priorities for improvement:
- 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	• 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

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

HGIOS 4 – Challenge Questions

- *How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?*
- *How well do we track and recognise achievements?*
- *What progress and achievement do children and young people gain from our outdoor learning experiences?*
- *How well are we removing barriers to learning and ensuring equity for all?*

Level of quality for core QI (HGIOS4 1-6 scale)**:   3**

High-level Analysis - Key strengths:

Sources of evidence:
QA calendar
Learning Walks
Moderation
Observations
Pupil Voice and Feedback
Pupil Work
Planning
Pupil Progress Meetings

Key strengths:
- A tracking system is in place, however, a more robust system is being developed with the use of an 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, particular strengths lie in reading attainment.
- 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 and PSA hours have been increased to deliver targeted support using PEF funding.
- Wider pupil achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter. Recording of this information needs to be improved with a more robust tracker.
- 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 and outdoor classroom is underway.
- The school works within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans and SfL in place (dyslexia support, autism support, regular readers, fine and gross motor skills development etc.)

- New literacy, numeracy and outdoor resources have been bought to improve practical, hands on learning opportunities.
- Across the school pupils are encouraged to take responsibility (House/Vice captains, RotaKids, Librarians, Eco/Pupil Council, Play Leaders and Buddies) but there is room to further extend the range of leadership opportunities.
- Attendance levels have significantly improved since last year, even in the current health situation, and continue to improve.
- Promoting and rewarding positive behaviour is the approach taken by all teachers and school staff. Staff are role models for the children.

Identified priorities for improvement:
- To develop a robust format of recording assessment, linking to Aberdeenshire and National Frameworks. Planning format has already been refined.
- 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.
- Whole staff development through the work of Paul Dix to further strengthen positive relationships.
- Further extension of leadership opportunities for pupils including running lunchtime clubs.
- Children profiling their learning.

Pupil Equity Funding Plan 2020-21

Identified gap	Some of last year's plan is being repeated to allow the improvements being made to continue. • Health and Wellbeing support and development is crucial this academic year and beyond. Nurture space is required and in progress. Opportunities and resources to strengthen the H&W curriculum for our pupils. • Develop approaches to Literacy & Numeracy which provide rich, innovative learning experiences enabling learners to be creative and problem solve • Pupils with poor motor skill development which impacted on writing attainment. Introduction of finger gym. • Family learning opportunities further up the school from P2-P7. • Updated curriculum and resources for Numeracy to enhance real-life learning opportunities for pupils. • Development and resourcing of the outdoor classroom and playground to extend outdoor learning opportunities
Expenditure	• Resourcing for Literacy in the lower school (Reading – decodable books) outdoor resources and updating Numeracy classroom including Numicon. • Working with AFCCT to bridge the learning gap with families when it is safe to do so. • Development and resourcing of a nurture space 'Bloom Room' • H&W resources (meditation/breathing) • Increased PSA hours • Professional learning opportunities for staff including cover cost
Allocation	• £5874
Expected outcomes	• Happy, resilient and confident children who want to come to school. • Real-life opportunities for Literacy and Numeracy allowing pupils to work for a 'purpose' and in a relevant context • Continued improvement in pupil attendance across the school, particularly our upper stages.

	• Rich, age appropriate texts for pupils through guided reading activities and strengthened curriculum – increase in vocabulary use and fluency when reading • Increased fine and gross motor skills amongst pupils • 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 including mindfulness, toe-by-toe/wordwasp and motor skills groups to raise pupil confidence and attainment
Impact Measurements	• Pupils creating termly wellbeing webs and proud clouds – analysis and tracking of wellbeing data by teaching staff. Allows for a well-supported handover. • A well-resourced Bloom Room nurture space where groups of pupils can access support materials for health and wellbeing. • Pupils with increased motor skill development both fine and gross – evident in PE activities and in their class work • 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 now electing to read for pleasure

Key priorities for session 20-21

Priority 1 – *Embed Visible Learning within the Curriculum with a particular focus on improving Numeracy provision*
Priority 2 - *Develop the current tracking system and use of pupil data to inform next steps*
Priority 3 - *To strengthen Health and Wellbeing provision within the school*