



From mountain to sea

Tarves Primary School

Standards & Quality Report 2020 - 2021

School Improvement Planning 2021-2022



Foreword

We are pleased to present both our *Standards and Quality Report for Session 2020–2021* and our *School Improvement plan for the current session 2021-2022*.

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 ongoing Covid-19 pandemic, we were not able to progress many of our priorities for last academic year. As a result, many of the objectives from the 2020-2021 plan shall be carried forward into 2021-2022 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.



Lara Conn

Head Teacher

Vision, Values and Aims for 2021-22 and beyond

Our Vision, Values and Aims 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 Nurture intervention strategies, including becoming a Forest School, and to further develop and strengthen the 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 2020-21 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.
- Numicon resources have been purchased and is now being used in all stages.
- Maths planning pathways have been completed for all levels and are fully resourced. Planning strengthened by including further real-life and purposeful activities, including outdoor learning opportunities. NCCT and collegiate time was used to do this.
- Assessment has improved in consistency through use of the pupil tracker and Highland Numeracy resources.
- Staff have worked together to improve resources and experiences in Numeracy for all children – White Rose Hub, Numicon and Maths Mastery training has all been completed.
- Development of the playground and creation of an outdoor classroom/learning space to enhance the curriculum and real-life opportunities is now complete. A play-based approach further up the school by taking learning outdoors has started and will continue to develop (Forest School). One member of staff has almost completed their Forest School training.
- All classes across the school are accessing Forest School sessions and Outdoor Learning activities every week, in all weathers.
- We have signed up to strengthen our H&W provision through the Blurt Foundation. We are also using BounceBack resources in addition to SCARF.
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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.
- Tracking and monitoring of data has been improved and is used to inform next steps.
- 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.
- Improvement in real-life opportunities for learning linked to DYW.
- Marked improvement in pupil engagement, particularly in maths.

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, although will not be a main focus.
- Review homework procedures and the Teaching and Learning Policy in light of a more practical learning approach.
- 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 planning pathways have been completed and are fully resourced.
- Numicon has been purchased as well as updating our current stock of Numeracy resources.
- Shared Cluster training around the use and implementation of Numicon. (Old Rayne and Methlick)
- All staff have engaged with White Rose Hub Numeracy training and new staff have signed up to complete before October.
- New 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 and Literacy.
- Links with other Cluster school staff to share T&L strategies, planning and resources (Methlick and Rothienorman Schools).
- Individual, streamlined pupil trackers have been created and are now used effectively to monitor children's progress throughout the year. This data is discussed at termly attainment meetings and intervention strategies are in place to support.
- Government funding has enabled us to employ an additional PSA for 14 hours to support activities to help narrow the attainment gap.
- Ongoing pupil assessments are used by all staff to target learning and teaching including PM benchmarking, Highland Literacy/Numeracy and White Rose Maths. This consistency in usage across classes and stages means that assessment judgements are more accurate and informed.

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 and progression.
- 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. A practical approach has proved
- 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):

- Improve our Literacy provision throughout the school, particularly in Reading and Writing.
- Workshops and information evenings for parents/carers.
- Increase the number and quality of reading books across the school, particularly in the lower stages.
- Termly observations to identify good practice to share. Peer observation for teachers to be introduced.
- Health and Wellbeing data tracker to be included to support transition and early intervention.
- Develop feedback and self-evaluation through target setting with pupils.
- Continue self-evaluation using HGIOS4 as a whole staff for self-evaluation for self-improvement activities.
- Incorporate HGIOS4 into Pupil Council role – pupil voice.
- Strengthen pupil groups and leadership opportunities within the school – Rights Respecting, Pupil Council, Eco Council and Primary 7 responsibilities.

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

Progress (What has taken place?):

- All classes engaging with The Rights of the Child and Bronze level achieved. This will be maintained and aiming for Silver status.
- Bounce Back resources are in place and are being used consistently across all classes in the school.
- Blurt Foundation resources are being used across the school in addition to BounceBack and SCARF.
- 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.
- Staff training to support H&W including updated Seasons for Growth
- Focus on Life Skills Development into the curriculum – links with DYW.
- Intervention group children have been identified and are accessing Life Skills support group every Tuesday afternoon.
- Range of H&W resources have been purchased to support pupils. There is more money to be invested in this and the development of the Bloom Room.
- Outdoor classroom and playground space developed and is used effectively.
- Outdoor learning resources have been purchased including den building and loose parts play for all ages and stages.
- Diversified the reading materials available in our school Library and will continue to do so next academic year led by Primary 7.
- Indoor nurture space (Bloom Room) development is underway, but still to be completed. (Covid)
- All staff now using Pastoral Notes on Seemis as a single collection point for pupil information. Clearer picture of the whole child.
- Parent volunteers working with Active Schools to run after school sports clubs for pupils (Netball, Tennis, Basketball).

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 and continue to do so.
- Attendance has improved significantly for some of our vulnerable pupils.
- Children are more open and are discussing their feelings in light of the Covid-19 pandemic. This has helped us to ease some anxiety and address misconceptions and worries.
- Through Forest School activities, development of life skills and risk taking. Increased independence and self-confidence in our pupils. Respect and love of the outdoors and their local area.
- Pre-Loved Uniform and other clothing has been set up within school and is being well used with parents/carers making appointments to collect.
- Money ringfenced by PTA (Hardship Fund) has been used to support families in need with educational matters.
- 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. (Was on hold due to Covid)
- 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/carers engagement in their children's early development.
- Extend capacity to support family learning working with Active Schools.
- Forest School development to continue.
- Wellbeing Tracker to be created and wider pupil achievements and engagement monitored. Interventions set up where necessary

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

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:

- 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.
- Peer observations will be implemented to support and share best practice.
- 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 have completed the 'Into Headship' course and are currently on secondment. One PSA is in the process of completing Forest School training. Our other PSAs are responsible for running Life Skills curriculum to support DYW.
- A new Literacy, Numeracy and Health and Wellbeing team are in place for this academic year.
- The Head Teacher has completed the Train the Trainer course in Coaching through GTCS and is a qualified coach now able to deliver sessions to other colleagues.
- 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.
- Our Numeracy provision has been strengthened and developed this year. Collegiate meetings were set aside to review planning and resourcing in this area to improve opportunities for all our learners. Maths planning pathways show 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.

- This will now be the focus of Literacy to pull everything into line. There will be a strong focus on improving Writing attainment, using Pie Corbett strategies, sharing high quality teaching and learning within school and across the Cluster.

Identified priorities for improvement:

- Explore further opportunities for practitioner enquiry and CLP – Literacy (Writing) 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.
- Policies and Homework reviewed in light of curriculum changes.
- Classroom observations to be completed termly to ensure planning is being utilised and any identified interventions required is visible in the classroom (inclusive of 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	<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>	
HGIOS 4 – Challenge Questions	
<ul style="list-style-type: none"> • <i>How well do we use our community and spaces to deliver high-quality outdoor learning?</i> • <i>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?</i> • <i>How effectively do we involve learners and parents in planning and evaluating learning?</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, 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. • Pupil groups for Rights Respecting, Eco Committee and Pupil Council to share the voice of their peers. • 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 <i>what</i> is being assessed in addition to all planners being in the same format for consistency across all stages. This will now be completed for Literacy with a focus on Writing. • 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 (including SNSA etc) to support professional judgement and pupil next steps requires further development. • Development of the Nurture space as well as the outdoor classroom and playground is underway. • PSA training to be Forest School leader is almost complete. All pupils in every class are accessing Outdoor Learning and Forest School every week. • The newly developed pupil assessment tracker has been used effectively and consistently. A wider range of data is now being collected and used to inform pupil next steps. 	

Identified priorities for improvement:

- Development of a more robust understanding of the impact of feedback and use of assessment data will continue. Collegiate planning and moderation time will be used to address this.
- 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 using HGIOS4.
- Workshops to be developed to enhance opportunities for parents to engage at all stages from N-P7.
- 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.
- 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.

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 <li style="background-color: #00b0f0; color: white;">• Assessment of children's progress • School Improvement <li style="background-color: #00b0f0; color: white;">• 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>	
HGIOS 4 – Challenge Questions	
<ul style="list-style-type: none"> • <i>How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</i> • <i>To what extent does our school celebrate diversity?</i> • <i>How well do we ensure there is a culture and ethos of inclusion, participation and positive relationships across the whole learning community?</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 and have an active Pupil Council. • Child protection training completed yearly by all staff and updates as required. • Positive behaviour management system in place. • SHANARRI at the heart of everything we do. The children are aware and we refer to this regularly. • 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 alongside SCARF and Blurt Foundation. • One member 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/clothing 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, ECS colleagues, through MAAPMs and in collaboration with parents. • Analysis of collated data on attendance shows that children attend, participate and thrive in the school environment. Attendance has improved for some of our most vulnerable pupils. • 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 indoor Nurture space is well underway.
- The playground has been improved through plants and markings for outdoor activities/class usage.
- Outdoor Classroom is complete and pupils are using this regularly.
- Application has been submitted for an enterprise project to have chickens, working with the local community.

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	<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>	
HGIOS 4 – Challenge Questions	
<ul style="list-style-type: none"> • <i>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</i> • <i>How well do we track and recognise achievements?</i> • <i>What progress and achievement do children and young people gain from our outdoor learning experiences?</i> • <i>How well are we removing barriers to learning and ensuring equity for all?</i> 	
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: <ul style="list-style-type: none"> • A more robust system is now in place with the use of an Excel Tracker. Each pupil has an individual assessment tracker. 	

- Learning Overviews have been created to enable parents to see what their children will be working on each term – parental engagement and involvement.
- Started to use Google Classroom as home/school tool – development underway for a more meaningful, project-based approach.
- How to Help at Home – Guides created and issued to parents/carers.
- 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 termly 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. Scottish Government funding this academic year has also enabled one further PSA position of 14 hours to help close the attainment gap.
- 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 Wellbeing tracker which is currently being developed.
- Pupil learning and wellbeing feedback questionnaires are being developed.
- 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 including Forest School and child-led learning for all ages.
- 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, daily literacy and numeracy support, fine and gross motor skills development, Life Skills curriculum, Forest School and Wellbeing support 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), Football Club led by P7s for the younger pupils, Rights Respecting Group. These will continue to be reviewed and developed.
- 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:

- In-school moderation approaches of pupil work and teacher data tracking to be implemented including termly planning and assessment, as per QA calendar.
- Development of the use of Google Classroom as a home/school learning tool.
- Review of homework and T&L policies in light of curriculum changes.
- Real-life learning and problem solving opportunities to be provided, particularly in Literacy with a focus on improving Writing.
- Whole staff development through the work of Paul Dix to further strengthen positive relationships.
- Further extension of leadership opportunities for pupils including running further lunchtime clubs.
- HGIOS4 input with the Pupil Council to be included in the next SQulP.
- Children profiling their learning.

Pupil Equity Funding Plan 2021-22

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"> • Health and Wellbeing support and development is crucial this academic year and beyond. Nurture space is required and in progress. • Develop approaches to Literacy which provide rich, innovative learning experiences. • PEF money will be used to purchase new, high-quality reading books for P1-P7 pupils using a range of resources to best fit the needs of our learners. Identified need in Reading and Writing. • Subscriptions to TigTag/Jr, Sumdog, Education City, Numicon Online, Oxford Owl in place for pupils to access at home and in school to improve Literacy and Numeracy. • Family learning opportunities throughout. • Updated curriculum and resources for Numeracy and Literacy to enhance real-life learning opportunities for pupils. • Development and resourcing of Forest School.
Expenditure	<ul style="list-style-type: none"> • Development and resourcing of a nurture space 'Bloom Room' including furniture • H&W resources, games and activities • Increased PSA hours • Professional learning opportunities for staff including cover cost and training
Allocation	<ul style="list-style-type: none"> • £5874
Expected outcomes	<ul style="list-style-type: none"> • 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. • Decodable phonic reads to support our young learners • Increased fine and gross motor skills amongst pupils • Life Skills as part of the curriculum to support DYW • 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 literacy and numeracy daily intervention, toe-by-toe/wordwasp, SfL, nurture, life skills and motor skills groups to raise pupil confidence and attainment
Impact Measurements	<ul style="list-style-type: none"> • Analysis and tracking of wellbeing data by teaching staff. Allows for a well-supported handover. • Analysis of Literacy data including SNSA. • Pupil and parent/carer positive feedback. • A well-resourced Bloom Room nurture space where groups of pupils can access support materials for health and wellbeing. • Pupils more readily engaging in written work and able to access all areas of the curriculum through reading. • 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 21-22

Priority 1 – *To strengthen Literacy provision within the school with a particular focus on Reading and Writing.*

Priority 2 - *To regularly use whole-school self-evaluation strategies to improve Teaching and Learning.*

Priority 3 - *To improve Health and Wellbeing provision within the school with the introduction of Forest School.*