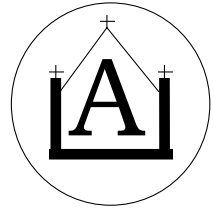


Aberdeenshire

COUNCIL

Education and Children's Services



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

School Forward

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 and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Auchterless School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?


Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Auchterless School we continue to be committed to working closely with our community where it is possible within the current Covid restrictions and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life, they are enabled and encouraged to maximize their potential, and we recognise that as individuals we have different needs and strengths that can enrich to our community.

We realise that within education things never stand still or stay the same, even without the extraordinary impact of Covid 19 on our communities and schools. We continue to strive to meet the changes and challenges, taking the best of what we have learned already yet being prepared to evolve and adapt to the new demands. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Head Teacher

The School and its context

Vision

We do our best to be the best we can

To provide a happy, safe, caring, achieving and inclusive place for all, and to motivate the pupils to grow into responsible citizens, successful learners, confident individuals and effective contributors to their communities.

Values that underpin our work

The positive and inclusive ethos in our school aims to develop young people with resilience, whose minds are inquiring and creative, who are learning to have respect, kindness, fairness, tolerance and compassion for others, and who will gain the confidence to play an active and responsible part in the wider community, both at school and in later life.

What do we aim to achieve for our children/pupils

We aim to 'Get it Right for Every Child' by working together and, with our partner providers, to deliver active, relevant and engaging learning. We aim to give the pupils the skills to learn, think, question and understand for themselves, so they can be confident, responsible contributors to their future.

Our Curriculum offers a broad range of educational opportunities and we try to link the learning to real-life experiences where practical and possible, using community links, so the pupils understand why they are learning what's in our curriculum. Children's ideas are valued; they have a voice through the Pupil Council, the Eco Committee and the JRSOs, offering improvements that have a positive impact on the whole community.

Context

Auchterless School is a rural school, situated south of Turriff in the Formartine District. It is non-denominational but has community links with the church, which is directly opposite the school, as the school supports the Auchterless Residents' Association Community Cuppa and the church has provided the venue for opening school performances to the community. It also has links with Auchterless Inverkeithny Fisherford Community Council AIFCC and with Auchterless Playgroup.

The school has a spacious feel, with three classrooms within one main building but on two distinct levels. In 2019-20, the P1 and the P2-4 classrooms were on the higher level, where there is now a dedicated easy access toilet near the P1/2 classroom. The third classroom for upper stages P5-7, is situated near the front door and Admin office. There is a school dining room where the pupils eat lunch transported from Fyvie

School. The school has a large, well equipped hall available for P.E., music, drama, assemblies, school performances prior to Covid restrictions.

The roll for 2019-20 started at 47 but dropped to 46; the classes were split P1 (we had 14 incoming P1s), then multi-composite for P2-4 and P5-7 in August 2019.

In August 2020, this is changed to P1/2, P2-4, P5-7 class. Our roll was 50 but dropped to 46 just after term 1 start. It is projected to rise to 48 by Jan2021.

Ms D Duncan Primary 1/2 - 13 pupils

Mrs. L. Drew & Miss LeQuesne Primaries 2, 3 & 4 - 15 pupil

Mrs. F. Evans & Mrs L. Ferguson Primaries 5, 6 & 7 - 18 pupils

From October to the end of the year our ASN support was affected by long term illness and the post was then unfilled till June but as of August 2020 Mrs Howard ASfL is supporting the pupils and advising HT, CTs and 3 PSAs (1 full time, 2 part-time).

Mrs Anderson (Admin) and Mrs Morrison (Admin support) work in the school office but support staff and parents wherever necessary.

Our school chaplain Rev Potts visited the school termly or more regularly if available up till Lockdown. Visits have been halted at the current time to comply with Covid risk restrictions.

The school has an active and busy Parent Council - their grant applications and fundraising hugely benefitted the pupils this past year and will continue to do so. We encourage involvement of parents and carers in the work of the school - they are normally invited to visit and attend events/workshops but once again these have been curtailed.

At Auchterless School we have worked hard to develop an outward-looking ethos while maintaining the benefits of personal relationships that a small school can offer. Pupils had the opportunity again to take part in Stay and Play, Streetdance, Jog Club and Yoga provided by Active Schools and run by staff or volunteers. They were also able to access activities in Turriff and many took up these opportunities. Most pupils were engaged in activities at some point during the terms when Active Schools were operational in 2019-20; currently they have supported 1 Stay and Play session in September in 2020 and the school works with Active Schools in other initiatives.

We have continued positive partnerships with the local community both in the immediate context of Auchterless and also with wider area. At times, the school links with other local schools to enable pupils to access opportunities, such as our participation in Siemens Rollercoaster Challenge and Scottish Opera; staff also share training and moderation events with cluster colleagues to ensure consistent approaches and preparation for transitions. We have established links with other schools out with our cluster group in our TSISS partnerships.

In 2019-20, we linked with the Auchterless Residents' Association through our involvement with the Community Cuppa, and by planting and maintaining several floral displays in the summer and winter; we opened events to the local community such as our Christmas celebrations, Christmas Fayre and Soup and Sweet Saturdays. We also worked collaboratively with the local community council on projects such as installing a defibrillator on the side of the school and by providing a re-cycling service for clothes and books. Currently under Covid restrictions little of this is happening if it involves face to face meeting, although where possible the pupils contribute to community events such as poppy stones laid for Remembrance Sunday at the local war memorial. Pupils continue support national charity events such as Children in Need, Red Nose day and Save the Children and RSPB Birdwatch. This past year the Pupil Council fund-raised for Go for Gold Childhood Cancer and Leukemia, and organised a Bikeathon for the whole school to tie in with their Bikeability programme, as well as other smaller charities.

We engage in local competitions such as Turriff Rotary Quiz, Turriff Christmas Lights song competition (we produced a winning number with Tinsel the Turra Cool!) Formartine Beginning to Blossom and Garioch Run to provide opportunities for pupils to represent the school and to gain confidence and achieve successes out with school. Again it is unlikely that these community links will happen in this current school year but the groundwork is there, to re-build these when it is safe to do so.

Analysis of SIMD data shows that no child at Auchterless School lives in an area of deprivation (deciles 1&2); all children are in decile 5 or above. However, there are other kinds of deprivation and we need to address these too - all children are entitled to the best education so that they can be the best that they can be.

The use of the PEF has been and will currently continue to be targeted towards increasing the range of resources for ASfL literacy texts, and health and wellbeing resources. In addition, funding has been directed to additional PSA hours to support those most vulnerable to the short and long term impact of the Lockdown and Covid 19 pandemic. Staff training is focused around the identified needs. The school has a clear commitment to equity; it values the learning, progress and achievement of all pupils, while striving for excellence.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>Find more opportunities for stakeholders' voices, especially pupils and parents</p>	<ul style="list-style-type: none"> • Established an effective pupil council with termly meetings, supported by parent - pupils involved in developing shared values and behaviour eg in canteen, and in the reward system • Established Seesaw as a channel for sharing pupils' learning and celebrating their achievement; increasing parental engagement at all stages • Continue to develop links with both Education colleagues and professionals outwith Education to support pupils. • Review of Visions and Values by pupils, staff and parents 	<ul style="list-style-type: none"> • Older pupils supported and modelled appropriate behaviour in various contexts eg Canteen with overall reduction in unwanted behaviours • Pupil Voice increased involvement in choosing, organising and promoting charitable activities and events. They reviewed the Charter and developed canteen behaviour posters. • Eco committee and JRSO less impactful due to challenges around timing of meetings and support for pupils. • Increased feedback to parents on pupils' learning. Parents more informed about classroom activities which allowed for discussions around learning to continue at home • Increased use of and support from community funding to enhance IT resources • Improved links with education partners to provide effective GIRFEC support for identified pupils • This was planned for Term 3 and did not happen due to Lockdown.

<p>Developing Literacy across the school</p>	<ul style="list-style-type: none"> • All CTs trained and using NAEL principles, programme and assessment • Whole school testing in NAEL spelling; use of PM Benchmarking to supplement class assessment/professional judgement • All staff engaged with school and cluster development and moderation, using progression frameworks and benchmarks • Inservice training undertaken relating to reading and writing strategies • TMR used to follow progress of identified pupils requiring support. 	<ul style="list-style-type: none"> • Collaborative working across classes to ensure consistency and clear progression for each child and this is tracked on whole school tracker • CT/ASN teachers use of benchmarks support professional judgement and determines next steps for learners • Collaborative and collegiate working with cluster colleagues to increase confidence in use of benchmarks and non-negotiables (only one session held so further work to be done) • All staff still developing familiarity and confidence in using the literacy benchmarks. • Resources to develop reading and writing skills introduced at Reflective reading and Story Kitchen in-service training; staff to trial and evaluate relevance to own practice and needs of pupils.
<p>Self-evaluation</p>	<ul style="list-style-type: none"> • Staff collegiate discussion around challenge questions in HGIOS4 • Whole staff review of QA calendar • Tracking educational progress using whole school tracker • Establishing TSISS partnerships • Use questionnaire/parent feedback more effectively to open up discussions around improvements to learning 	<ul style="list-style-type: none"> • Staff use HGIOS 4 Q1.3 to self evaluate. • HT working with TSISS schools - Tipperty and Udney Green to map out planned visits - these did not happen this year - will be rolled over to 2020-21 • Whole school tracker still to be extended beyond Literacy, Numeracy and HWB to include BGE and other details relating to pupil progress. • Whole staff review of QA calendar did not happen and will be rolled over to be included in 2020-21 IP • Used parental questionnaires for individual classes Term 1/2; questionnaires and extensive parental feedback using Seesaw app during Lockdown. • Need to develop parental engagement further in 2020-21 (this is not happening at present and has taken a backward step if Seesaw App is to be removed as now seems likely.)

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

All staff members and stakeholders have a shared understanding of the local community and its context.

This helps to shape the vision, values and aims at Auchterless School and also the aspirations for the school.

Most staff are involved in improvement planning & school development work. All staff members are involved in ongoing reflection and discussion of data, in the evaluation of progress and its impact on learners; most staff contribute to the review of the BGE 3-year rolling programme, identification of next steps for the school and future priorities.

Staff understand clearly the importance and value of self-evaluation and improvement planning; we have a sound understanding that for change and improvement to be meaningful and relevant to the context of the school within our community, it needs to focus on improvements in the outcomes for all and we are working on getting better at sharing that understanding with stakeholders.

Collegiate activities, linked with informal discussions in order to accommodate the views of part-time staff, worked effectively towards assessing progress to overtake the outcomes on the school's improvement plan that related to Learning and teaching, and provide a focus for regular reflection and discussion on progress made.

During Lockdown this was adapted to become regular virtual meetings involving all teaching and support staff to ensure all staff were fully informed, engaged in and aware of necessary changes to how we were delivering on-line learning.

Some different approaches are used to gather views and ideas in order to further improve the school. (Questionnaires, discussion, collegiate meetings, individual meetings which may involve staff, parents, and pupils)

Leadership roles are undertaken by almost all staff and some pupils, and leaders at all levels improved their ability to motivate and inspire others through their daily interactions; this also applied through the Lockdown period when all staff offered pupils and parents support through use of various platforms.

All staff have high expectations of learners and there is a clear drive for school improvement, while at the same time recognising the need to manage changes sustainably if they are also to prove positive. Tracking and moderation conversations between CTs and HT - formal and informal - give all staff regular opportunity to discuss improvements/next steps.

Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.

How do you know?

What evidence do you have of positive impact on learners?

Whole school Tracking is effective in monitoring progress and in identifying where individuals need targeted support to close the gaps.

Professional dialogue and regular discussion around classroom practice, relating to learning and teaching strategies, indicate class teachers are reflective practitioners, modifying and adapting their plans to better meet learners' needs.

Wall displays and achievements boards to celebrate learning in and out of classrooms.

Use of Seesaw has encouraged pupils to celebrate their achievements, be more aware of their learning and identify their next steps. This has been shared with parents more and this has allowed parents to be more supportive of what pupils are learning.

Feedback from pupils and parents and other stakeholders in the form of emails, questionnaires, parent consultations.

Feedback from and ongoing discussions with staff of impact on learners of their own CLPL following training and moderation, as evidenced in CLPL records and in GTCS PRD meetings.

Increased involvement of pupils in decision making in relation to school planning.

What are you going to do now?

What are your improvement priorities in this area?

Parents, pupil and staff will be better involved at reviewing engagement at all levels; develop simpler, more reader-friendly documents that allow all stakeholders to be engaged, in particular be involved in a review of vision and values.

Extend and improve the way stakeholders' views are gathered and are incorporated into future plans; improve our sharing of why and how we need to effect change in response to data, and how it brings about improved outcomes for all.

Self-evaluation and learning visits (virtually) to be developed further in school with neighbouring/TSISS school.

Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge; make more effective use of data gathered.

Make better, more regular use of the QA calendar to provide a realistic timetable.

Practitioners have regular planned opportunities to refresh their pedagogical practice, looking inwards, outwards and forwards.

Continue to build on improved ICT skills and confident use by practitioners in the class.

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

QI 2.3 Learning, teaching and assessment

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

The ethos of Auchterless School is usually positive and respectful of all so almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all.

The quality of teaching is good; staff continue to develop digital skills to enhance the learning and teaching in their class.

Staff engage in daily informal professional discussion, and moderate more formally at least once termly; they plan regularly and collegiately. All staff plan regularly, appropriately and collegiately, using assessment information in order to track progress and to meet their learners' needs. They use the Aberdeenshire frameworks and Education Scotland Benchmarks to plan appropriate pace and challenge in next steps.

Almost all learners are motivated and eager to engage in their learning.

Effective use by all teaching staff of opportunities and resources outwith to school enrich the learning by allowing pupils to make the links between their classroom learning and skills for life such as STEM activities offered by Siemens, the P2-4 Lighthouses project and use of Aberdeenshire Live Life Library kits, Scottish Opera outreach programme with Warriors.

Learning and teaching in classes is underpinned by the school's vision, values and aims; the everyday language used across the school links clearly to a rights respecting ethos, and diversity is seen by most pupils as enriching.

Many pupils contribute to the wider life of the school and its community. Their views are sought through the Pupil Voice, EcoCommittee and JRSO and acted upon, wherever practicable.

Digital technology is being used more effectively, and this was further improved during Lockdown as technical glitches were resolved. All 3 classrooms have Clevertouch boards and almost all staff are increasing their confidence with its use. Increased numbers of ipads in each classroom has also enhanced the learning opportunities, in particular the use of educational online resources such Nessy, Sumdog and other apps.

Staff engage in professional dialogue following classroom visits/observations and revisit AfL strategies such as questioning and problem-solving skills - staff are aware of Bloom's Taxonomy and use a wide range of open and challenging questioning.

Ongoing formative assessment is evident in all classes much of the time, and staff use prior training on positive feedback some of the time.

Aberdeenshire Frameworks/Benchmarks are referred to some of the time to support Assessment opportunities.

There are opportunities for some pupils to make choices in how and where they carry out their learning. Identified ASN pupils have some choices over when they carry out their learning.

Participation in Pupil Voice, JRSOs, Eco Schools as well as a range of citizenship focussed activities (eg Go Gold for Childhood Leukemia and Cancer) ensures that pupils are developing skills for life, learning and work.

How do you know?

What evidence do you have of positive impact on learners?

Some pupils' engagement with success criteria is evident in writing or on wall displays.

Most pupils can speak about what they are learning and have learned.

Evidence of robust, regular assessment and tracking of progress that feeds into reporting and the moderation cycle.

SNSAs - limited to P7 and P4 this year due to Lockdown - used to support professional judgement.

Records such as IEP reviews, MAAP minutes, PLPs and individualised timetables, showing assessment information

Reports, twice annually to parents and stakeholders, and parental feedback both written and verbal.

Effective interventions, in particular at targeted levels, to have a positive impact on children's learning (differentiation, approaches, resources)

The majority of pupils are becoming more resilient learners by using concepts such as the Learning pit and the power of ...Yet , as evident in their comments on Seesaw.

Support staff timetables and allocation of resources clearly target identified needs.

What are you going to do now?

What are your improvement priorities in this area?

Further develop sharing the purposes of learning with pupils and parents.

Further develop our moderation practices both in school and with schools within the cluster, in order to further develop a shared understanding of standards.

Develop a more positive and consistent approach to feedback to both pupils and parents.

Continue to develop pupil confidence in discussing their learning/identification of next steps.

Staff to continue use of the Aberdeenshire Frameworks/Benchmarks to increase their confidence by working collegiately and with cluster colleagues.

Improve staff capacity to be flexible and to use a range of approaches, to meet the needs of all learners, including increasing pupil participation in decisions about where and how they carry out their learning eg greater use made of outdoor learning.

Partnerships with stakeholders and parents to ensure appropriate depth, pace and challenge (use of local community skills) - this point will depend on duration and nature of the Covid 19 restrictions.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 5

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Staff at Auchterless School have a very good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are understood procedures in place to identify and support pupils with needs.

Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing.

Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

Most pupils feel they are treated fairly and with respect and we place importance on fostering positive, open and supportive working relationships based on trust.

Where staff identify learners who require support all CTs respond quickly to identify and access available resources to support, such as referral to SLT/EPs/CAMHS; where that support may not have been available using the usual channels, due to staff shortages or latterly due to Lockdown, all staff worked hard on online platforms to minimise the impact on the learning and development of the pupils.

The principles of GIRFEC are embedded in the school ethos and all staff completed annual update of Child Protection training and GIRFEC principles, ensuring a clear protocol is in place in order to meet individual needs.

Staff actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.

The school's HWB programme - broadly following the cluster-agreed Bounceback programme - promotes an inclusive ethos and our understanding of the need for healthy mind as well as healthy body.

The Aberdeenshire Dyslexia friendly toolkit is available to support pupils in every class and new staff are provided with training opportunities relating to the tool kit.

Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for those with identified needs.

IEPS and PLPs are in place for pupils who have been identified as requiring close action-planning - pupils if age-appropriate, parents, class teacher, SFL teacher, other professionals eg SLT/SW if

appropriate, and HT being involved in the process. In addition, staged intervention groups are used to boost skills.

All staff acknowledge importance of early intervention, with PSA time being weighted accordingly. Planning is differentiated to meet individual needs. ASfL and PSA time is targeted appropriately and links to the Schools ASN Audit.

Most parents feel well-informed about pupil progress through the use of various reporting contexts approaches, in line with our planned reporting calendar; they feel informed about events in school, and most parents are happy with the accessibility of teachers and the HT. Most parents felt that the support they were given with the learning and development of their pupils during Lockdown was very good.

How do you know?

What evidence do you have of positive impact on learners?

ASN audit of need is reviewed twice a year within the cluster, and regular tracking discussions with staff.

Progress in achievements during reviews of IEP, PLPs and MAAP action plans

Pupils' achievement wall in school

Newsletters and parent communications

Home-school book reward system

Feedback in emails, questionnaires and on Seesaw from parents.

Feedback from councillors at meetings and in emails

Feedback from partner providers eg SLT and EPS

Records of meetings with Partner providers.

What are you going to do now?

What are your improvement priorities in this area?

Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.

Continue to nurture an ethos where all stakeholders feel listened to and their matters and concerns are listened to and addressed with sensitivity.

Staff to continue to model behaviour that promotes and supports wellbeing.

Continue to build capacity as a team, to best meet the needs of pupils with increased levels of need.

Embed use of SEEMIS Pastoral Notes to ensure that relevant information is shared while respecting pupils and families privacy.

To develop greater use of our outdoor space to promote positive relationships both in learning outdoors and at playtimes.

Continue to target use of PEF appropriately in order to ensure pupil need is met.

QI 3.2 Raising attainment and achievement

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

**Level of quality for core QI: 4/5
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities, balanced alongside careful HWB monitoring. Use of tracking and monitoring system of attainment highlights that the majority of children at Auchterless School attain or exceed expected levels for literacy and numeracy, in spite of a high level of need and significantly adapted curriculums for a few pupils. Attainment data is discussed and analysed at tracking/planning discussions throughout the year with HT and CTs.

Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements; discussions are used to identify individuals requiring targeted support from all staff to remove barriers, including poverty, and ensure equity for all. Expertise is sought from ASN, EPS and partner agencies such as SLT, CAMHS, OT, to select appropriate interventions.

Attainment is compared against local and national averages at Cluster reviews, and shows good progress made in Reading and Numeracy (using Number Talks and Maths Mastery approaches).

Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.

Pupil participation in their wider community is successful through partnership with a variety of different links including Community Cuppa, Formartine Beginning to Bloom, Siemens, Scottish Opera, Turriff Lights, Christmas church performance.

Wider achievement is celebrated and shared within individual classes and at whole school assemblies or on the Achievements board, and in classes with the Weekend news slot.

All staff encourage all pupils at all stages to see links between what their learning and life skills.

Good collaborative working with stage partners to ensure effective transitions, involving EPS/CLD where necessary.

How do you know?

What evidence do you have of positive impact on learners?

As per QA calendar

Use of TMR system throughout the year to identify needs arising and being resolved

Analysis of SNSA assessment in conjunction with professional judgement

Feedback from Cluster Attainment review and Dashboard

Verbal and written feedback from parents on individual pupils progress at parent /EPS consultations.

Verbal feedback from community relating to litter pick-ups, floral display maintained by pupils, baking for Community cuppa, open performances such as Service of Remembrance, Christmas performance

Formartine Beginning to Blossom Gold Award and Judges Award for embedded outdoor learning.

Feedback from Charities that we have fundraised for.

What are you going to do now?

What are your improvement priorities in this area?

Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying school and individual improvement priorities.

assessment data to inform planning, increase attainment in writing, and continue to increase Mastery of maths using Numicon.

Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements.

Continue to develop self-evaluation opportunities across the school, cluster and between schools in our TSISS partnership working, to ensure greater confidence and consistency in professional evaluations.

Develop use the CfE Benchmark app as this was not achieved in the previous session.

PEF 2020-2021

Identified gap	High number of pupils with HWB issues in all three classes. Most common factors contributing to low attainment are related to poverty or lack of nurture in home environment that create barriers to learning - LAC, adoption, bereavement, parent mental health.		
Expenditure	Total funding £5874		
	Details, inc Supplier Name	FTE / HRS	Cost 2020-21
Teaching staff			
Support staff	PSA from local cluster 1 additional hour current PSA	5 hrs x 40 weeks @approx £10.03per hr * till 25.6.2021	£2400
Supported study			
Transport			
Lets			
Resources	Set of Numicon – Browns Books Set Barrington Stoke readers - Browns Books Literacy resources to supplement existing resources - Browns Books		£1500 £1000
Other (add details)	ASN resources for HWB eg Nurture resources, Lava lamp, bubble lamp, talking buttons Smart Chutesx3 Scissor blockx2 Monster keyboard x2@ £25 Talking clouds 3x Pack of 3 Touch and talk recordable board ASPECT apps		£742 £51 £44 £50 £57 £30
Total			£5874
Expected outcomes	<p>Additional 10 PSA hours for support for ASN pupils in P1/2 class and where possible to timetable support 5 P3-7pupils who have ASN Level 2/3 with SEB challenges, and health issues. Expected outcome calmer atmosphere in school and more focussed learning because pupils are more resilient and more able to identify and overcome individual challenges.</p> <p>Appropriately challenging resources for 15 identified pupils in P1-7 for Literacy using RWInc/ Magic Belt/Dandelion Launchers – 3 pupils targeted for daily support. Raised attainment in reading, especially for those not meeting expected milestones/levels.</p>		

	<p>Numeracy - P5x2 and P4x1 to complete Plus One /Power of 2 – outcome – improved automaticity and confidence in use of maths recall. All interventions agreed with ASN teacher.</p> <p>Deployment of ASN resources to support HWB and Literacy, especially with P1 and P2 pupils on Extended Early Years Curriculum, and with ASN teacher’s advice.</p> <p>Numicon resources to support development of practical numerical thinking across the school but for specific use with identified pupils in P1, P4 and P5.</p>
<p>Impact Measurements</p>	<p>Improved confidence, concentration and resilience in all those with barriers to learning – significant improvement in behaviour and ready to learn. Pupils can learn because they are in a calmer state and self-regulating.</p> <p>Raised attainment in Literacy – knowledge and application of phonics in learning to read – 3x P1/2 pupils identified, reflected in summative tests and NAEL assessments; also P3-7 pupils to raise achievement in comprehension and writing through use of additional reading programmes with guided oral questioning to develop critical literacy skills. Progress monitored eg SNSAs, weekly tests and termly assessments, and tracked.</p> <p>Raised attainment in Numeracy - improved recall of basic number bonds and simple table facts across the age ranges, to achieve some automaticity of common number facts, so that these can be used in real life problem-solving.</p> <p>Increase confidence and enjoyment in Maths with 3x P5 pupils especially.</p>

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.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : To improve</p> <p>The wellbeing and resilience of all pupils, to ensure they are ready to learn following Lockdown and the Recovery phases</p>	<p>Data/evidence informing priority: Feedback from pupils and parents after Lockdown, questionnaires, Class observation and discussion with Pupil Voice.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Ensure all staff have engaged with wellbeing CLPL to equip them to identify and support pupils' mental wellbeing, and to develop their resilience. All staff aware of and working with cluster/school staff trained to deliver Emotion Works programme. All CTs and Admin staff to use Seemis Pastoral notes to ensure identified pupils are monitored and supported as necessary. All staff aware of GIRFEC principles and Recovery plan (See attached) and focus in early part of the year on Mental wellbeing for all All staff to assess current levels, track and monitor early progress and regularly review progress with HT/ASN CTs to engage pupils in plans for Term 3 and 4, next steps for learning to ensure pupils have some ownership, personalisation and choice HT to access support from Partner providers where necessary for identified pupils 	<p>All staff to assess pupils and identify pupils with changed/raised level of need; discussions with CT and ASN - HT lead in this</p>	<p>Assessment data collated, reviewed and tracked. Aug-Nov Ongoing individual needs monitored in line with QA calendar CT and HT/ASN discussions – plans drawn up and actioned Nov-May</p>	<p>Assessment data and professional judgement to be discussed and moderated across the school. Inservice moderation discussions. Class observation by HT</p> <p>Tracking and monitoring record</p> <p>Pupil plans and evidence from staff plans of pupils' involvement</p>	

Action plan 2

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 2 : To improve pupils' participation in their learning by understanding the purpose, relevance to them and to develop a sense of ownership and responsibility</p>		<p>SNSAs, assessment undertaken in class, Seesaw /Google classroom feedback</p>		
<p>Key actions</p> <ul style="list-style-type: none"> Staff undertake robust, thorough class assessment – formative and summative – to gauge pupils' current achievement, and provide them with meaningful feedback Staff plan with them the next steps in their learning Engage all CTs in discussion around feedback and questioning, to ensure they can help pupils to know where they are in their learning and can talk about it in a more meaningful way. Ensure pupils are involved in setting the success criteria and know what a 'good' one looks like All staff to find alternative ways to help pupils evaluate their learning, rather than just record it. Staff to develop positive feedback strategies Revisit and review LTA policy to engage staff and pupils more directly and to ensure it includes pupils involvement such as peer marking, learning partners, peer and self assessment, feedback <p>Staff now to explore alternatives to Seesaw</p>	<p>By whom</p> <p>All CTs and HT</p> <p>CT to engage pupils</p> <p>HT to provide CLPL opportunities in collegiate meetings</p>	<p>When?</p> <p>Assessment data collated by Nov. Moderated and CT/HT discussion in Dec.</p> <p>Planning for Term 3 undertaken and in place for Jan 2021</p>	<p>How will we evaluate impact? (Measurements of success)</p> <p>Assessment data available in TMR</p> <p>Interim reports in Oct/Nov 2020</p> <p>Evidence in pupils' feedback and self-evaluation comments</p> <p>Photos/videos/notes/ IEP/PLP - discussions around next steps for pupils both for and with them</p> <p>Term Plans</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To improve self-evaluation at all levels across the school</p>		<p>Data/evidence informing priority:</p> <p>Lack of data, verbal feedback/hearsay only</p>		
<p>Key actions</p> <ul style="list-style-type: none"> Review current practice and identify clear and manageable opportunities for pupils to take on leadership roles in class, and out with, throughout the school year eg in planning next steps/target for the term; invite feedback from Pupil Voice/Eco Committee. Seek pupil feedback both orally and written Identify opportunities for staff to take on leadership roles – devolved responsibilities Upskill staff and pupils in the language of self evaluation, using TSISS resources in collegiate meetings Seek views and opinions of stakeholders eg use questionnaires to provide evidence of evaluation that can inform discussions. Develop links with Cluster TSISS schools (Udny Green, Tippetty and Fisherford) Continue to develop partnership working with professionals in and out of Education 	<p>By whom</p> <p>Staff and HT and pupils</p> <p>CT and HT</p> <p>HT, ASPC, SW/NHS/ EP/ASN/IPT</p> <p>HT and other HTs</p>	<p>When?</p> <p>Ongoing</p> <p>Nov/Dec Ongoing</p> <p>Feb inservice</p> <p>Dec/Jan</p> <p>Ongoing</p>	<p>How will we evaluate impact? (Measurements of success)</p> <p>Cluster meetings Feedback – emails/notes from meetings</p> <p>All staff pupils and stakeholders are aware of are participating where relevant in decision making collaboratively and collectively</p> <p>Staff and pupils feel more confident in use of evaluative language.</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

Wider Achievements, Community Links and lasting Memories

Successful Learners, Effective Contributors, Responsible Citizens, Confident Individuals

Science and Technology –

P2-4 Little Lighthouses project in Term 1 although technical equipment did not arrive till project was almost finished!

P5-7 Rollercoaster project supported by Siemens – halted due to illness of project leader but pupils did present a video-ed version on Seesaw

P1 have followed a minibeast project which has allowed for plenty outdoor learning opportunities.

K-next Generations Workshops for all classes jointly with Fisherford and Easterfield – Land & Sea (KAPLA), Magnificent Minibeasts and Bridges.

SDS Driving test – joint P5-7 workshop with Fisherford School on programming robot cars

Expressive Arts –

Art linked to Topic work e.g. Poppies made for **Poppies Assembly** on November 11th, which was organised and presented by **our very own ex-service personnel, Mrs Wallis**.

A P5-7 group won the **Turriff Lights Song competition** with their rendition of Tinsel the Turra Coo and performed for North Sound.

Whole school involvement in the **Christmas play, ‘Hey Ewe!’**, performed in Auchterless Church with pupils in P2-4 taking on the major roles supported by P5-7 singing. Once again, the Christmas Concert was linked to Auchterless Tree lights switch on, and this was a whole community event.

Parents joined us for a **Burns assembly** as pupils performed poems and songs.

P5-7 were engaged in preparation for **Scottish Opera performance of Warriors** in term 3 and did not have the chance to perform.

We accessed Drum Fun online resources which were posted on Google Classroom.

Physical Health and fitness –

Bikeability Level 2 award achieved all P5-7; Swimming for P5-7 provided by Active Schools in term 3 (and we just managed to fit all sessions in!)

Significant uptake at clubs at school and in Turriff after-school clubs – Street Dance, Jog Club, Stay and Play, Yoga.

Playground equipment bought totally nearly £12000, thanks to the ASPC

Whole school wellbeing – walk and talk, Wake and Shake, Fitness – on all days except Wednesday. We entered Run Garioch with increased participants again but cancelled for obvious reasons!

Other events –

Go Gold Sponsored Bike ride for 1 hour – raised £809 for Go Gold for Childhood Cancer, WaterAid, Fancy dress party, Panto (parents too), Christmas Fayre, Christmas Performance and Lights switch on, Festive Jumper day, Polar Bear drive.

Outdoor Learning – Formartine Beginning to Blossom Gold Award and Judges award for the third time since we entered.

Community links

- Link up with Playgroup – transition meetings
- Links with local schools –TSSIS (school trios to develop effective self-evaluation with Tipperty and Udney Green) ; joined Rollercoaster project other small schools. Scottish Opera would have allowed for link up with Fyvie. Dual headship with Fisherford allowed for joint workshops twice and a joint Xmas service in Auchterless church.
- Involvement with ARA, Auchterless Playgroup, and AIFCC – **Defibrillators installed** thanks to ASPC
- AFCCT – providing input - Better Playground play; latterly, online PE @ Pittodrie
- Local Community Cuppa baking for November and February; Christmas Fayre open to community. Formartine Beginning to Blossom bulbs and plants in usual places around the village
- Rev Potts regular visits to school for assemblies; school contributions to Church mag; joint Christmas service and use of church for performances.
- Parents and some pupils were involved in decorating the church pews for Christmas services.
- Rotary Quiz Team did well and Turriff Xmas Lights song competition - Turra Coo 'Tinsel' performance in Turriff - Joint winners with £100 shared between the writers and extra money used for Crackers for Christmas lunch!
- P5-7 attended the **Thainstone Spring Show** with Fisherford pupils.
- **Environmental matters - Recycling** - Ragbag; litter picks as part of Golden Time! 5 kilos on one occasion! Bike shelter and wooden flower tubs recycled from Marketplace School
- Pupil Voice – developed Auchterless Children's Charter with help from Mrs Neish, and also canteen rules which have been displayed in the canteen... Since January, PV has taken charge of the 'This week' noticeboard.

Charities

- Go Gold - £809.00
- Children in Need - £56.36
- Christmas Jumper Day - £79.49
- WaterAid - £256.00