 

Education and Children’s Services

**Auchterless School**

**Standards & Quality Report**

**2020-21**

**&**

**School Improvement Planning**

**2021 – 2022**

# School Forward

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 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 and gather data;

**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 our community.

We realise that within education things never stand still or stay the same, and that is even more relevant now with 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 successes in the past year and, as the school starts a fresh chapter with a new headteacher, you can recognise those areas needing recovery and those 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 successful learners, confident individuals, responsible citizens 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 range of educational opportunities; so the pupils understand why they are learning what’s in our curriculum, we try to link the learning to real-life experiences where practical and using community links where possible, though this aspect of learning has been hugely impacted by the Covid19 restrictions and we have had to use online and digital resources. Children’s ideas are valued, and while their voice through the Pupil Council, the Eco Committee and the JRSOs have been significantly quieter as whole school meetings have been limited because of the need for ‘bubbles’, CTs have offered pupils opportunities to contribute to their learning and to their wider experiences. It is our aim and hope that as the communities re-open, we can re-establish the many community links with local and national players.

**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; until Covid 19, the school supported the Auchterless Residents’ Association Community Cuppa and the church has provided the venue for opening school performances to the community. It is hoped that once restrictions lift, these links and those with Auchterless Inverkeithny Fisherford Community Council AIFCC can be re-established. Links with Auchterless Playgroup have been maintained through email and other digital platforms.

The school has a spacious feel, with three classrooms within one main building but on two distinct levels. In 2020-1, the P1/2 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 and school performances prior to Covid restrictions.

The roll for 2020-21 started at 46 but rose to 49; the composite classes were split P1/2 then multi-composite for P2-4 and P5-7 in August 2020.

Mrs Duncan Primary 1,2 – 15 pupils

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

Mrs Evans & Mrs Ferguson Primaries 5, 6 & 7 – 19 pupils

We have had a year of ASN support from Dr Howard which has made a huge difference to the support for pupils and staff alike and it is hoped that Dr Howard will continue to support the pupils and advising HT, CTs and 3 PSAs (3 part-time).

In August 2021, the classes are likely to be split P1-3, P3-4, P5-7. Our roll is projected to be 52 but could rise further to 55 after term 1 start.

Class teachers will be:

Mrs Webster P1-3

Mrs. Drew & Miss LeQuesne P3-4

Mrs Ferguson, Miss LeQuesne and Mrs Roche P5-7

In 2020-21, we also had the benefit of a PE specialist, Mrs Cruickshank, for half a day, but this was converted to a whole day every fortnight to comply with Covid restrictions, and this looks set to continue for at least part of the coming year.

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

Our school chaplain Rev Potts has been unable to visit the school due 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 severely 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. Some pupils had a brief opportunity to take part in Stay and Play in September/October before Lockdown 2, and Jog Club for P5-7, and also for P3/4s started up again in May 2021 because school staff volunteered, supported by Active Schools. Pupils were also able to access activities in Turriff and some took up these opportunities. Most pupils above P3 were engaged in activities at some point during the terms when Active Schools were operational in 2020-1.

The positive partnerships with the local community both in the immediate context of Auchterless and also with wider area have had to be on hold but it is hoped these can be re-established as restrictions roll back. Similarly, the school’s links with other local schools, to enable pupils to access opportunities, although this has happened virtually in a very limited way and without a great deal of success due to breaks in connectivity; staff have shared socially distanced training with cluster colleagues but training has largely been virtual. Online meetings have been used to ensure consistent approaches and preparation for transitions. We have established links with other schools out with our cluster group in our TSISS partnerships, and 2 online meetings were held in Term 2 but Lockdown 2 interfered with the progress.

In previous years, we have linked with the Auchterless Residents’ Association through the Community Cuppa; by maintaining several floral displays in the summer and winter; events were open 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 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 contributed to community events such as poppy stones laid for Remembrance Sunday at the local war memorial; pupils have also written letters to the residents of Badenscoth Nursing home.

Pupils have continued to support national charity events such as Children in Need, Red Nose day and Save the Children and RSPB Birdwatch. Pupils did organise a fundraising event at Christmas in aid of Turriff Foodbank, which raised £80.

We would normally engage in local competitions such as Turriff Rotary Quiz, Turriff Christmas Lights, 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 – none of these have taken place but the groundwork is there, to re-build 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.

In 2020-21, the use of the PEF has been targeted towards increasing the range of resources for ASfL literacy texts, and health and wellbeing resources. Also a significant proportion of PEF 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.

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| **Key priority 2020-2021** | **Key actions undertaken** | **Impact (achieved throughout 2020-21)** |
| **The wellbeing and resilience of all pupils, to ensure they are ready to learn following Lockdown and the Recovery phases** | * All teaching staff 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 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 reminded and refreshed of GIRFEC principles * Recovery plan shared with all staff * School focus 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 | * Assessment data and professional judgement to be discussed and moderated across the school. Inservice moderation discussions. Ongoing through Terms 1 and 2, and assessment again to establish progress during Lockdown 2. * Roll out across school (and cluster) of Emotion Works programme to support pupils in identifying own emotions and therefore allow for some self-regulation. * CT and HT to identify pupils requiring support, discuss with parent/carer and with ASfL teacher or other professionals what provision required. Hub provision for 4 vulnerable pupils and 5 ‘key worker’ over Lockdown 2. * Recording of relevant wellbeing issues in Seemis * Tracking and monitoring record * Pupil plans and evidence from staff plans of pupils’ involvement in planning BGE learning; evident in online provision on Google Classroom during Lockdown * Support accessed from SW, GCBN, CRO, SLT as well as ASfL and IP staff |
| **To improve pupils’ participation in their learning by understanding the purpose, relevance to them and to develop a sense of ownership and responsibility** | * 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 | * Assessment data available in TMR * Interim reports in Oct/Nov 2020, discussed with pupils * More evidence of pupils’ feedback and identifying their own next steps; a few are but most are recording rather evaluating their own progress effectively. * Photos/videos/notes/ on Seesaw and Google classroom need explanation of LI and SC, so outcome can be assessed again clear criteria. * IEP/PLP - discussions around next steps for ASN pupils both for and with them and parent/carers. * Staff revisited feedback and how it fits into the moderation cycle in November inservice but further work needed to revisit AiFL and purposeful feedback strategies. * Staff actively relating LI to wider world contexts as links in community not available by use of videos/pictures where identified skills are required * LTA policy not reviewed, although this was started during November inservice; however, learners’ own feedback such as shoulder partners, peer marking and feedback as group or pairs has been used in classes and also developing this online in the chat facility of Google Classroom. * Staff, pupils and parents devastated by loss of Seesaw app but hoping to re-instate this as an effective way to share the pupils’ learning. |
| **Priority 3 : To improve self-evaluation at all levels across the school** | * 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, Tipperty and Fisherford) * Continue to develop partnership working with professionals in and out of Education | * Whole staff meetings have been very challenging to organise – all teaching staff part-time, and Covid restrictions have made this difficult. Connectivity an issue when trying to hold meetings virtually. A few whole staff meetings have been held but largely informal meetings. * Verbal and written feedback from pupils has been gathered and discussed with them. * Staff have taken on leaderships roles, with student and probationer mentoring, development of 1+2 Languages, development of numeracy strategies in the school * Staff and pupils will need further upskilling in language of self-evaluation as this has not progressed effectively – not enough opportunities for whole school discussion around this. * 2 TSISS meetings were held in Term 2 virtually but were not very effective in that connectivity was intermittent and all HTs were preoccupied with ongoing and updated guidance and Risk Assessments * All staff, pupils and stakeholders are aware of, or are participating where relevant in decision-making collaboratively and collectively but this has been challenging this year because the staff have been operating in their own ‘bubbles’. The collegiate activities have been reduced too so staff often just collaborating with stage partners. |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: 4 - good**  **(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 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, but these have been harder to achieve due to restrictions and Lockdown, and there needs to be more regular reflection and discussion on progress made. (In Lockdown 2 this was harder to achieve at all times as PSAs were also supporting the hub and teachers were engaged fully in online learning and teaching as there was a greater uptake and parents were more fully engaged.)  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 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. Leadership roles by pupils have been significantly curtailed because of bubble restrictions so these have only been within the context of a class. This was a disadvantage for P7 pupils in particular who would normally have had several roles eg buddying, leading Pupil Voice, Eco-Committee and JRSO.  All staff have high expectations of learners and while recognising the need to manage changes realistically within the context of Covid changes too, the school has a clear desire to adapt and meet the challenges in a positive way.  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, supported by ASfL teacher input, 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. Corridor displays to be re-instated once Covid restrictions are rolled back.  Use of Seesaw in Term 1 and 2 encouraged pupils to celebrate their achievements, be more aware of their learning and identify their next steps. This included parent/carers more, allowing them to be more supportive of what pupils are learning. Loss of Seesaw just before Lockdown 2 was a setback but staff, including ASfL teacher, adapted to use Google classroom / Microsoft Teams to meet learners’ needs though it did not meet parent/carers’ needs. Staff explored the use of Marvellous Me but have abandoned this platform as less efficient.  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.  Involvement of pupils in decision making in relation to school planning but this again was affected by both Covid restrictions and Lockdown, so only operated at class level. |
| **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 schools.  Subscribe and re-instate Seesaw, to enable staff and pupils to share pupils’ achievements and maintain a dialogue with parents/carers about their child’s learning. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: 4 - good**  **(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 though this has been adversely affected during Lockdown 2 and also due to Covid restrictions on social distancing, and moderate more formally in tracking conversations 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 school to enrich the learning by allowing pupils to make the links between their classroom learning and skills for life. These have been limited this year to in-class or online/virtual experiences but some use staff have made use of Aberdeenshire Live Life Library kits too.  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.  Through the Pupil Voice, EcoCommittee and JRSO, pupils would normally contribute to the wider life of the school and its community but this has been severely curtailed and they have only been able to contribute to their ‘bubble’ activities. Their views are sought and acted upon, wherever practicable.  Digital technology is being used more effectively, and this was further improved during Lockdown 2 as some technical glitches were resolved. The loss of Seesaw did encourage staff and pupils to explore other avenues.  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 and during inservice, have revisted AifL 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. Classroom monitor/visit were suspended due to Covid restrictions  Ongoing formative assessment is evident in all classes much of the time, and staff use prior training on positive feedback most 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 as space has been an issue with appropriate ‘bubble’ and social distancing . Identified ASN pupils have some choices over when they carry out their learning.  Opportunities for developing skills for life, learning and work have been impacted by Covid restrictions but the basis for participation in Pupil Voice, JRSOs, Eco Schools, as well as a range of citizenship focussed activities, is strong and can be re-built. |
| **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 feeding into reports and the moderation cycle.  SNSAs completed in Term 3 and 4 used to support professional judgement and inform next steps.  IEP reviews, MAAP minutes, ASfL teacher plans and individualised timetables, showing assessment information.  Reports, twice annually to parents and more frequently if requested by stakeholders in the context of IEP/MAAP/LAC reviews, also 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 developing age-appropriate understanding of the power of ‘Yet…’. Emotion Works programme supporting overall resilience.  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?** |
| Re-instate Seesaw and develop a more positive and consistent approach to feedback to both pupils and parents.  Staff to continue use of the Aberdeenshire Frameworks/Benchmarks to increase their confidence by working collegiately and with cluster colleagues( this was on last year’s improvement but did not go forward as a whole school action)  Improve staff capability to increase pupil participation in decisions about where and how they carry out their learning eg greater use made of outdoor learning, out of class locations and virtual platforms.  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?

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 5 – very good**  **(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. Some support staff have undergone training in de-escalation – CALM training.  All staff track progress and are prompt to raise concerns around pupil achievement and wellbeing.  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.  Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.  Where staff identify learners who require support, all CTs respond quickly to identify and access available resources in school, liaising where necessary with the ASfL teacher to move to staged intervention, such as referral to SLT/EPS/I&P/CAMHS; where that support may not have been available due to staff shortages or latterly due to Lockdown, all staff worked hard on online platforms or in the Hub 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 most model inclusive behaviour. Global issues are discussed as part of the curriculum but the direct experience, from visitors and speakers, has been temporarily lost.  The school’s HWB programme – based this year around the Emotion Works programme and linked where relevant to Bounceback - promotes an inclusive ethos and our understanding of the need for healthy mind as well as healthy body. Some staff have adopted some mindfulness strategies to help with mental wellbeing.  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, though parents and pupils have found the online, virtual engagement less satisfying. Enhanced provision is available and planned for those with identified needs.  IEPs and ASN LPs 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, eg use of social stories, memory 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 clearly to the school’s ASN Audit for the cluster LMG.  Most parents feel well-informed about pupil progress through the use of various reporting contexts approaches, in line with our scaled back reporting calendar; they feel less informed about events in school but this can be explained by the need to frequently adapt and change plans at the last minute, 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 and ASfL teacher.  Progress in achievements during reviews of IEP, PLPs and MAAP action plans  Pupils’ achievement wall in school (This has lapsed this year due to the need to keep spaces clean and free of pictures/certificates etc)  Newsletters and parent communications  Two classes have used ‘Star of the day’ and ‘Star of the week’ to celebrate achievement.  Feedback in emails, questionnaires and on Seesaw (when it was still operational) from parents.  Feedback from councillors at meetings and in emails  Feedback from partner providers eg SLT/I&P / EPS/LAC/CAMHS  Records of meetings with Partner providers. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Nurture an ethos where all stakeholders feel listened to and their matters and concerns are listened to and addressed with sensitivity.  Staff to revisit restorative approaches to model behaviour that promotes and supports wellbeing.  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. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: 4/5 - good/very good (because aspects of this QI have been impacted by Covid)**  **(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.(Clear research data and inhouse experience has shaped the view of all staff that until pupils are in a settled place regarding wellbeing they will not be able to benefit from their learning opportunities)  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 staff, 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.  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, though in the context of Covid, this has been greatly reduced with regard to whole school events, and the need to maintain social distancing has placed restrictions on how far the pupils can contribute.  Pupil participation in their wider community has simply not happened this year. However, the partnerships have been established and embedded and can be re-built, as indeed they are (Turriff Christmas Lights competition has already been flagged up!)  Wider achievement is celebrated and shared within individual classes with the regular Weekend new slot but this year it has not been possible to share this in whole school assemblies or on the Achievements board.  All staff encourage all pupils at all stages to see links between what they’re learning and life skills; P7 watch CBBC newsround daily as part of global awareness, and this is used for both Literacy and BGE discussions  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  Collated data and feedback from Attainment review (See QA folder in Admin files) and Dashboard  Verbal and written feedback from parents on individual pupils progress at parent /EPS consultations or during parent Google/Teams/phone consultations  Verbal feedback from community relating to litter pick-ups. Previously more feedback but community links on hold in current context.  Feedback from Charities that we have fundraised for. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Re-instate Seesaw as a powerful tool for parental engagement  Improve attainment in writing for P5-7 boys using digital technology.  Increase early numeracy thinking and mastery of maths using advice and support from Jane Craik (from ES Numeracy team) and utilise new Numicon resources.  Staff to be confident using Aberdeenshire and Education Scotland’s benchmarks by developing use the CfE Benchmark app - this rolls over from the previous session.  Develop ongoing self-evaluation opportunities across the school, cluster and between schools in our TSISS partnership working, to ensure greater confidence and consistency in professional evaluations. |

# PEF 2021-2022

|  |  |
| --- | --- |
| **Proposal Period** | 2021/2022 |
| **Name of School** | Auchterless Primary School |
| **Amount of money allocated** | £6348 |

1. **Data and analysis**

The assessment data from SNSAs, teacher judgement, qualitative and quantitative assessments all indicate that our children are not achieving as well as hoped in literacy or numeracy. This is particularly problematic amongst those who did not engage well with online learning or those who may have been “over-supported” by parents at home to have correct answers but not necessarily to achieve depth of learning in new concepts.

The social aspect of being back at school is also proving challenging for many children, with an emphasis on positive relationships and resilience being required.

Most common factors contributing to low attainment are related to poverty or more precisely lack of nurture in home environment that create barriers to learning – LAC, adoption, bereavement, parent mental health.

1. **Proposed interventions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2021-22** |
| Teaching staff | Teacher employed for 8 days to support with assessments and to release class teacher to undertake specific interventions for literacy for target groups | 8 days | £1591 |
| Support staff | PSA to support engagement, literacy and numeracy for target groups | 5hrs/week for 20 weeks up to Easter 2022. Easter to Summer to be paid from PEF 2022-23 | £1200 |
| CPD | Numicon training for 4 teachers and 3 PSAs | £30 per head | £210 |
| Resources | Numicon Unit 1 – Browns Books    Resources supporting play based learning in spelling, phonics and literacy skills as well as mental maths.  iPad 128GB Wi-Fi (2020 Series) x2 |  | £115.43    £263.25      £668.32 |
| Other (add details) | AFC Community Trust intervention for positive play and social skills/resilience. Half day for T3 and T4 |  | £2500 |
| **Total** |  |  | £6284.75 |

1. **Impact Measurement**

Impact will be measured by collecting and analysing data from:

* Literacy assessment
* Numeracy assessment
* Level of engagement of children
* Skills developed by children
* Level of needs analysis
* Whole school levels of attainment.
* Incidents in playground/restorative conversations

# 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, cluster colleagues, health professionals, and others to ‘get it right’ for every child.

# Action plan 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 Recovery and rebuilding of school community to create contexts for learning, create shared learning environment and to allow pupils and staff to re-engage with wider community** | | **Data/evidence informing priority: Lack of community links in past year; pupils’ sense of loss of citizenship and belonging to a wider community expressed in questionnaires; upper stages pupils’ sense of loss of leadership opportunities (verbal and written feedback** | | | | |
| **Key actions** | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Re-establish PV, ECO-committee using virtual set-up if required so that pupils can communicate ideas across stages; * Establish RRSA group; * Re-establish links with community, even if it is virtual in some contexts - letter writing, church fayre, playgroup * All staff to assess current levels of HWB and pupil engagement; * HWB curriculum pinned down * CTs to engage pupils in plans for Term 2, 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; * HT to initiate establishing social media and online communication links with all stakeholders - Seesaw, Facebook and Twitter * Create working group to formulate postitive relationships policy involving all stakeholders * Create agreed vision, values and aims | | AHT  AHT  All staff where appropriate  All staff inc IPT and ASL  All staff led by HLQ  AHT  AHT  AHT and volunteer staff, pupils and parents  HT | By Oct hols  By Dec  Ongoing  Ongoing  By Oct Hols  Policy created by October to be rolled out in term 2  Term 4 | 80% of all parents to have signed up and be engaging with Seesaw and other platforms on a regular basis.  Two way communication evident through online platforms and reporting opportunities  Some visits/online meetings with external agencies and community groups.  Establish agreed policy to be used across the school  School environment embodies change. Language of V,V & A across learning and ethos | |  |

# Action plan 2

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| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : : To improve the understanding of number across all stages and implement use of Numicon resources** | | | **SNSAs, assessment undertaken in class, Seesaw /Google classroom and other social media feedback,** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Staff to implement maths recovery strategies as discussed with Jane Craik, (ES Numeracy group); HT to provide training opportunities. * Introduction of Numicon scheme across school * Staff to develop class discussion and oral feedback strategies to enhance pupil understanding * 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 * Develop pupil understanding of own learning through consistent use of LI, SC and AifL strategies as well as discussion on relevant employability skills. | | All CTs and HT  All CTs and HT led by LF  CT to engage pupils  HT to provide CLPL opportunities in collegiate meetings  All staff | | Assessment data collated by Nov.  Moderated and CT/HT discussion in Dec.  All CTs to be using Numicon by October break for 25% of provision  Evident by Term 3    Evident by term 4  Embedded by term 4 | Assessment data available in TMR  Interim reports in Oct/Nov 2020  Evidence in pupils’ feedback and self-evaluation comments  Jotters reflect feedback. Curriculum reflects discussion  Photos/videos/notes/  IEP/PLP - discussions around next steps for pupils both for and with them  Term Plans  Pupils talk about LI, SC and can constructively share learning and have crititcal skills in peer assessment | |  |

# Action plan 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3 : To improve literacy and bridge gaps left by broken learning experiences during Covid, particularly phonological awareness in P1-3 and writing in P4-7.** | | | **Data/evidence informing priority: …………………**  **P4 SNSA Data, summative classroom assessment data, concerns from parents.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Extensive assessments of each area of literacy undertaken using same assessments across whole school. Additional staff member brought in to support this, initially for 3 days.  Small group interventions to be planned for those who are not meeting expectations. Making use of in school resources and online resources.  Short daily inputs on punctuation and grammar or spelling in all classes in addition to planned lessons  Expectations of what each child is expected to do in terms of written work, reading and listening and talking shared with parents – I can statements and explanations given.  Learning Intentions and Success Criteria shared routinely in literacy lessons | | CT, HT + extra staff member  CT, HT and ASL  CTs  CTs, HT  CTs | | T1  T2-4  T2-4  By T4  T2 | Baseline data will be established  Improvements in data – Almost all target pupils “catch up” 6 months  Increased confidence in appropriate level tools for writing  Clear communication evident between home and school. Support apparent from home.  Children are able to talk confidently about their learning and how they know they are achieving | |  |

Wider Achievements, Community Links and lasting Memories

**Successful Learners, Effective Contributors, Responsible Citizens, Confident Individuals**

**Science and Technology** –

Macduff aquarium visit for P7 and mapping the shore. – Produced Powerpoint to share with classes

**Expressive Arts** –

Christmas performances

**Physical Health and fitness** –

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

Whole school wellbeing – walk and talk, Wake and Shake, Fitness – on all days except Wednesday.

**Other events** –

**CIN**

**Red nose Day**

**Xmas Jumper Day**

**Turriff fund**

**Outdoor Learning**

**Community links**

* Link up with Playgroup – shared stories, outdoor learning
* Links with local schools –TSSIS (school trios to develop effective self-evaluation with Tipperty and Udny Green
* **Environmental matters – Recycling –** new bins - Ragbag; litter picks as part of community links
* Pupil Voice
* RRSA
* Letters to local Nursing Home
* Surplus food from breakfast club to community

**Charities**

Check with Lorna