 

Education and Children’s Services

**Auchterless School**

**Standards & Quality Report**

**2021-22**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for the current session 2022-2023. 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 and all other stakeholders to provide a broad range of educational experiences for our pupils. 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 as the school embarked on a fresh chapter with a new headteacher.

A pair of glasses

Description automatically generated with medium confidence

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 but these are beginning to be rebuilt gradually. Children’s ideas are valued and heard through Pupil Council and the Eco Committee but also more widely throughout the school by elected members conducting surveys and asking big questions.

**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, 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 and we have been able to welcome the pre-school for transition events.

The school has a spacious feel, with three classrooms within one main building but on two distinct levels. In 2021-2, the P1=3 and the P3-4 classrooms were on the higher level, where there is now a dedicated easy access toilet near the P1-3 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.

The roll for 2021-22 started at 52 but rose to 57; the composite classes were split P1-3 then P3-4 and P5-7 in August 2021.

Mrs Webster Primary 1-3 – 16 pupils

Mrs. Drew & Miss Le Quesne Primaries 3-4 - 21 pupil

Mrs Ferguson & Mrs Roche 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 although this was disrupted this year through absence and due to the need for ASN staff to cover absences in other schools.

In August 2022, the classes will be split P1-3, P4, P5-7. Our roll is projected to be 57.

Class teachers will be:

Miss Able (Probationer) P1-3

Miss LeQuesne P4

Mrs Ferguson, Ms Crofts and Mrs Drew P5-7

In 2021-22, we also had the benefit of a PE specialist, Mrs Cruickshank, for a whole day every fortnight to comply with Covid restrictions. This will revert to half a day, weekly for the next session.

Mrs Morrison (Admin) and Mrs McClure (Admin support) work in the school office but support staff and parents wherever necessary. In 2022-3, Mrs Morrison will be undertaking admin and admin support roles.

Our school chaplain Rev Potts had been unable to visit the school due Covid risk restrictions. However, we managed to have him visit twice in term 4 and this is planned to return to a fuller programme of visits in the next school year.

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 and have been delighted to be able to invite them in for out Jubilee celebrations, sports day, Auchterless has Got Talent final and end of term assembly. The use of social media was maximised in terms one to three, before we were able to have people in school and we established a Facebook page, closed Facebook group, Twitter, Seesaw and group call. All of these communication tools helped to build relationships with the new head teacher and keep everyone up to date with what we were doing in school.

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. Most pupils were engaged in activities at some point during this year when Active Schools were operational. They had access to stay and play sessions as well as football. Pupils were also able to access activities in Turriff and some took up these opportunities.

The positive partnerships with the local community both in the immediate context of Auchterless and also with wider area had been curtailed but cluster events, meetings, training and experiences are beginning to be back on the table. We have done some training on Numicon as a cluster, online which was of great benefit and HT cluster meetings have been re-established face to face. Inter-schools sports and shared learning has not started since Covid as the cost of transport is prohibitive and the risk of these events having to be postponed due to weather is too high.

Head Teacher induction days have restarted and Mrs Roche will be continuing to attend these next session. We have established links with other schools out with our cluster group in our TSISS partnerships.

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 hope some of these initiatives will return next year, although some of the community events have been slow to restart.

Pupils have continued to support national charity events such as Children in Need, Red Nose day and World Book Day. Pupils did organise a Jubilee event which raised over £300 for the school and amassed a large donation for the local food bank.

We engaged in local competitions such as Turriff Rotary Quiz and the Turriff Christmas Lights competition.

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. Rural deprivation is a very real problem in Auchterless with a lack of access to many of the opportunities available to children in more central areas. Access to childcare is proving to be a huge issue for our families and some have even had to move schools in order to manage wraparound care for their children.

In 2021-22, the use of the PEF has been targeted towards improving our numeracy provision, bringing in Numicon resources and training for all teaching staff. 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 lockdowns 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 2021-2022.

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| **Key priority 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-22)** |
| **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** | * 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 through competitions, chaplain visits etc * Breakfast club established in partnership with FareShare and Tesco Turriff * All staff to assess current levels of HWB and pupil engagement; * 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 * Events hosted for community and planned by the children – Jubillee, Auchterless has Got Talent, Leavers Assembly. | * Pupil voice re-established with almost all pupils reporting that they feel their thoughts are listened to. Changes such as “dress down Friday” directly from pupil voice influence. * The language of RRSA and the UNCRC is beginning to be understood across the school and most would show some awareness of this although this needs to be much further developed and embedded. * Pupils very much enjoying and engaging with opportunities to share experiences with the broader community and a sense of pride is seen when they have the chance to show adults their learning. This has inspired pupils to strive further, knowing that their learning will be visible. * Breakfast club has been very popular, ensuring pupils are well fed before starting the day but also in re-establishing pupil relationships after being bubbled for so long. It has also supported building relationships between staff and pupils. This needs to be done on a broader rota to encourage more staff to be involved. Links with Co-op also being built so that another weekly club can run. * Engagement was informally assessed but inconsistent between staff. * Planning has been a little more flexible this year but the format for planning has been adapted for T1 to allow for conscious pupil voice. * Relationships established with ASN, EP, social work, IPT, SALT and new Nature Nurture practitioner and children accessing support they need. * Social media is established with almost all families engaging with at least one platform. Communication is reported to be good and feedback on the amount of information shared is positive. Face to face opportunities to report progress would be the next step as some families have requested this in their feedback. * New positive relationships policy created in partnership with stakeholders although engagement with this was disappointingly low. Shared understanding of expectations – Be ready, respectful and safe and Gie Yer Best, is established and frequent repetition of this encouraged when things go well or go wrong. This needs to be further embedded and the language of choices needs to be developed. * Events planned and hosted by the children were incredibly well supported and we hope to continue this in the coming year. These events boosted the confidence, engagement and enthusiasm of all! |
| **To improve the understanding of number across all stages and implement use of Numicon resources** | * 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 | * Focused interventions established for children identified through assessment to have gaps or weaknesses in numeracy. This has brought those with slight lags in learning up to level with peers but more needs to be done for those with delays of more than 6 months. * Numicon being used mostly in upper class, to some extent in the middle class and had been implemented in the lower class. Particularly younger class report enjoying maths and achieved well in SNSAs. * Feedback and discussion having impact on understanding in upper class although some children report they don’t enjoy this approach. * Planning has been adapted to include pupil voice for next session. * Training on Numicon attended by teaching staff and some PSAs. |
| **To improve literacy and bridge gaps left by broken learning experiences during Covid, particularly phonological awareness in P1-3 and writing in P4-7.** | 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.  Learning Intentions and Success Criteria shared routinely in literacy lessons  Probationer worked with another class teacher to implement North Lanarkshire frameworks. | * Clear understanding of where individual children are at and what interventions are required, particularly in reading. * ASL staff redeployed with different groups for set interventions although this was disrupted due to absence and covering other schools’ Covid absences. * Children are much more able to discuss their learning, what their intentions are and what their next steps might be. * Early stages phonological awareness as expected now except where interventions are in place. |

# 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?** |
| Social media used as a way to show families what was going on in school, particularly in getting to know new HT.  Whole school planning meetings around our values and positive relationships.  Assemblies bringing everyone together and an opportunity to have open forum discussion and shared understanding.  Opportunities to have stakeholders and wider community in to school to share learning.  All staff members and stakeholders have a shared understanding of the local community and its context.  Developing as a whole school, the positive relationships policy ensured all stakeholders were heard and invested in the changes.  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 contributed to the review of the curriculum and planning, 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.  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 encouraged undertaken by some staff  Leadership roles by pupils have been re-established with the pupil council, RRSA and Eco committees.  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.  Staff have been included in the SNSA implementation and data analysis.  HGIOS used in staff meetings and discussion around improvement which it had not been before.  Teaching staff included in MAAP meetings and reviews.  Staff empowered to have a voice and suggest changes – leading movement and sensory groups, PSA meetings, positive relationships policies etc |
| **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 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.  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. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Parents, pupils and staff will be better involved in simplified processes and electronic means 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 to be developed further in school with neighbouring/ TSISS schools.  Seesaw to enable staff and pupils to share pupils’ achievements and maintain a dialogue with parents/carers about their child’s learning.  Staff to be included in a more structured way in improvement planning discussions and action plans.  Establish clear vision, values and aims which are used in every day conversations in school, embodying the changes we want to see. |

# 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 and moderate more formally in tracking conversations at least once termly. All staff plan regularly and appropriately, 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.  Through the Pupil Voice, Eco Committee and RRSA, pupils contribute to the wider life of the school and its community. 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.  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, TYMTR 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.  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. |
| **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…’.  Support staff timetables and allocation of resources clearly target identified needs.  Groups for movement breaks, sensory breaks and individual daily programmes starting to be established but need to be timetabled and structured differently next session. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| 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. New planning formats to support this.  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). |

# 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: 4 – very good**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| Most 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.  The positive relationships policy has been reviewed with all stakeholders to ensure we have a positive environment which supports all to do their best.  All staff track progress and are prompt to raise concerns around pupil achievement and wellbeing. Teaching staff are expected to use Pastoral Notes.  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.  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 lacked cohesion but we are clearer that the RSHP resources will be used consistently, growth mindset is to be encouraged and interventions are planned for next session.  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 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 and most parents are happy with the accessibility of teachers and the HT. |
| **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  Feedback in emails, questionnaires and on Seesaw from parents.  Feedback from partner providers eg SLT/I&P / EPS/LAC/CAMHS  Records of meetings with Partner providers.  Amount of time children who struggle to access curriculum spend in class has increased over the year.  Breakfast club well attended.  Calm Cave being used daily, effectively, as a positive intervention. |
| **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 complete CALM theory training.  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.  Make use of Nature Nurture practitioner  Establish wellbeing groups as weekly interventions. |

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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 - good**  **(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 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.  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; P5-7 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.  Informal and wholistic assessment used in early years class. |
| **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  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 re Jubilee, sports, AGT and leavers assembly. Feedback from Charities that we have fundraised for. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Improve attainment in writing for P5-7 boys using digital technology.  Increase early numeracy thinking and mastery of maths using Numicon resources.  Staff to be confident using Aberdeenshire and Education Scotland’s benchmarks by developing use the CfE Benchmark app and new planning formats.  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 2022-2023

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| **Proposal Period** | 2022/2023 |
| **Name of School** | Auchterless Primary School |
| **Amount of money allocated** | £7350 |

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.

Access to resources and opportunities also evident due to rural poverty.

1. **Proposed interventions**

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|  | **Details, inc Supplier Name** | **FTE / HRS** | **Cost 2021-22** |
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| Support staff | PSA to support engagement, literacy and numeracy for target groups | 5hrs/week  1.5hrs/week | £3270  £981 |
| Wellbeing | Mindfulness, resilience and growth mindset programme across whole school with staff and family engagement session | 8 Sessions | £1600 |
| Resources |  |  |  |
| Other (add details) | AFC Community Trust after school club |  | £1500 |
| **Total** |  |  | £7351 |

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

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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 1 - Developing our curriculum to incorporate play based learning across the school as well as flexible opportunities for learning in different ways.** | | **Data/evidence informing priority: Limited engagement in the curriculum, particularly those with ASN. Pupils report better enjoyment when learning is practical or not only paper based.** | | | | |
| **Key actions** | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| HT to provide training opportunities using Northern Alliance, Moray and Education Scotland materials  Visits to settings who successful implement play  Designated time to allow teachers to plan play collegiately during eg: assembly time  Developing outdoor spaces using eco committee, Nature Nurture and class spaces  CPD emphasis for all staff on play pedagogy  Support staff to be trained in play and encouraged to take groups for direct activities | | HT  All  All  FE, NN, CTs  All  PSAs | By Dec  By Dec  Ongoing  Ongoing  Ongoing  Ongoing  By Dec | Play visible in each class by October  Play planned in multi- stage groupings by Dec  Improved engagement from key pupils  Pupils report increased enjoyment  Assessment data improves | |  |

# Action plan 2

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| * 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 numicon consistently – PSAs to be supported to take groups and teachers to work in carousel manner * 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. * Small groups and individual programmes undertaken for targeted pupils daily. | | 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 December for at least 50% of lessons  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

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| * 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 punctuation, grammar and writing.** | | | **Data/evidence informing priority: …………………**  **P4 and P7 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.  Small group interventions to be planned for those who are not meeting expectations. Making use of in school resources and online resources. Daily interventions implemented with support of PSAs  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  NCCT time covering directly, punctuation and grammar lessons for additional reinforcement  Staff to look into Slow Writing, Talk Boost, Talk for Writing and other interventions to assess suitability and impact  Collegiate sessions with cluster colleagues based on this and discussing resourcing. | | CT, HT  CT, HT and ASL  CTs  CTs, HT  CTs  CT  All | | T1  T2-4  T2-4  By T4  T2  T1  Some feedback by 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  Overall levels raised  Structures and resources in place to support identified gaps | |  |

Wider Achievements, Community Links and lasting Memories

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

**Science and Technology** –

Robotic cars

STEM projects with Curiosity Box

**Expressive Arts** –

Panto Pandemonium

You Only Get What You Give

Auchterless Has Got Talent

Samba drumming

**Physical Health and fitness** –

Active Schools re-established

Surfing workshops

Sports Day!

Transition events in Turriff Academy sports facilities

**Other events** –

**CIN**

**Red nose Day**

**Xmas Jumper Day**

**Turriff fund**

**Outdoor Learning**

Platinum Jubilee Extravaganza

**Community links**

* Link up with Playgroup – shared stories, outdoor learning
* Links with local schools –TSSIS
* Pupil Voice
* RRSA
* Letters and cards to local Nursing Home
* Surplus food from breakfast club to community