 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Tough School**

**LAST UPDATED: July 2019**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* 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; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  **While at Tough School, the VISION for our learners is that they will:**  **Learn well, make friends, have fun!**  The values we strive to foster across our school community are:  **Kindness, Resilience & Creativity**  In order to achieve our dreams, Tough School will:   * Build expectations in order to raise attainment and achievement. * Instil kindness as a value throughout the whole school community to create a positive experience for all learners in Tough School and beyond * Foster an appreciation of the uniqueness of our rural community and develop our awareness of the wider world as global citizens.   We will do this by:   * Using visible learning strategies across the school. * Cross sector moderation. * Displaying and celebrating work and achievements in and out of school. * Cross-sector moderation. * Using Seesaw profiling effectively with older pupils making links to benchmarks as well as possible careers. * Using benchmarks in planning and tracking. * Regular tracking meetings with next steps and measures of impacts as well as interventions for more able pupils. * Tracking wider achievement. * Homework challenges to involve parents in high expectations. * Providing leadership opportunities for pupils, staff and parents. * Maintaining positive relationships with our PC and School Improvement group. * Restorative practise in daily use by all staff, positive reinforcement of good behaviours. * Whole school kindness, LfS, Global Goals, Wellbeing Indicators, growth mindset work and Bounce Back activities. * Cross-cluster residential visits. * Developing and maintaining church and community links with regular visits to church and visitors into school. Visits from RNLI, SSPCA, Police, Red Cross. * Local community members taking part in Health Week – Cricket, reflexology, Boxercise, Martial Arts. * Sponsored walk in local community. * Build relationship with Men’s shed for planters in school grounds and maintain links with local businesses. * Digital Schools Award, RHS Gardeners Awards, * Careers links – Cluster Careers fair, Aberdeen Law students, Science university links, Jodie Bews from Everlong Art * Local charity links – Gathimba Edwards, Clan   The positive **ethos** in the school isthe foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children’s opinions and ideas are listened to and valued. One way is through our Task Groups: Rotakids, Health Group, Eco Group and Digital Leaders. All P5-7 learners are a member of one of these groups and they deliver weekly lessons to P1-4, developing the work of the school and thus having a positive impact on school improvements. Through using restorative approaches and our understanding and use of RRSA, there is a mutual sense of trust, respect and shared aims.  Analysis of the **SIMD data** shows that no child at Tough Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 9. Although Tough Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.  The use of the **PEF** will be targetted towards 3 main areas: improving children in Tough School’s mental maths skills, improving writing skills and confidence and outdoor learning to enhance health and wellbeing of all. The school has a clear commitment to excellence and equity and values the learning of all children.  **Strengths of the school include:**  **High levels of performance**  Children are making good progress in their learning across all curricular areas.  **Collaborative working**  Teaching staff support and challenge each other extremely well in Tough School to continually self-evaluate, improving learning and teaching for our children. This can be to improve specific outcomes for learners, such as using digital technologies and coding, moderation of whole school planning and tracking or cross-cluster and sector moderation through twilights and in-service activities. Head Teacher also engages with collaborative leadership opportunities, such as HT Moderation with other head teachers. Teachers work closely with PSAs to plan and implement support within each class.  **Leadership of learning**  Teaching staff’s collaborative approach also supports their leadership to improve learning and the life of the school through achieving nationally recognised awards and ongoing practitioner enquiries will continue to relate to school improvement priorities or their own areas for development. Appropriate learning from CLPL activities is also shared by staff during collegiate meetings. Leadership at all levels is encouraged through Tough School’s Task Groups: Digital Leaders led by the Head Teacher, Rotakids and Gardeners led by Class Teachers and PSA and the Health Group led by a Visiting Specialist Teacher. A parent leads the school library through weekly sessions. Other parents lead in Bikeability and Orienteering. This year, P7s are encouraged to lead a lunch club of their choice.  **Transitions**  There are robust arrangements in place to support learners through transitions which involve Tough School. From Nursery to P1, these involve nursery visits, induction afternoons, holiday-in-a-bag activity, home/school learning packs, soft starts and invites to Sports and Fun Day, as well as making alternative transition arrangements when required. These arrangements were reviewed fully and updated using staff and parent opinions during Session 2017/18, as well as professional reading. From front classroom to back classroom, transition is supported by end of year meetings, P4s joining Task Groups in Term 4 and joint working in some curricular areas such as Living and Growing. From P7 to S1, transition involves visits from staff from Alford Academy as well as pen portraits to relay specific needs and strategies. Further visits to Alford for individual pupils are arranged if necessary and appropriate. More generally, link days and weeks, cluster residentials and opportunities for Alford Academy teachers to teach in Tough School are seized upon. Throughout their whole school life, the children have experiences with other children in the cluster, such as Health Plays with Dunecht and Cluny, Road Safety Magic Show with Midmar, school football and netball tournaments and the orienteering competition.  **Community Partnership**  During Session 2018/19, local artist and shop proprieter, Jodie Bews from Everlongart in Alford was worked with all of our pupils. A planned, progressive programme of learning focussing on artistic skills and using creativity as a means of maintaining a healthy mindset was very successful. The work of the pupils was praised my HRH The Duchess of Cornwall who spoke to the pupils at a visit to Alford Academy and tried out the newly learned techniques that they demonstrated to her. Partnership with Alford and District Rotary Club was improved when Tough School was awarded the Presidential Citation by the Alford and District Rotary Club. Several of our pupils worked with one of the members of the Rotary club to help her prepare a Powerpoint for a presentation she was giving as she had been so impressed by the digital skills demonstrated by Tough School pupils. She was extremely positive about this experience and praised the pupils highly. Tough School’s positive relationship with Tough Church has also evolved, with the locum minister, Mr Crouch, improving the good impression of the church for the children with enthusiasm and positivity. Tough school attended a Remembrance service with pupils of Craigievar at which they read poems and sang. We also attend the church for Christmas and Easter services and have regular visits from the minister and some parishioners to learn about a wide variety of stories, customs and traditions. We have established links with local businesses and the Alford Men’s Shed in order to get some planters built for our school. We have been donated oak sleepers and hope for the planters to be build soon into next session. Parents and the wider community are welcomed in sharing their expertise during activities such as Health and Science week and to come along to support on school trips. |

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| **WRITING** |  |  |  |  |  |
| **What data/evidence informs this priority** | **Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22** | **Intervention(s)** | **Expected Impact** | **Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))** | **Actual impact** |
| Professional judgement and SNSA data shows that at the end of first level our writing attainment could improve.  During staff discussions and moderation activities with other schools it was agreed that new resources should be investigated to improve writing at Primary four and for reluctant writers in our second level group as a whole school approach.  Tracking data shows that 24% of pupils receive support for writing. | Improve the attainment of our pupils from 70% ‘on track’ or ‘exceeding expectations’ to 85% in the first year. | PEF money used to purchase ‘Talk for Writing’ resources.  Teaching staff and PSAs to attend ‘Talk for Writing’ training in term one.  Continue work on growth mindset in particular in relation to writing with younger writers reluctant to write independently.  Open afternoons with parents to engage them in supporting writing at home.  Mighty Writer used alongside new resources to enhance the use of these. | Pupils receiving support to become more engaged in writing activities. Quality output from reluctant writers improved.  Attainment – pupils will show good progress in writing attainment.  Consistency in writing across school means good transition from one class to the next for staff and pupils. | SNSA results show improvements in writing.  Formative and summative assessment carried out by teachers show clear improvements in writing.   * Scottish criterion scale used to support Professional judgement.   Moderation with mini-cluster schools also using the same resource shows shared improvements in writing. |  |

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| **NUMERACY** |  |  |  |  |  |
| **What data/evidence informs this priority** | **Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22** | **Intervention(s)** | **Expected Impact** | **Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))** | **Actual impact** |
| From staff sessions discussions on attainment along with focus groups shows that mental agility towards the end of first level into second level is not as strong as it could be.  Teacher professional judgement across the school is that accurate mental recall of number bonds and multiplications facts is an area for development.  SNSA data for P4 show clear gaps in both number bonds and multiplication especially within word problems.  Tracking shows:  85% on track or exceeding expectations  6% making appropriate progress.  9% receiving support | Improve the number of pupils ‘on track’ or ‘exceeding expectations’ in maths across first and second level from 85% to 91% in year one. | Roll out Number Talks across the whole school.  P1-7, HT and CTs.  Session 2019/2020  Maths Mastery training to be shared by LM with all staff to understand effective techniques for ensuring deep understanding of concepts to improve mental calculation strategies.  Continue to use numicon from early into first level. Continue to provide quality play opportunities for early/first level pupils with links to mathematical contexts.  PSAs to continue to work with a key group of pupils using Maths 1,2,3 to help improve mental calculations. | Confidence in mental calculations without reliance on concrete materials or number squares towards the end of First Level and into Second Level improved.  Ongoing formative assessment shows a clearer understanding of different concepts taught in numeracy and learning applied in ‘beyond number’ maths activities. | Improvement in NGRT maths tests in August/September 2020 compared to August/September 2019.  Improvement in SNSA results for Primary 4 and Primary 7 pupils. |  |
| **HEALTH AND WELLBEING** |  |  |  |  |  |
| **What data/evidence informs this priority** | **Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22** | **Intervention(s)** | **Expected Impact** | **Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))** | **Actual impact** |
| Tracking of wider achievements identified a small percentage of pupils that were not taking part in activities out with school. This is partly due to transport issues for parents but some children were reluctant to join or try clubs.  Specific pupils have also been identified that find it difficult to work as part of a team, especially when it is competitive and find it hard to control their emotions. | Pupils engaging in new experiences with increased confidence and willingness to try new things.  Pupils able to control emotions when working in a team/playing a game with others. | Forest Schools – work with Level 3 Forest Schools trainer to carry out a planned programme of outdoor learning.  This will include cooperation and independence skills as well as gaining an appreciation for their surrounding environment.  They will work in teams to carry out a variety of outdoor life skills and will have to trust and rely on each other. | Pupils experiencing activities that they may only have the chance to take part in on school residential trips rather than on a regular basis and forming relationships with different people in their class.  Specific pupils demonstrating a calmer attitude when working as part of a team and beginning to appreciate the value of every team member. | Information gathered from pre and post surveys with:  Pupils  Teaching staff.  Teacher observation of group work in different settings.  Less issues at lunchtime to PSA/HT with complaints of issues of unkindness. |  |

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| **DEVELOPING THE YOUNG WORKFORCE** |  |  | |  |  | | |  |
| **What data/evidence informs this priority** | **Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22** | **Intervention(s)** | | **Expected Impact** | **Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))** | | | **Actual impact** |
| The importance of Developing our Young Workforce is a NIF priority.  Our pupils often find it tricky to think of employment that may link to activities they are doing or interests they have, especially our older pupils.  It is essential that our pupils are aware that there are many different paths they can take from an early age.  Our P5-7 pupils showed a keen interest in learning about inventors and an inventing challenge showed us strengths and areas for development. | For children to be able to identify a wide variety of forms of employment and to link what they do in school to these opportunities through profiling in Seesaw and discussion.  Pupils able to talk confidently about the DYW opportunities they have engaged with and show understanding and awareness of how they are relevant. To them. | Staff engaging in the Careers Education Standard.  My world of work website used by the P5-7 pupils.  Enterprise ‘grow a fiver’ type activities planned to raise money for Gathimba Edwards Foundation, a charity the school already has links with.  Career fairs to be held in collaboration with mini-cluster schools.  Seesaw profiling linked to careers.  Continue to develop digital technology skills across the whole school.  Mock Court activity to be organised with Aberdeen Law students.  Continue to address gender imbalance through work on Global Goals and Learning for Sustainability. | | Younger pupils are able to identify a wide range of jobs that different people do. Older pupils are able to talk about different pathways through education and into employment.  Pupils are able to demonstrate an understanding of running a small business as part of their enterprise activities.  Pupils are able to make good links to future employment related to the work they are demonstrating and the interests they have. | Seesaw comments  Pupil presentations during enterprise activities.  Entitlements and expectations in Careers Education Standard used by staff to audit progress.  Positive feedback from parents. | | |  |
| **ONGOING FROM 2018/19 INTO 2019/20** |  |  |  | | |  |  | |
| **Overview of Interventions already completed** | **Further planned interventions**  **Intervention(s)** | | **Expected Impact** | | | **Measures (what ongoing information will demonstrate progress)** | **Actual impact** | |
| **HIGH EXPECTATIONS** | | | | | | | | |
| * Primary 7 taking part in leadership opportunities such as running lunchtime clubs and supporting younger pupils in whole school activities. * Mini-cluster writing moderation activities. * Whole cluster moderation activities. * Class Teachers leading an aspect of SIC. * Computer workshop led by pupils for Rotarians. * Wider Achievements valued, shared and celebrated. | Agreed standard across the school on presentation in schoolwork to be developed to ensure consistency and high expectations from staff and pupils.  Visible Learning strategies used in collaboration with our ‘Learning Critters’ created by the pupils to help highlight different strategies that the pupils can use to improve their own learning. | | Consistently high standard of presentation used throughout the school.  Pupils able to refer to Visible Learning strategies to improve their own work and think creatively on how to keep giving their best.  Attainment data improved. | | | % of pupils on track or exceeding expectations across the school improved.  Pupils to demonstrate resilience in learning and high expectations of themselves. |  | |
| **CURRICULUM RATIONALE AND DESIGN** | | | | | | | | |
| * Literacy and Behaviour policies updated. * Technology plans updated * Curriculum Rationale reviewed by teaching staff. Values and curriculum rationale ‘Videoscribe’ shared and discussed with pupils. * Pupil designs for new vision school flag. | Questionnaire on Vision, Values and Aims as well as curriculum rationale to be shared with parents in term one.  Curriculum Rationale shared and agreed with whole staff at the start of term one.  Staff to use collegiate time to look again at curriculum rationale after consultation with parents in order to finalise.  Clear expectations about what an effective classroom/learning environment looks like in Tough School to be explored and shared by whole staff. | | All parents, pupils and staff to have shared understanding of and valued input into the Curriculum Rationale for Tough School.  Vision, Values and Aims to be clear and understood by the whole school community. | | | Positive feedback form parents.  All stakeholders engaging in shared Vision, Values and Aims in practice.  Pupils show pride in being part of Tough School and the uniqueness of our community. |  | |