



Tough Primary School

Standards & Quality Report

2020 – 2021

&

School Improvement Planning

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 Tough School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

[How are we doing?](#)

[How do we know?](#)

[What are we going to do now?](#)

[Looking inwards](#) to analyse our work

[Looking outwards](#) to find out more about what is working well for others locally and nationally

[Looking forwards](#) to gauge what continuous improvement might look like in the longer term

At Tough School we continue to be committed to working closely with our community 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 and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Laura McAllister & Kerry Porter

Head Teachers



TOUGH SCHOOL CURRICULUM RATIONALE

Our Vision

Learn Well 

Make Friends 

Have Fun! 

Our Values



Our Curriculum Drivers

(our goals for Tough School)

Building expectations in order to raise attainment and achievement.

Instill **KINDNESS** as a value throughout the whole school community.

Foster an appreciation of the uniqueness of our rural community and develop an awareness of the wider world.

OUR AIMS

Constructive relationships and consistent behaviour throughout the school community.

Positive mindsets demonstrated by all stakeholders.

An understanding of the experiences and challenges of others within and outwith our community.

The ability to adapt within a continually changing world.

Upwards trends in attainment.

Pupils setting their own high expectations.

So what do we do in Tough School to achieve this?



And lots of other ways!

Impact of our developments

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

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2020-2021)
Health and Wellbeing	<p>LS delivers outdoor learning staff training.</p> <p>Daily outdoor learning lessons in both classes.</p> <p>Forest Schools sessions for both classes.</p> <p>Grants achieved for garden improvements.</p> <p>Tough School Values inputs in Assemblies.</p> <p>Bounce Back survey at start and end of year.</p> <p>CLAN Little Lighthouse project in both classes.</p> <p>Plan transitions for P7s and small year groups for into S1.</p> <p>Explore formal curriculum option and make changes.</p> <p>Health and Wellbeing whole school home learning challenge.</p>	<p>Staff more confident in using outdoor areas for learning, including running Forest School session and using the firepit.</p> <p>(Improvement or otherwise in Bounce Back resilience survey.)</p> <p>Over 94% of families positively engaged with Seesaw over Session 2021/22.</p> <p>Pupils have visited CLAN Little Lighthouse, showing community pride in a task.</p> <p>Parent comment - happy that virtual small year transition groups have been set up.</p> <p>Staff have begun using new H and WB planners and are increasing in confidence with each use.</p> <p>New pupil/s mention School Values in certain circumstances.</p>
Literacy	<p>Purchase non-fiction reading books for both classes.</p> <p>Talk for Writing training at February inservice.</p>	<p>Tracking the current P7s (6 pupils) in reading from P1:</p> <p>P1 – 83% OT, AP or EE.</p> <p>P2 – 83% OT, AP or EE.</p> <p>P3 – 67% OT, AP or EE.</p> <p>P4 – 100% OT, AP or EE.</p> <p>P5 – 100% OT, AP or EE.</p> <p>P6 – 100% OT, AP or EE.</p> <p>Tracking the last 4 years writing through the whole school:</p> <p>Session 2017/18 – 83% OT, AP or EE.</p> <p>Session 2018/19 – 81% OT, AP or EE.</p> <p>Session 2019/20 – 75% OT, AP or EE.</p> <p>Session 2020/21 – 75% OT, AP or EE.</p>

		<p><i>We believe that blanket school closures have affected the above results and that percentage data can be unreliable with such small numbers, but are still useful for consideration.</i></p> <p>Staff observe greater engagement with (non-fiction) texts from readers requiring support.</p> <p>Staff confidence increasing with TfW approach.</p> <p>Parent comment – “He’s never been this enthusiastic. There’s such a change in him academically since coming to Tough School.</p>
<p>Planning and Assessment</p>	<p>Began joint practitioner enquiry at Nov in-service. Finish L, T and A policy.</p>	<p>All teaching staff considering learning intentions and success criteria in their planning, alongside explicit next steps and assessment types.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI:

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

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Tough School. All staff and almost all pupils can articulate the Vision and Values which are used in learning conversations, such as establishing and discussing class charter, restorative conversations and Assemblies. The Vision and Values are in line with GIRFEC and UNCRC and are embedded in our Curriculum Rationale and in the life of the school.
- The school has a clear Curriculum Rationale in place ensuring it reflects the uniqueness of our community. Staff and parents have an awareness of our Curriculum Rationale, particularly the Vision and Values.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school, such as Seesaw, parent questionnaires, newsletters, whole school homework challenges, Parent Council and School Interest Committee.
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement, such as local artist Jodie Bews being involved in CLAN Little Lighthouse whole school project...
- Teaching staff are effectively involved in school improvement planning drawing on a wide range of evidence, such as HGIOS comment post-its, assessment data, anecdotal evidence, parent and pupil surveys and Seesaw feedback. Almost all staff are involved in self-evaluation activities throughout the year and identify strengths and next steps.
- Tough School has a robust quality assurance calendar to ensure there is a focussed attention on monitoring and evaluating learning and teaching, COVID-19 mitigations notwithstanding. There is consistency in practice across the school.
- CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all teaching staff to engage in moderation practices both within our own school as well as opportunities across the cluster.
- There are opportunities for staff to take on leadership roles within Tough School, relating to School Improvement Priorities and Task Groups.

- All staff at Tough School know their children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) of all teaching staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Tough School works effectively with schools within their cluster to identify common areas for improvement.

How do you know?

What evidence do you have of positive impact on learners?

- On return from Blanket School Closure in 2021 the learners have all displayed resilience, creativity and kindness. The positive ethos appears to be uninterrupted.
- Parent – **“Your staff all showed kindness, resilience and creativity”**.
- Health and RRS Pupil Group combined and are working towards Silver RRS Award.
- Reporting and assigning tasks through Seesaw profiling was extremely successful for almost all families. Tough School will be amending our Homework Policy this Session accordingly.
- Teaching staff are keen to lead in an aspect/s of School Improvement, such as PE, making more aspects of improvement possible in teaching practice and school life.
- Parent questionnaires had excellent response rates (83%+) ensuring that aspects of school life could be changed or left to continue as appropriate. Responses have been widely positive.
- Local artist and shop owner, Jodie Bews, was involved with CLAN Little Lighthouse project. Their awareness of the wider community was increased.
- PSAs better able to support learners after attending relevant training.
- Conversations between HT and CT around tracking are purposeful and reflective, with next steps identified.
- Through purposeful Staff Meetings and regular informal professional dialogue, learners’ experiences are improved by all teaching staff moving forward and identifying aspects of improvement together.
- CPD training directly impacted all learner experience in Talk for Writing.
- All learners experience a cohesive and progressive curriculum, as evidenced through adapting of Forward Plans throughout the year/s.
- Cluster moderation activities available give CTs assuredness that judgements on progress and practice are accurate.
- HT HGIOS Board.
- SIC clearly displayed with plans linked to SQUIP.
- Parent comment – Well done to everyone involved with this year’s Christmas Show. Kids did an excellent job as usual. A great keepsake for us. Ending the term on a high, ready for whatever next year brings.
- Parent comment – Thankyou to all who organised the Christmas Show. Great to see all **the kids performing together since we haven’t had much interaction with the school this year.**

- Parent comment – You are a kind, creative and resilient team. This year has certainly thrown a range of challenges your way, but our small school community have coped so well and it's wonderful to see the pupils and staff so happy.

What are you going to do now?

What are your improvement priorities in this area?

- Share Curriculum Rationale with new parents.
- Go through QA calendar actions throughout year, from October onwards.
- Re-start Task Groups when appropriate to increase pupil voice formally.
- PPP carried out, as well as PRD meetings.
- Amend Homework Policy to include Seesaw.
- Parent open afternoons relating to pupils and SIP.
- Staff opportunities to lead in areas of learning, such as PBL.
- Forward planning review.
- P7 lunch clubs.
- Review observation schedule, when appropriate.
- Evaluate data more fully regarding School Improvement Priorities.
- Continue Joint Practitioner Enquiry regarding planning and assessment.
- Complete and share Teaching, Learning and Assessment Policy with stakeholders.
- Whole school lessons with Wee HGIOS and restart Assemblies with a Values focus.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

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

Assessment of children's progress

Level of quality for core QI: 4

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

How well are you doing?

What's working well for your learners?

- The ethos of Tough School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved.
- Through lessons, pupils have opportunities to lead learning and share their ideas.
- Differentiation and learner choice exists across all classes.
- All pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning in Writing. This practice is consistent across the school. In all classes, pupils are involved in co constructing success criteria with staff in Writing.
- Talk for Writing approach continued and training took place for non-fiction texts.
- Through the Planning and Assessment Joint Practitioner Enquiry, teaching staff are using SC and LI in Maths and Literacy and LI in all other areas. These are shared with pupils as appropriate.
- Maths Mastery approaches has improved the quality of questions in Maths lessons in both classrooms.
- All pupils have regular opportunities to work individually, in pairs and in groups. All classes have opportunities to work with other classes, with COVID-19 mitigations in place, such as outdoors or virtually.
- All learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches. This is improving with focus on assessment approaches in the Planning and Assessment Joint Practitioner Enquiry.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Almost all teaching staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning.

- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform – Seesaw.
- All staff and pupils use a range of learning environments including the outdoors, the local woodland area.
- Wider achievements are recognised and celebrated through an annual survey and the Achievements Board. This involved Home Learning Experiences this year, through the blanket whole school closure. Achievements in school are celebrated through positive reward strategies and Four Capacities Assembly Certificates.

How do you know?

What evidence do you have of positive impact on learners?

- Almost all learners are comfortable to come to staff to share views and speak out, knowing their voice is heard.
- When used with pupils, success criteria gives prompts for meaningful discussion and achievable targets making learning more accessible for all.
- Learners expectations for themselves and their work at school is raised through self and peer assessment. This is shown through their ready ability to self and peer assessment. P5-7 this happens more than in P1-4.
- In Maths, in both classes, questioning has been more planned, as evidenced through weekly and lesson plans.
- Conversations between HT and CT around tracking are purposeful and reflective, with next steps identified, including pastoral concerns.
- During Blanket School Closure, a Home Learning Feedback survey had very good engagement rates. (83%+). The feedback was very positive, with no changes to the programme being identified. This showed that use of Seesaw was a good fit for Tough School.
- Pupils are motivated
- Parents show that their children value how we celebrate out of school achievements at Tough School through a variety of tasks being sent through Seesaw.
- All pupils appear motivated by whole school positive reward strategies, eg diddy dots and house points.
- HT Office HGIOS Board.
- Parent Comment – **I feel there is a great improvement and he doesn't seem so negative** about trying his spelling words at home. Infact, he will suggest I test him now, which is fantastic progress.

- o Parent Comment – This approach to homework is really working for ***. (Regarding Doodlespell and Doodlemaths.)
- o Parent Comment – We have seen an improvement in his spelling and writing and Doodle has helped that a lot.

What are you going to do now?

What are your improvement priorities in this area?

- Re-start Task Groups when appropriate to increase pupil voice formally.
- Whole school lessons with Wee HGIOS and restart Assemblies with a Values focus.
- Adapt observation schedule to include learner feedback on LI and SC.
- Continue Joint Practitioner Enquiry regarding planning and assessment.
- Talk for Writing input (non-fiction) with cluster or ourselves.
- Update Literacy Policy.
- Learners co-constructing success criteria across all areas.
- Ethos sweep with a community member, when possible.
- LS lead in developments and lessons with the Learning Pit and Learning Critters (Visible Learning).

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI:

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

How well are you doing?

What's working well for your learners?

- All staff at Tough School have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff and pupils, they build very positive relationships, allowing staff to identify and support individual needs.
- The school follow a well-thought through Promoting Positive Behaviour Policy. All staff have high expectations of behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- Bounce Back is in use to promote the mental and emotional wellbeing of all learners.
- The school tracks pastoral wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with a member of the SLT and individual class teachers have a **focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.**

- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, consultation, direct intervention. ASL teacher has good relationships with families and is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.
- Received £1000 grant for garden improvements to create a reflection area in the garden.
- Health and Well-being curricular forward plans in place.

How do you know?

What evidence do you have of positive impact on learners?

- Pupils are confident and have individuality, evidenced through day-to-day interactions.
- Attendance for all is above 80%.
- Promoting Positive Behaviour policy is cited and used in discussion with parents and staff, when appropriate. This ensures consistency for all learners.
- Very low rate of playground and serious incidents being reported to HT over time, in the Behaviour Book in HT Office.
- Resilience questionnaire results:
- Learners all see Tough Kirk as an important part of the community, even if they don't go to church.
- Reading overlays are an example of successful and freely accessed aspects of universal support in class.
- IEPs and MAAPs show progression of individual targets over time.
- Pastoral aspects of tracking spreadsheet show progress of interventions, including ASL and PSA deployment.
- ASL teacher provides ILPs, including evaluations which show progress over time of individual pupils.
- Pupils and parents have previously identified that residential trips were most useful for establishing relationships between pupils from different schools.

What are you going to do now?

What are your improvement priorities in this area?

- Whole school lessons relating to well-being indicators.
- Small year group transition programme in progress.
- Bounce Back survey at start and end of year.
- Plan and implement Reflection Area in garden.

- Values input to whole school in Assemblies.
- Review Seesaw.
- RRS Silver Award application by Health Group.
- Health and Wellbeing policy to be written.

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:

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

How well are you doing?

What's working well for your learners?

- Attainment review with Cluster HTs regularly undertaken.
- There is a positive picture of attainment for Tough School.
 - Most learners (75%) are achieving appropriate progress, expected levels or exceeding expectations in Writing.
 - Almost all learners (87%) are achieving appropriate progress, expected levels or exceeding expectations in Reading.

- Almost all learners (91%) are achieving appropriate progress, expected levels or exceeding expectations in Numeracy.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the national benchmarks and E&Os.
- Pupil Equity Funding has been used to support the development of:
 - Talk for Writing
 - Forest Schools to improve Health and Wellbeing
- All pupils are successful, confident and responsible almost all the time. They contribute to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community, such as CLAN Little Lighthouse and Home Learning Survey. All pupils are involved in whole school development groups and pupil voice forms part of self-evaluation activities.
- Out-of-school and in-school achievements are recognised and shared across the school. The school track this information (found in Tracking) to ensure identification of any pupil at risk of missing out.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils.

How do you know?

What evidence do you have of positive impact on learners?

- HTs reassured of sound professional judgements through discussion and moderation with other HTs, making any curricular changes for the learners well informed.
- Tracking spreadsheet shows progress over time in Literacy, Numeracy and pastoral concerns.
- ASL teacher provides ILPs, including evaluations which show progress over time of individual pupils.
- Using benchmarks in tracking and monitoring discussions make these standards relevant to the learners.
- Difficult to assess PEF due to length of the in-school year.
- Attendance recorded through Seemis is generally high. Any anomalies of this are tracked and support offered.
- Impact of PEF spending difficult to measure due to interrupted learning due to blanket whole school closure.

What are you going to do now?

What are your improvement priorities in this area?

- Pupil participation in wider community.
- Review use of National Benchmarks in Seesaw.

- Minutes of Task Groups sessions.
- IDL planner has evidence of KWL grids.
- Forest Schools to continue.
- P7 lunchclubs in Term 3.

Identified gap	<ul style="list-style-type: none"> - Some pupils lack opportunities for achievement outside of school, contributing to Health and Wellbeing. - Resilience survey results and playground behaviours have deteriorated during the past two years following blanket whole school closure. - 75% of learners on track or exceeding expectations in Writing. 			
Expenditure		Details	FTE/Hours/ No.	Cost 2021/22
	Teaching staff	Teacher time out for training day	1 day	£210
	Resources/Equipment/ Materials	Zen Den establishment White Rose Maths workbooks Zen Den (Nurture Area) completion		£604 £300 £150
	Commissioned/purchased services/partners	Forest schools level 3 trained professional delivered sessions – 4 per class=8 total Talk for Writing training		£1080 £40
	Total (inc Carry Forward)			£2384
	Expected outcomes	<p>Talk for Writing</p> <ul style="list-style-type: none"> • Help learners to move from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. • Focus on the extensive use of classroom talk to help children become familiar with a range of text genres. • Will enable learners to write a range of quality non-fiction texts. <p>Forest Schools</p>		

	<ul style="list-style-type: none"> • Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners • Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. <p>Zen Den (Nurture Area)</p> <ul style="list-style-type: none"> • Create a space which is safe, predictable, structured and calming to support learners with their social and emotional development needs.
Impact Measurements	<p><u>Independent Writing Skills and Understanding</u></p> <ul style="list-style-type: none"> • Will be measured formatively using trends shown in frequent observations of writing • Will be measured as a baseline and summatively through Scottish Criterion Scale or similar assessments. <p><u>Attainment in Writing</u></p> <ul style="list-style-type: none"> • Will be measured summatively through SNSA scores and teacher judgement through ongoing assessments. • Will be measured summatively through tracking results three times a year. <p><u>Impact of Forest Schools</u></p> <p>Will be measured mainly through observations of</p> <ul style="list-style-type: none"> • How our pupils adapt to a different learning environment. • How our learners cooperate in a variety of activities. • What skills and attitudes our learners bring back into the classroom with them. • How our learners' social skills develop. • How confidence improves in specific learners, especially our FSM pupils. • How effectively our learners become involved in planning for learning and using their own opinions and ideas. <p><u>Impact of Zen Den (Nurture Area)</u></p> <p>Will be measured mainly through observations of</p> <ul style="list-style-type: none"> • Improved social and emotional behaviour through its use. • Identifying specific children in the Resilience Survey to track.

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by

performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 1 : To improve learner resilience in Maths and Numeracy.</p>	<p>Data/evidence informing priority: Observations by Class Teachers have identified this as a barrier to continued successful learning in Maths and Numeracy. Annual Resilience Survey reinforces this view.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				<div style="background-color: #28a745; color: white; padding: 2px;">On Track</div> <div style="background-color: #ffc107; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: #dc3545; color: white; padding: 2px;">Not Achieved</div>
<ul style="list-style-type: none"> Pupil Maths Resilience Questionnaire. 	<p>KP</p>	<p>Sept '21 and June '22</p>	<p>Survey will show improvement.</p>	
<ul style="list-style-type: none"> Whole school to take part in Maths Week Scotland. 	<p>Teaching staff</p>	<p>Sept '21</p>	<p>Survey will show improvement.</p>	
<ul style="list-style-type: none"> Link careers to new topics in Maths. 	<p>Teaching staff</p>	<p>Oct '21 onwards</p>	<p>Survey will show improvement.</p>	
<ul style="list-style-type: none"> Seesaw Maths focus. 	<p>Teaching staff</p>	<p>Oct '21 onwards</p>	<p>Positivity of Seesaw posts improving over time.</p>	
<ul style="list-style-type: none"> Begin Growth Mindset whole school inputs, including Learning Critters and Learning Pit. 	<p>LS</p>	<p>Nov '21</p>	<p>Survey will show improvement.</p>	

<ul style="list-style-type: none"> - SEAL (Stages of Early Arithmetical Learning) training. LM/KP to attend and feed back to LS, HG and AMS. - Maths Anxiety and Resilience training. LM/KP to attend and feed back to LS, HG and AMS. - Maths Family Learning Challenge - Maths Open Afternoon - Community Maths Challenge goes out in post boxes and to businesses. 	<p>LM/KP</p> <p>LM/KP</p> <p>KP</p> <p>KP/LS</p> <p>KP/LM</p>	<p>When available</p> <p>When available</p> <p>Mar '22</p> <p>Apr '22</p> <p>May '22</p>	<p>Staff observations will be more positive.</p> <p>Staff observations will be more positive.</p> <p>Staff observations will be more positive.</p> <p>Comments back from parents will be constructive and reflective.</p> <p>Positive post-it comments from parents.</p> <p>Responses to challenge will be reflective and positive.</p>	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement <u>School leadership</u></p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p><u>Assessment of children's progress</u></p> <p><u>School improvement</u></p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 2 : To develop our teaching pedagogies to effectively include play-based learning.</p>		<p>Data/evidence informing priority: Our tracking of Literacy shows that 76% of learners are on track or exceeding expectations, compared to 90% in Numeracy. This is done through professional judgement, SNSA and other tracking tasks, such as Scottish Criterion Scale, New Group Reading Test and Schonell Spelling Test.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> Speak to Caroline Brunton regarding Play Based Learning (PBL). Trial PBL in P1-4. Review PBL in P1-4. PBL Inservice Day, including evaluating our learning environment against Realising the Ambition and our V, V & A, how to plan, assess and evaluate and start practitioner enquiry. 	<p>LM</p> <p>LS</p> <p>Teaching staff</p> <p>LM</p>	<p>Aug '21</p> <p>Aug '21</p> <p>Nov '21</p> <p>Nov '21</p>	<p>Notes directly inform plan.</p> <p>Staff comment on quality of teaching. Review informs emerging practice and in P5-7 and continuing practice in P1-4.</p> <p>Learning environments adjusted. Planning and assessment</p>	

- Begin PBL in P5-7.	KP, LM and JM	Dec '21	processes amended.	
- Creativity Inservice Day.	KP	Feb '22	Practitioner enquiry plans and results.	
- "What is Creativity?" pupil poster.	KP	Feb '22 and Year 2	Staff comment on ease of introducing Creativity Skills into the classroom.	
- Introduce the 4 Creativity Skills (curiosity, open-mindedness, imagination, problem solving) to learners, one per week. Share with parents through Seesaw.	KP/LS	Feb '22	Better quality poster content.	
- Include Creativity Skills in weekly plans.	Teaching staff	Feb '22	Staff, parent and pupil comment through HT post-it board.	
- Immersive staff CPDs on Creativity Skills.	LM/KP	Mar '22	Weekly plans.	
- Link one lesson per day to Creativity Skills.	KP, LS and JM	Mar '22	Staff comment through HT post-it board.	
- Create interactive Creativity Wall in GP Room.	KP	Apr '22	Evaluations on weekly plans.	
- Review PBL in both classes.	Teaching staff	May '22	Display will be used and changing.	
			Adjustments to practice made accordingly.	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 3 : To make planning purposeful and cohesive, sitting alongside purposeful and varied assessment.</p>		<p>Data/evidence informing priority:</p> <p>Through discussion with teaching staff (evidenced through meeting minutes), we all decided that our planning could be enhanced through more obvious links with learning and assessment, rather than activity.</p> <p>Collegiate working is a strength of the school (evidenced through our latest VSE), so to capitalise on this we are formalising this through a joint practitioner enquiry.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> - Use RSHP (Relationship, Sexual Health and Parenthood) resource to plan our Health and Wellbeing lessons. Incorporated into Forward Plans. - Purchase and share resources promoting Diversity to pupils and staff. - Diversity display in the library. - Achieve RRS Silver Award, including a parent information video. 	<p>KP and teaching staff</p> <p>KP</p> <p>KP</p> <p>KP</p>	<p>Aug '21</p> <p>Oct '21</p> <p>Dec '21</p> <p>Jan '22</p>	<p>Use of new plans in Forward Plans.</p> <p>Resource used.</p> <p>Resource used.</p> <p>RRS Silver Award documentation.</p>	

Wider Achievements

Completed pupil survey two years ago and celebrated through the Wider Achievement Board. A tracking spreadsheet will be created this year to monitor over time.

Wider Community Links

See above.