



School Badge/Aberdeenshire logo

**Towie School**  
**Standards & Quality Report**  
**2020 - 2021**  
**&**  
**School Improvement Planning**  
**2021 – 2022**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Towie 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 Towie 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.

Daniel Frater

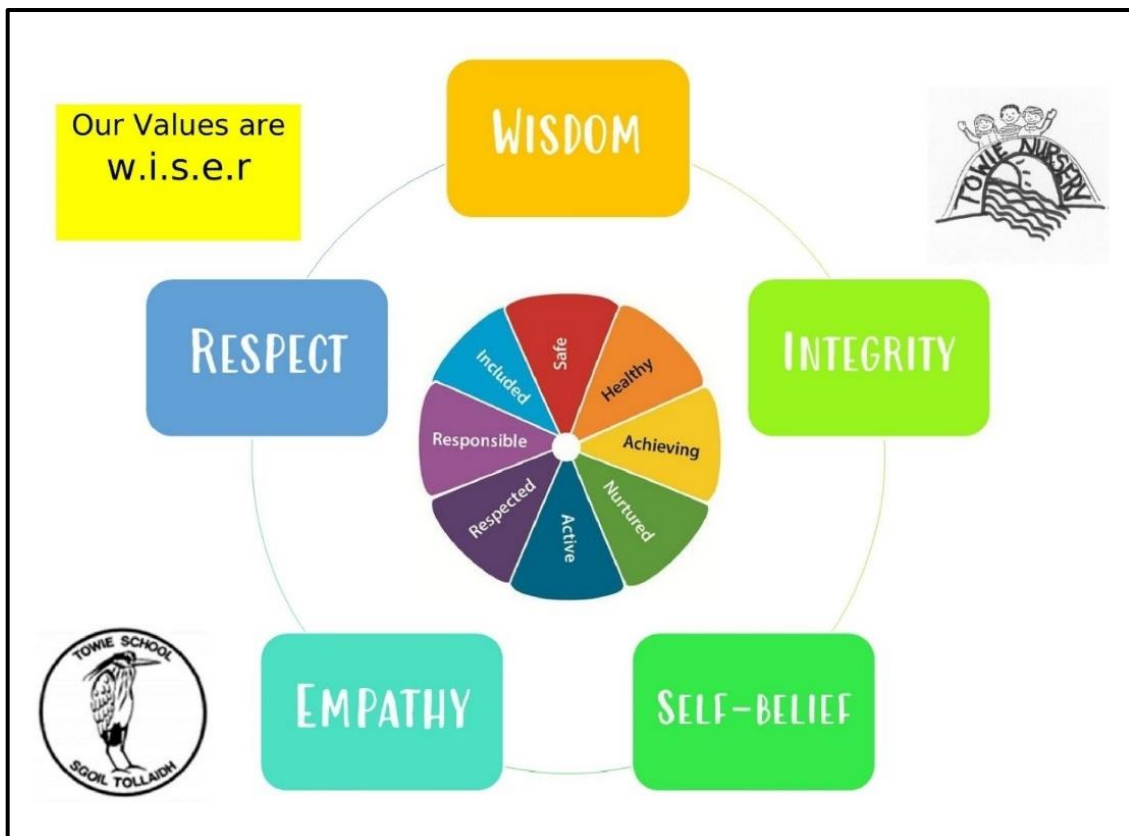
Head Teacher

## The School and its context

### Vision for the school



### Values that underpin our work





## What do we aim to achieve for our children/pupils?

### Towie School & Nursery Aims

At Towie School we engage all our young people in the highest quality learning activities in order to become:

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

We aim for every child to be safe, healthy, achieving, nurtured, active, respected, responsible and included by:

- Promoting an ethos of wellbeing, respect, equality and inclusion;
- Developing a culture of achievement and ambition;
- Working in partnership with parents, other agencies and the community to meet the needs of all children;
- Demonstrating a reflective and a collective commitment to improve the service we offer our learners, families and community;
- Providing high quality leadership for learners and staff.

## Context

Towie School and Nursery is a small remote rural school, with a nursery class, set in Upper Donside.

The school is in the small village of Towie which consists of a kirk, school, village hall and a small cluster of houses. The slightly larger village of Glenkindie is approximately one mile away on the other side of the River Don. Most of the learners travel by bus from homes along the Don Valley and from the more remote glens of Glenbuchat and Glen Deskry.

Children attending Towie come from a variety of backgrounds, with parents working in areas such as farming, estate management, forestry, veterinary services, and the oil & gas industry.

The school roll is 45 in the primary classes and 14 in the nursery, running a mixture of morning and full day sessions (maximum of 20 nursery pupils in at a time). There are currently 17 out-of-zone learners in Primary.

Learners are taught in three separate classes: Nursery, P1-4 and P5-7. There 2 part time Class Teachers, 1 full time Class Teacher, and a Head Teacher who teaches half of the week in P1-4. In the nursery there is an Early Years Senior Practitioner who also works at Tullynessle Primary School, a full time Early Years Lead Practitioner, and 3 part time Early Years Practitioners. Towie School is part of the Alford Cluster and benefits from its collegiate working. Most learners transfer to Alford Academy at S1.

There have been many changes of staff over the last 18 months. All the teachers, including the Head Teacher are new to the school. There was an HMiE inspection in February 2019 and the staff have worked hard to make improvements in line with the inspection. With so many changes, impact is only beginning to show, however now that more stable staffing arrangements are in place, it is hoped that areas for development can show significant improvement in the coming academic year.

The school has a very supportive and active Parent Council, who are closely involved with fundraising and school improvement projects. A new curriculum development group has been set up to further develop links between learning at school and home, and to ensure that learning at school is relevant to the local context.

The school grounds have recently been developed (with significant support from the parent council) to further facilitate outdoor learning and other activities related to improving pupil wellbeing.

## 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 2020-2021.

<b>Key priority 2020-2021</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
Learning and Teaching – Numeracy and Literacy	<ul style="list-style-type: none"> <li>- White Rose Maths set up</li> <li>- ‘Teaching Backwards’ has been purchased and used to support professional learning in relation to teaching and learning.</li> <li>- Overview of Phonics Progression from Nursery to P3 prepared, using North Lanarkshire programme as the template.</li> <li>- Assessments developed for Numeracy and Literacy.</li> <li>- Use of Big writing assessment criterion agreed and first writing moderation carried out.</li> <li>- Some groundwork on Growth Mindset carried out – staff development and practitioner enquiry.</li> <li>- Self-evaluation for quality of teaching and learning activities carried out from Feb-June 2021 and scheduled for the year ahead (peer book looks, lesson observations, peer learning, shared planning).</li> <li>- Curriculum Overviews prepared for Term 4 and Term 1 – over a year, the full set will be completed.</li> <li>- Thematic learning plans include sections for Literacy and Numeracy learning across the</li> </ul>	<p>It is difficult to measure impact of the key actions on attainment, due to the lack of reliable assessment data, particularly reading in the early stages, and writing across the school. Steps have now been taken to address this.</p> <p>Shared reading of ‘Teaching Backwards’ has facilitated professional dialogue around pedagogy.</p> <p>The Phonics Progression from Nursery – P3 sets out a clear position on how Phonics should be taught at Towie, and sets realistic, but high expectations for where each year-group should be,</p> <p>Big Writing Assessments now more reliably support teachers in identifying the attainment in writing, and the next steps for learning. Sustained use of Big Writing Assessment over the next year will allow tracking of progress, allowing teachers to more easily identify pupils</p>

	<p>curriculum</p> <ul style="list-style-type: none"> <li>- Bookbanding has begun to be set up in lower primary, with new texts bought to provided breadth. More texts for older children have been ordered to extend the reading scheme beyond level 9. It is expected that this will lead to improved guided reading opportunities across the school.</li> <li>- PM Benchmark assessments and tracking have begun to be used (to be further embedded in 2021-22)</li> </ul>	<p>who are not making adequate progress.</p> <p>Practitioner enquiry on growth mindset, evidenced positive impact on pupil attitudes to learning. The practitioner shared the positive impact of the intervention with colleagues – this is something we could take forward and develop further.</p> <p>Self-evaluation activities (including peer book look) facilitated professional dialogue around the quality of teaching and learning, and helped staff agree areas of strength and where improvements are needed. These findings are collated to inform future school development planning as part of the self-evaluation process.</p> <p>Curriculum Overviews provide the big picture of learning across a term, for pupils, teachers and parents. They allow teachers to identify possible cross curricular links and interdisciplinary learning.</p> <p>Thematic Learning Plans have led to more cohesive learning opportunities for pupils. Excitement and engagement are evident in lessons, supported through ‘wow factor’ entry points, and carefully planned out curricular learning grounded around one theme. Knowledge Harvests ensure that prior learning is taken into consideration, and they provide opportunities for pupils to see their own progress</p>
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		<p>from beginning to end of a unit. Explaining the Theme provides clear opportunities for pupils to raise potential lines of enquiry, listing key questions which they would like to explore through the theme. Links to Literacy, Numeracy and Health &amp; Wellbeing across the curriculum are recorded in the plans and specifically planned for.</p> <p>When Bookbanding of reading books is complete, it will be much easier for teachers to measure and track progress of reading (using ongoing teacher assessment sheets and PM Benchmark Assessments), particularly in Lower Primary, where Accelerated Reader is not being used. New reading books for Lower Primary provide greater breadth and sideways movement for those not ready to progress to the next band level. New reading books beyond level 9 are expected to lead to improved guided reading opportunities for older children.</p>
Parental Engagement	<ul style="list-style-type: none"> <li>- Number of laptops available for school use has been increased using PEF funding</li> <li>- Connecting Scotland requests have resulted new laptops being allocated to children to use at home.</li> <li>- Google Classroom was set up and used widely during lockdown. It has continued to be used for setting homework.</li> <li>- A parent is involved in Eco School committee and has led the John Muir Award for Towie pupils.</li> <li>- A parent curriculum group has been set up (to suggest themes, develop curriculum rationale,</li> </ul>	<p>Parental engagement has been a challenge due to lockdown restrictions, and compounded by the withdrawal of Seesaw as a means of sharing learning with parents (and lack of a viable alternative). Parent feedback in March 2021 indicates that this should remain an area for development for next academic year.</p> <p>The groundwork to improve parental engagement has been put in place, which should lead to greater impact in this area next academic year.</p>



	<p>identify links to the local community, raise parent voice in school development) – early stages so far.</p> <ul style="list-style-type: none"> <li>- Parent Council has supported the school in developing the outdoor learning / wellbeing area.</li> <li>- Launch of yearly Speech Day and Nursery Graduation Picnic</li> </ul>	<p>This includes:</p> <ul style="list-style-type: none"> <li>- building of partnership between school and the Forest Ranger Service through a parent who works as a ranger. This has already led to John Muir Award being delivered for P6&amp;7 in June 2021 and further opportunities will be planned for this academic year – this parent has also joined the School Eco Committee;</li> <li>- establishing parent curriculum group (first meeting scheduled, and impact from this is expected to be significant);</li> <li>- permission has been granted to restart using Seesaw – this has been purchased for 2021-22;</li> <li>- links with the Silver Circle community group (through a direct parent contact) have been established and a charity activity already completed;</li> <li>- Laptops bought through PEF funding, along with Connecting Scotland laptops, have allowed greater access for pupils during lockdown, and have supported the integration of technology, with homework still set through Google Classroom.</li> <li>- New yearly calendar events have been established - Speech Day and Nursery graduation Picnic will provide yearly opportunities to promote the school values with parents and celebrate pupil success.</li> </ul>
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<p>Improving children's Mental Health and Well-Being – resilience and confidence</p>	<ul style="list-style-type: none"><li>- Using Bounceback programme for H&amp;W.</li><li>- Nurture Training for all staff</li><li>- Return to School Action Plan Written</li><li>- Tracking of Wellbeing needs through parent and pupil questionnaires.</li></ul>	<ul style="list-style-type: none"><li>- Initial reluctance from some to engage in learning on return following lockdown – with recovery, this has improved, with some notable successes in terms of improving wellbeing (through intensive nurture) and rebuilding engagement.</li><li>- Impact of Nurture training – increased awareness of pupil needs and how that impact behaviour. Potential for adapting school Behaviour Policy to reflect nurture principles/ ideas such as Emotion Coaching.</li></ul>
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## How good is our leadership and approach to improvement?

<b>QI 1.3 Leadership of change</b> <span style="float: right;"><b>4</b></span>
Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change
<b>Relevant NIF priority: All</b> <b>Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement</b> <b>Level of quality for core QI: (HGIOS?4/HGIOELC? 1-6 scale)</b>
<b>How well are you doing?</b> <b>What's working well for your learners?</b>
<ul style="list-style-type: none"><li>• The ethos at Towie School is positive, with all staff and almost all pupils able to articulate the vision and values, which are promoted through the House System, WISER Pupil of the Week certificates in weekly assemblies, and whole school yearly awards. The Vision and values are built around GIRFEC and UNCRC, and are embedded in the life of the school.</li><li>• Staff culture is supportive, positive, and open, with all staff engaging regularly in professional dialogue and working hard to achieve the best outcomes for learners. Staff have each taken on areas of leadership, such as Eco Committee, RRS, or Pupil Council, and some are taking a lead developing in curricular areas.</li><li>• Plans are in place to develop the curriculum rationale this year to ensure greater focus on UNCRC and GIRFEC, as well as ensuring it reflects the uniqueness of the Towie community. Key to this will be the involvement of all stakeholders in creating this refreshed curriculum rationale.</li><li>• Families and carers are consulted in the life and work of the school, through the Parent Council, questionnaires, and the recently formed Parent Curriculum Group. The school is open and responsive to feedback from parents.</li><li>• The school engages well with the local community, seeking their views, and ensuring they have opportunities to contribute to school life and improvement.</li><li>• All staff are effectively involved in school improvement planning, drawing on an increasing range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on this, along with other forms of evidence, when identifying strengths and next steps. This contributes to a good understanding of the school's strengths and weaknesses by all staff.</li><li>• Quality assurance processes are robust at Towie, and there is a good focus on monitoring and evaluating learning and teaching. All classes are observed (when restrictions allow), and peer observations are planned for. Quality assurance processes contribute to building consistency in practice across the school.</li><li>• PLP meetings of staff are conducted annually, taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.</li><li>• Regular CLPL opportunities are provided for all staff to access, and these link to school improvement priorities (e.g. Nurture training). The specific impact of Nurture training (set up as a cluster wide focus) is an increased awareness of pupil needs and how these impact pupil behaviour and ability to access learning, particularly in relation to Covid recovery.</li><li>• There have been opportunities for all staff to engage in moderation practices within Towie, and dates have been scheduled to do this with other schools in the cluster. The impact has been improved professional dialogue around pupil learning in writing, and identified next steps for learners.</li></ul>

- Pupil voice is heard through the pupil council and small group discussion work with pupils. Pupils are routinely consulted on day to day school matters whenever possible, and there are some examples of pupils being involved in identifying and planning for improvement.
- Most pupils have specific responsibilities, and have opportunities for developing skills for learning, life and work (e.g. through leading assemblies, giving speeches, hosting events). A wide range of leadership opportunities exist through committees (Eco, Pupil Council, Rights Respecting Schools) and as School Prefects and Digital Leaders. As these roles develop, pupils are being actively encouraged to take more responsibility and ownership of the roles.
- There are many opportunities for staff to take on leadership roles within Towie School, including both core and wider curriculum areas. This includes staff from the school and nursery working collaboratively to lead areas such as Eco School and Rights Respecting Schools.
- All staff at Towie 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.
- Towie school works effectively with other schools in the Alford cluster to identify common areas for improvement. This has led to cluster wide training set up for Nurture and Talk for Writing.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement, such as presenting attainment reviews and gathering feedback from each other.
- Towie school has recently agreed to become involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster. This is expected to lead to improved school self-evaluation and opportunities to learn from the practises in other schools.

### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- In August 2020, a full review of the vision and values took place with the involvement of pupils, parents and school staff. The vision and values were refreshed. In August 2021, a process to develop new 'child friendly' descriptors for the school values began, and wording of the school vision is also being developed in consultation with the Pupil and Parent Councils, with a view to making it more aspirational. The values are deeply embedded in school life and are promoted/ recognised through the House System (pupil earn house points by demonstrating school values), WISER Pupil of the Week certificates in weekly assemblies, and whole school yearly awards. School initiatives, such as the sunflower charity event are linked to school values (empathy), and pupils demonstrated a good awareness of the purpose.
- The Parent Curriculum Group has been set up and will be contribute to: developing the curriculum rationale, identifying and fostering community links and resources to support and enhance delivery of the curriculum, supporting the school in choosing relevant themes that reflect the local context.
- Close links with community groups, such as the local church (regular involvement in assemblies and events from the local minister), the Silver Circle (charity work involvement), in addition to active parental involvement in school playground development/ improvement, evidence positive and meaningful engagement with the local community.
- Newsletters regularly provide opportunities for parents to be involved in the school and promote school values, UNCRC and Health & Wellbeing.
- The responsiveness to parent feedback is evident in the actions taken in response to a parent questionnaire and informal discussions, for example: more detailed reports on pupil progress in Term 4, June 2021; development of music provision.
- There is a strong ethos of professional engagement and collegiate working from all staff

evidenced through the quality of dialogue during school self-evaluation activities. An annual calendar of collegiate meetings and school improvement activities linking to priorities exists for 2021-22 as part of the Working Time Agreement. Features of a highly successful school from HIGIOS 4 have been used by staff to evaluate the quality of teaching and learning and to identify improvement priorities.

- Strengths and areas for development which are identified through self-evaluation activities are collated and considered when next steps for school improvement.
- Collegiate planning sessions support the sharing of standards. This includes the development of a new thematic planning format, which sets out a structure that embeds features of high quality teaching, learning and assessment.
- Peer book-looks have helped staff identify features of effective practice, including using learning intentions, a variety of formative assessment strategies, giving effective feedback to pupils, and including a variety of learning activities. This has led to improvements in the quality of teaching and learning, evidenced through improvements seen in pupil jotters.
- Cluster wide CPD programme – All staff involved in nurture training to enable staff to provide effective support to all pupils.
- Towie School has a Pupil Council which is involved in decision making and identifying areas for development.
- There are pupil groups in place for areas such as Rights Respecting, and Eco School (Digital Leaders soon to start), and pupils are increasingly being supported to take more ownership of these areas of responsibility through pupil minute taking, specific committee roles, presenting in assemblies, and responsibility for displays/ sharing progress.
- Teaching staff have a range of leadership opportunities such as Forest Schools, Pupil Council, Rights Respecting Schools & digital leaders. Teachers also take the lead in particular curricular areas.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP, for example, Nurture training for all staff to support return to school.
- Moderation work is carried out throughout the year and plans are in place to do this in collaboration with other schools in the cluster.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Continue to develop meaningful pupil and parent participation in school improvement planning and development, by including them more in the evaluation and planning stages (e.g. using How Good is OUR School).
- Continue to embed and further develop Values, Vision, & Aims to make them more aspirational – through consultation with parents, staff and pupils.
- Further develop how CPL opportunities are set up, linking them to school improvement and personal development targets, identifying next steps and recording evidence of impact.

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

<b>QI 2.3 Learning, teaching and assessment</b>	<b>3</b>
Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring	
<b>Relevant NIF priority: All</b> <b>Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress</b> <b>Level of quality for core QI:</b> <b>(HGIOS?4/HGIOELC? 1-6 scale)</b>	
<b>How well are you doing?</b> <b>What's working well for your learners?</b>	
<b>Learning and engagement</b> <ul style="list-style-type: none"><li>• Towie School has an ethos which is warm, positive, nurturing and promotes mutually respectful relationships. The majority of pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.</li><li>• Thematic work is relevant to the context of the school, is motivating and promotes engagement. Wow factor entry points capture the interest of pupils.</li><li>• Learning is contextualised, often through themes and storybooks, giving activities purpose and relevance.</li><li>• Knowledge harvests enable teachers to gather information on prior learning, and inform what will be taught.</li><li>• Learners are actively involved in planning and leading aspects of their own learning, including identifying lines of inquiry in thematic learning, and choosing resources to support their concrete learning in Maths.</li><li>• Learners are supported in the development of skills and attributes within the 4 capacities.</li><li>• Learning is beginning to be shared with parents through the use of a digital platform – Seesaw.</li><li>• All staff and pupils use a wider range of learning environments including the outdoors, and the local woodland area.</li></ul>	
<b>Quality of teaching</b> <ul style="list-style-type: none"><li>• Teachers know learners very well and are quick to identify potential barriers to learning. They make use of assessment data to support the learning of all pupils.</li><li>• All teachers have expectations of learning by all pupils.</li><li>• Learning activities are appropriate for the developmental stages of pupils and are differentiated to meet the needs of all.</li><li>• Feedback is provided that helps children and young people be clear about next steps in learning. Feedback is beginning to be recorded more widely in jotters to further compliment the excellent verbal feedback given.</li><li>• All pupils are involved in some self-assessment opportunities.</li><li>• Teachers use a wide range of concrete resources to support learning in Maths, and progress through Concrete-Pictorial-Abstract stages when teaching.</li><li>• All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.</li><li>• Digital technologies are widely used by all teachers to enhance learning, including home learning.</li></ul>	

- All pupils have regular opportunities to work individually, in pairs and in groups.
- All teachers use a wide range of proactive strategies to promote positive behaviour.
- PSAs are utilised effectively to provide support for pupils.

#### **Effective use of assessment**

- Learning, teaching and assessment are planned in an integrated manner identifying what is to be learned and assessed at the planning stage.
- Teachers use a range of assessment evidence to support professional judgements, including formative, summative and standardised.
- Termly assessment reviews support teachers in making professional judgements and help identify those who require support and next steps in learning.
- Targets are set collaboratively with pupils for Literacy and Maths and recorded in jotters.

#### **Planning, tracking and monitoring**

- Almost all learning experiences are planned to match pupils needs/abilities.
- Opportunities for Literacy, Numeracy and Health & Wellbeing across the curriculum are specifically planned for through thematic learning.
- Tracking and monitoring of attainment in writing is beginning to provide reliable and up to date data regarding the progress of all learners.
- Analysis of such data leads to appropriate interventions to address gaps in attainment and achievement.
- Tracking and monitoring processes include analysis of data linked to any barriers to learning. This includes identified additional support need. As a result, pupils' needs are well identified across the school.
- Termly tracking supports pupils progress in learning.
- All staff are confident using a wide range of assessment data to inform priorities, planning and interventions. Termly Pupil Progress Meetings with the Head Teacher support this.

#### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Engagement in learning is evidenced in pupil jotters and in learning conversations with pupils.
- Learning walls evidence pupil involvement in choosing the direction of their own learning.
- QA processes taking place throughout the school year (see QA Calendar) and findings collated for school self-evaluation (see School Self-evaluation overview)
- Collegiate meeting calendar and minutes shows a focus on improving learning, teaching & assessment.
- Thematic planning evidences: inclusion of Literacy, Numeracy & H&W across the curriculum; 'wow' entry points for pupil engagement; knowledge harvest for gathering prior learning; clear planning against experiences and outcomes for non-core subject areas, opportunities for pupil choice and inquiry; planned assessment opportunities.
- Pupil jotters evidence differentiation by task, teacher support and expected outcome (LI/SC). They also evidence self-assessment through traffic lights, some peer-assessment, and the quality of feedback from teachers.
- Draft guidance for marking/ showing levels of support in jotters has been created and will be refined to become a school marking & presentation policy.
- Targets in jotters evidence pupil involvement in identifying next steps in learning.
- Collegiate working and sharing of good practice have been considered through discussions on 'Teaching Backwards'.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Towie has an agreed assessment calendar which shares key areas of focus throughout

the school year.

- PEF is used to support interventions to overcome any barriers faced. E.g., the purchase of a wider range of reading books to support to support identified pupils.
- Termly tracking meetings are held with staff (see minutes).
- SNSA data is considered by all staff (see Assessment headlines 2021 for comparison with ACEL data). This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning. Session 20-21 there has been a key focus on Reading & Writing following interrogation of data.
- Effective use is made of laptops/iPads/Clevertouch boards and apps such as Google classroom. Technology is also used to support targeted interventions such as Nessy for spelling and Talk to Writing for those reluctant to write.
- Seesaw is beginning to be used again to share learning and progress and celebrate achievements.
- The local woodland area is well used as a learning resource, and the school has utilised specialists to provide enhanced experiences for pupils.
- All older Pupils have engaged completing the John Muir Award.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Increase pupils' understanding of their own learning, by encouraging them to talk about their learning, respond to feedback, set targets, self-assess more effectively, and peer-assess. Clear learning intentions, revisited in plenaries will support this, along with formative marking.
- Further develop how assessment data is used in school to ensure that it is robust and better supports professional teacher judgements against the CFE benchmarks.
- Improve the quality of teaching and assessment of reading. Continue to set up bookbanding of reading books, including integrating the new texts, and extending the reading programme to include more able readers. Develop how reading is assessed, establishing clear tracking and linking this to CFE Benchmarks.
- Embed the use of Talk for Writing for pedagogy, and Big Writing for assessment, using Scottish Criterion Scale. Establish a clear schedule for assessment and begin to moderate (cross school) using the CFE Benchmarks.



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

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

**4**

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 Towie have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All staff are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff, all pupils build positive relationships, allowing staff to identify and support individual needs.
- Most pupils behave positively and demonstrate mutual respect for each other – as a school value, respect is promoted widely through assemblies, the House System and WISER Pupil of the Week awards.
- The school is in the process of developing a whole school positive behaviour policy with inclusion of Emotion Coaching and other Nurture approaches following recent Nurture training, and the embedding of pupil rights underpinned by UNCRC. Clear expectations of pupil conduct are beginning to be established with incidents dealt with appropriately. Nurture approaches are beginning to yield positive outcomes for some pupils.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- Staff have a strong awareness of principles and processes relating GIRFEC. All pupils have a awareness of the wellbeing indicators, which are embedded into the assembly schedule, and most can discuss these appropriately.
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.
- 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 and Child Plans are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- Pastoral notes are used on SEEMIS to record significant incidents and also to record wellbeing concerns (including actions taken to address these).
- Staff have a shared understanding of what excellent learning and teaching looks like and improving in this area is the subject of regular professional conversations during school self-evaluation activities. New thematic planning formats support teachers in including features of highly effective practice in their teaching.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion regarding targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.

- Class teachers work closely with the ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation and direct intervention. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps.
- The staff at Towie School attended Nurture training, led by Educational Psychologists, and regularly consult with EPs on the needs of pupils to get the best outcomes.
- 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 pupils with additional support needs in P7 with Child Plans, involving parents, pupils and representatives from the ASL Team at the Academy to ensure smooth transition. Pen Portraits for each P7 pupil also support transition. Transition meetings for parents of nursery children and children about to join nursery support the transitions from nursery to school and home to nursery.

### How do you know?

#### What evidence do you have of positive impact on learners?

- A positive, supportive ethos exists throughout the school, with staff showing real care for the pupils and building positive relationships.
- All staff are Nurture trained and this is being taken into consideration when reviewing the Behaviour Policy (e.g., to include Emotion Coaching)
- The school promotes the rights respecting award work and has a Rights Respecting School Committee with staff representatives from Primary and Nursery. An action plan exists to support the school in achieving the Bronze award.
- An open-door policy is in existence for all comments/queries and a log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training is carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority through ALDO. The Head Teacher has completed further training on 'Protecting Children Online'.
- The School Assembly Calendar evidences clear links to Wellbeing Indicators and is beginning to link in Children's Rights. In assemblies, children show a good knowledge of the indicators, and this is followed up in H&W lessons. Assemblies also champion equality and inclusion (e.g. celebrating International Women's Day).
- Results of Wellbeing Questionnaires to parents and pupils help teachers to be aware of, and respond to, any wellbeing needs.
- Pupil Matters in staff meetings helps promote discussion around pupil wellbeing.
- Tracking systems using the wellbeing indicators are in development, to help identify pupil needs.
- School uses Bounceback programme to support wellbeing.
- The school promotes participation in sport through its inclusive approach to Sports Day, promoting teamwork.
- Wellbeing is promoted through outdoor learning, including regular visits to the woodland classroom area, an Outward Bounds visit for older children, and John Muir Award participation.
- The Parent Council recently supported the school in developing the school playground to include better facilities for outdoor learning, and a new wellbeing area is nearly complete.
- Eco School committee
- Effective partnerships are in place with local church and community groups; children participated in a charity event with the Silver Circle group, raising money for CAMHS (a children's mental health charity selected by the pupils), and the local church minister supports the school in events such as Easter, Speech Day and Harvest.

- The school supports the Childsmile Toothbrushing Programme and is visited by a representative from the NHS.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Targeted support is provided by class teachers, PSAs and IPT staff. Others such as SALT/EAL and EP take part in the planning and assessment for pupils.
- The school allocates PSAs in response to pupil support needs. Higher support levels are directed at core subject areas of Literacy and Numeracy.
- Child Planning Meetings process is being fully implemented, including using the My World Triangle and pupil voice. Regular meetings with staff, parents and other agencies take place to meet pupils' needs.
- HT meets termly with SFL staff in order to plan appropriately to meet individual needs.
- A full Transition plan for Nursery to Primary exists with clear actions to support the wellbeing of pupils moving to P1. This includes meetings with parents and opportunities to see the new faces and new places in P1 through a series of activities such as visitors for story time, shared breaks with older children, visit to the dining hall, attending primary school assembly, tour of the whole school. Visits back to Nursery in Term 1 of P1 (e.g., to join Nursery in walks to the forest and for playing in the Nursery classroom) continues the support after the summer.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Alford Academy. This includes visits to the school, multiple online meetings for pupils, an online virtual tour, completion of Pen Portraits for all, carefully matched tutor classes in relation to friendship groups from primary, and information for parents. There is an enhanced transition programme in place for any pupils who would benefit from this.
- Child Planning meetings for specific pupils took place to smoothly hand over the lead to the academy staff.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Embed elements from Nurture training into school Behaviour Policy, including Emotion Coaching and Zones of Regulation. Agree a common approach for supporting pupils to resolve conflict.
- Develop Chronologies and establish what exactly should be recorded in Pastoral Notes so there is a consistent and thorough approach.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, for ASL and PSA led interventions.
- Measure and evidence impact of PEF funding.

### QI 3.2 Raising attainment and achievement

3

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?

- There is a positive picture of attainment for children in P7 at Towie School. Almost all P1s and P7s are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- 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 tracking and monitoring system in place which is beginning to be more consistently followed to ensure individual pupil progress is tracked.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- In 2020-21, Pupil Equity Funding was used to purchase additional school laptops, which were used to support home learning during lockdowns - the impact was significant, allowing children to access online lessons and complete learning activities. PEF was also used to fund an additional PSA to support additional support needs – this support helped reduce disruption to the learning of other pupils, thus impacting positively on outcomes. PEF was also used to fund two pupils to be included in the Outward Bounds Course, which was a key part of transition to the Academy.
- At Towie, the majority of pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Pupils stand for election and vote for representatives in Eco School, Pupil Council and Rights Respecting Schools Committee.
- Pupil participation with their wider community is successful through developing partnerships.
- Achievements both in school and out of school are recognised and shared in the Good News Book, Newsletters and assemblies. Systems are being developed to track this information to ensure identification of any pupil at risk of missing out.
- Some extra-curricular activities, in conjunction with other school in the cluster, provide pupils with opportunities for developing their knowledge and skills.
- 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?

- Overall school professional judgements of CFE levels show good progress for the majority of learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils, evident in learning walks.

- Universal supports exist in all classes – grouping remains flexible to allow for the needs of all children to be met in different areas of learning. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- A tracking document records Big Writing levels termly, and data on PM Benchmark reading levels is beginning to be recorded. This data feeds into Tracking and Monitoring meetings and leads to planned interventions.
- A document exists, showing how PEF funding is spent, the expected impact, and the evaluation.
- Evidence of pupil engagement in school committees such as Eco School, RRS and Pupil Council can be seen in displays and minutes of meetings, taken by the pupils. The Pupil Council has successfully devised a plan to reduce noise in the dining hall, and have introduced playground games for younger children.
- There are further opportunities for pupil leadership through Prefects and the planned introduction of Digital Leaders and Reading Champions. Pupils also have opportunities to take ownership of events, such as Speech Day, by leading the event as hosts, and participating in writing the script.
- Teaching staff have carried out writing moderation within Towie School, and plans are in place to do this in conjunction with other schools in Upper Donside.
- Towie school engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Visible learning leadership training has been attended by the Head Teacher, and initial session with a Visible Learning impact coach is scheduled to support developments in this area.
- Following a charity event which Towie held in conjunction with the Silver Circle community group, the winner of the school competition had their achievement (a poem) celebrated through publication in a community newsletter.
- Pupil achievement in relation to demonstrating school values, excellent learning, progress and behaviour are recognised through earning house points.
- WISER Pupil of the Week certificates recognise pupils who demonstrate school values – through a year, this is distributed to ensure inclusion.
- Achievements are celebrated in front of the whole school community at Speech Day at the end of the year, including specific awards for WISER Pupil of the Year (consistently demonstrating all school values), Ministers Cup, Kindness Quaich, and certificates for each school value and outstanding progress awards.
- Seesaw online platform is beginning to be used once again to share learning and achievements.
- All pupils are encouraged to share wider achievement in class, and in assemblies.
- Parents run some clubs after the school day which include Football club, Scottish Highland Dancing, and Netball (based at another Upper Donside school). Some pupils have organised outdoor games for younger children at lunchtime, including skipping, hopscotch and balancing stilts.
- Tracking of attendance and lates - HT monitors all lates and follows up with parents over any concerns of regular lateness or absence.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Data based on teacher professional judgements suggests that raising reading and writing attainment should be an improvement priority (linking in with Teaching, Learning & Assessment priorities):
  - Further develop how assessment data is used in school to ensure that it is robust and better supports professional teacher judgements against the CFE benchmarks.
  - Improve the quality of teaching and assessment of reading. Continue to set up

bookbanding of reading books, including integrating the new texts, and extending the reading programme to include more able readers. Develop how reading is assessed, establishing clear tracking and linking this to CFE Benchmarks.

- Embed the use of Talk for Writing for pedagogy, and Big Writing for assessment, using Scottish Criterion Scale. Establish a clear schedule for assessment and begin to moderate (cross school) using the CFE Benchmarks.
- Continue to develop moderation processes and practice (in collaboration with other schools in Upper Donside) to promote effective learning and teaching and further develop a shared understanding of standards.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Develop pupil voice when creating the Standards & Quality Improvement Plan through participation in various school self-evaluation activities and looking at HGIOURS

## PEF 2021-2022

<b>Identified gap</b>	<p>Improving progress in reading identified as an area to improve:</p> <ul style="list-style-type: none"><li>• ACEL data indicates that some current P3s and P4s are not on track to achieve First Level by the end of P4 (including those eligible for FSM).</li><li>• Phonics screening shows significant gaps in phonetic knowledge/ awareness in many of the current P2 cohort.</li></ul> <p>Improving resourcing of reading materials for older children has been identified as an area to improve:</p> <ul style="list-style-type: none"><li>• 63% of P4s achieving First Level Reading in May 2021 ACEL data. Improved resourcing for teaching structured guided reading lessons at discrete levels has been identified as a need.</li><li>• Research studies indicate that implementing systematic approaches to teaching reading can greatly impact the progress of all pupils.</li></ul> <p>Improving parental engagement with home learning has been identified as an area for improvement which can improve outcomes for all.</p>
<b>Expenditure</b>	<ul style="list-style-type: none"><li>- New reading books: £6000</li><li>- Materials for setting up bookbanding (improving tracking and ability to link a wider range of reading resources to a reading level): £40</li><li>- Seesaw Subscription: £570</li><li>- Mathletics Subscription: £280</li><li>- Maths recovery materials (1 Plus 1): £30</li></ul>
<b>Expected outcomes</b>	<p>Improved progress in reading, evidenced through ongoing teacher assessment (recorded on PM Benchmark continuous assessment sheets), summative PM Benchmark Assessments, and teacher assessments against the CFE Benchmarks. Target is for at least 80% of P1 pupils to achieve Early Level in Literacy, and at least 75% of P4s to achieve First Level in Reading by May 2022. Pupils in P3 are being targeted to progress more quickly in reading to ensure they are on track for achieving First Level in 2023.</p> <p>Improved support of reading at home (following reading and phonics workshop), evidenced through parent comments in reading journals, improved preparedness of children in guided reading sessions (due to reading more at home), leading to steady progress through the bookbands.</p> <p>Improved access to learning in other curriculum areas (due to</p>



	<p>improved reading skills). A knock-on impact on achievement in writing should become evident over time, evidenced in the quality of recorded work in literacy and topic jotters.</p> <p>Parents build a stronger understanding of pupil learning and are better able to support pupil learning at home (through Seesaw).</p>
<p><b>Impact Measurements</b></p>	<p>Progress to be measured through reading assessment data (continuous assessment &amp; PM Benchmark summative assessments). This should also be reflected in SNSA data, although may take time for impact to be evident in SNSA.</p>

### Capacity for improvement

Now that we have a stable staff team, the capacity for improvement is good. School and Nursery staff are fully committed to the principle of continuous improvement and wish to provide the very best for every child in their 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, and we have clear plans to show 'how' we intend to achieve these improvements.

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"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><b>2.3 Learning teaching and assessment</b></p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p><b>2.7 Partnerships</b></p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></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>
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### Priority 1 :

To improve attainment in Writing & Reading  
 Pupil Awareness of own learning  
 Moderation/ Assessing against the Benchmarks

#### Data/evidence informing priority:

Attainment in writing, evidenced through SNSA and ACEL data (only 50% of P4s achieving Level 1 in May 2021) indicates that writing needs to be an improvement priority. Writing levels of some pupils in the P3 from last year indicate that achieving Level 1 this academic year may be a challenge. Engagement and independence have been identified as areas to improve, particularly following disrupted learning due to covid lockdowns. Reading data has been patchy and lacking in rigour (hence the implementation of Bookbanding), however the data that we have, including phonics screening, indicates that lower primary phonics and reading is an area to improve – this is part of Covid Recovery Planning

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>further embed Talk for Writing approaches</li> <li>systematically gather assessment data on</li> </ul>	<p>Teachers</p> <p>Teachers</p>	<p>Term 3</p> <p>Term 1 (ongoing)</p>	<p>Talk for writing approaches will be evident in lessons and will lead to improved attainment in writing.</p> <p>Tracking of writing will enable</p>	

<p>writing (Big Writing done termly and tracked)</p> <ul style="list-style-type: none"> <li>- Organise the pupil assessment folders</li> <li>- Further embedding writing across the curriculum (as revisited genres)</li> </ul>	Teachers	Term 1	<p>more robust teacher professional judgements of levels.</p> <p>Writing will be embedded across the curriculum, evident in planning and pupil jotters.</p>	
	Teachers	From Term 1	<p>Clear and reliable writing and reading assessment data will be evident and will support short &amp; long term tracking of pupils, identification of next steps in learning, and will support teacher professional judgements.</p>	
<p><b>Reading:</b></p>				
<ul style="list-style-type: none"> <li>- Expand the range of reading texts (lower levels) available to provide depth and multiple texts for guided reading sessions.</li> </ul>	HT	Term 1	<p>Pupils will enjoy access to a wider range of reading books and these will be used to enhance guided reading lessons.</p>	
<ul style="list-style-type: none"> <li>- Bookband all reading books</li> </ul>	All Staff	Term 2	<p>All reading books will be integrated into the book banding system to provide breadth and depth at each level.</p>	
<ul style="list-style-type: none"> <li>- Extend the reading scheme to above Bookband level 9, to support systematic progression in reading through the upper phase of the school.</li> </ul>	HT	Term 2		
<ul style="list-style-type: none"> <li>- Set up PM Benchmark Assessment systems (continuous assessment sheets, and summative assessment)</li> </ul>	HT	Term 2	<p>PM Benchmark progress tracking sheets and summative assessment will provide reliable data on progress of learners and will be used by both classes.</p>	
<ul style="list-style-type: none"> <li>- Establish specific guided reading times in both classes.</li> </ul>	HT/ Teachers	Term 2	<p>Pupils will experience well-structured and purposeful guided reading sessions.</p>	
<ul style="list-style-type: none"> <li>- Allocate staffing to specifically support improving reading.</li> </ul>	HT/ Teachers	Term 1	<p>Pupils will be Reading will be well supported in school.</p>	
<ul style="list-style-type: none"> <li>- Hold Parent Workshop on Phonics and Reading</li> </ul>	P1-4 Teachers / Parents	Term 2	<p>Parents will attend the Workshop. Pupils will be well supported with reading at home.</p>	
			<p>Progress in reading will be good or better for all pupils, evidenced through PM Benchmark tracking &amp; assessments.</p>	
<p><b>Awareness of own Learning:</b></p>				
<ul style="list-style-type: none"> <li>- Further embed explicit use of learning intentions and success criteria in all</li> </ul>	Teachers	Term 1	<p>Pupil jotters &amp; learning displays will evidence use of</p>	

<p>lessons, recorded in pupil jotters and revisited in plenaries.</p> <ul style="list-style-type: none"> <li>- Further develop use of peer and self-assessment in a variety of lessons (and being aware of how this can be evidenced)</li> <li>- Pupils to use Seesaw to blog about their own learning.</li> <li>- Further embed Growth Mindset approaches/ attitudes.</li> <li>- Establish learning conversations.</li> <li>- Further embed Pupil Target Setting in Literacy and Numeracy.</li> </ul>	Teachers	Term 2	learning intentions/ success criteria.	
	Teachers / Pupils	Term 2	Pupils will self-evaluate their learning, evidenced in jotters by pupils evaluating against the LI/SC,	
	Teachers /Pupils	Term 3	Pupil reflections on their own learning will be recorded on Seesaw, evidencing greater understanding of purpose of learning and their own progress.	
	Teachers / Pupils	Term 2	Pupils will view mistakes as opportunities for learning and will view challenges positively as opportunities to learn.	
	Teachers / Pupils	Term 2	Pupils will show an understanding of their own learning through learning conversations and target setting.	
<p><b>Moderation – assessing against the Benchmarks</b></p>				
<ul style="list-style-type: none"> <li>- Participate in cross school moderation of writing against the benchmarks</li> </ul>	Teachers	Term 2, Term 3	Teachers will use benchmarks and writing assessments to determine next steps in learning.	

## Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></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><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>		
<p><b>Priority 2 :</b></p> <p>To improve the way the Curriculum is structured to meet the needs of the pupils at Towie.</p>		<p><b>Data/evidence informing priority:</b></p> <p>Professional discussions with staff and evaluation of the progress made so far with curriculum developments informs this priority. In addition, the requirement to embed UNCRC through the school is identified in the last inspection report and still requires to be developed further.</p> <p>Pupil wellbeing has been identified as a priority post-lockdown, and we have identified further development of outdoor learning to support this (research strongly supports the notion that outdoor learning improves wellbeing).</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p><b>Developing Curriculum Rationale</b></p> <p><b>Create Curriculum Overviews for each</b></p>	<p>Parents, HT, Teachers, Pupils</p> <p>Teachers</p>	<p>Term 2</p> <p>Through</p>	<p>All stakeholders will have participated in developing a curriculum rationale which reflects the context, values, vision and aims of the school and nursery.</p> <p>Curriculum overviews with clear progression</p>	

<p><b>subject (with progression)</b></p> <p><b>Embedding of Health &amp; Wellbeing / Wellbeing indicators across the school, linking to UNCRC – mapping out through assemblies, themes, policy.</b></p> <p><b>Embedding UNCRC through the 4 contexts for learning</b></p> <ul style="list-style-type: none"> <li>- Integrate into assembly schedule (linking with wellbeing indicators &amp; school values – <i>Life &amp; Ethos of the school</i>)</li> <li>- Set up an action plan to Achieve Bronze Award</li> <li>- Add to thematic planning, linking in with topics for contextualised learning of rights (<i>interdisciplinary learning &amp; curriculum</i>).</li> <li>- Award system to be set up recognising knowledge of rights (<i>personal achievement</i>).</li> </ul> <p><b>Developing Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>- Set expectations for how often lessons should be outdoors, to increase the frequency.</li> <li>- Complete the outdoor learning/ wellbeing area in the playground (benches for greenhouse, logs for seating area)</li> </ul>	<p>HT, Teachers</p> <p>UNCRC Committee, HT</p> <p>UNCRC Committee, HT, Teachers</p> <p>Teachers</p> <p>HT</p> <p>HT</p> <p>Parent Council</p>	<p>the year</p> <p>Mapped out in Term 1</p> <p>Ongoing</p> <p>By Term 4</p> <p>Term 3</p> <p>Term 3</p> <p>Ongoing</p> <p>By Spring</p>	<p>pathways will have been developed/ adopted for each subject.</p> <p>Health &amp; Wellbeing and wellbeing indicators is embedded in the life of the school. Awareness of these will be strong for all pupils.</p> <p>Children's Rights will be prominent in assemblies and pupils will have an increased awareness of them.</p> <p>School achieves UNCRC Bronze Award</p> <p>Thematic planning explicitly links in Children's Rights.</p> <p>Pupils strive to learn the Rights of the Child and progress/ achievement in this area is recognised/</p> <p>The outside space is utilised more often for learning, with a positive impact on pupil health &amp; wellbeing.</p> <p>The greenhouse and wellbeing areas in the playground are ready and being used by pupils on a regular basis.</p>	
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## Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p><b>Parental engagement</b></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><b>2.5 Family learning</b></p> <p>2.6 Transitions</p> <p><b>2.7 Partnerships</b></p> <p>3.1 <b>Improving/ ensuring wellbeing, equality and inclusion</b></p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p><b>2. Partnership working to raise attainment.</b></p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p><b>Priority 1 :</b></p> <p>To improve Parental Engagement/ Family Learning</p>		<p><b>Data/evidence informing priority:</b></p> <p>Parental engagement has been a challenge due to lockdown restrictions, and compounded by the withdrawal of Seesaw as a means of sharing learning with parents (and lack of a viable alternative). Parent feedback in March 2021 indicates that this should remain an area for development for next academic year.</p>		
<p><b>Key actions</b></p>	<p><b>By whom</b></p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact? (Measurements of success)</b></p>	<p><b>Progress</b></p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p><b>Further develop the school Vision, Values and Aims</b></p> <p><b>Establishing Parent Curriculum Group</b></p> <ul style="list-style-type: none"> <li>Parent input on themes</li> <li>Parent input on L3</li> <li>Development of curriculum rationale</li> </ul>	<p>Teachers, Pupils, HT, Parents</p> <p>Parents, HT</p>	<p>Term 1</p> <p>Term 1 / Term 2</p>	<p>School VVA will be aspirational and developed in partnership with all stakeholders. Pupils will have a greater understanding of the values.</p> <p>Parent voice will have been heard in the development of the curriculum rationale and choice of Language 3. Parents will have supported the school in identifying context relevant topics/ themes, and will have supported in identifying resources.</p>	

<b>Exit points for topics</b> – parents attending and learning shared by pupils	Teachers, Pupils, Parents	From Term 1	Pupils will have shared learning with parents through topic exit points. Parents will be able to celebrate learning with pupils.
<b>Class Assemblies</b> – pupils sharing learning			
<b>Pupil-led Parent Teacher Consultations (Term 4)</b>	Pupils, Teachers	Term 4	Pupils will have shown their understanding of their own learning to parents.
<b>Parent Workshop for Reading/ Phonics</b>	Teachers, Parents	Term 2	Parents will have attended the reading and phonics workshop, and will be equipped to better support reading at home.
<b>Parental involvement in committees (Eco, RRS).</b>	Teachers, parents	Term 2	Parent representatives on school committees (Eco, RRS) will support development and increase parent voice.
<b>Re-establishing of school events – productions, special assemblies.</b>	HT, Teachers	Term 1	Parents will become more involved in activities & celebrations in school, allowing for a stronger connection between home and school.
<b>Further development of Speech Day &amp; Nursery Graduation</b>	HT, Teachers	Term 4	Awards will recognise wider achievement, including RRS, Eco, as well as the usual Values and Progress based awards. Parents will become more aware of achievements of pupils.

## Wider Achievements

Pupils engaged in the Sir Captain Tom Moore 100 Challenge, by planting and selling 100 sunflowers, raising funds for a local charity. The Pupil Council voted for which charity to support, with pupils agreeing to donate proceeds to CAMHS (Children's Mental Health Charity). Involvement in this project enabled children to show empathy (our school value) to others.

## Memories are made of this:

We held our first Speech Day at Towie in June 2021, using the outside playing field. This was a wonderful opportunity to celebrate pupil achievement and promote the school values.

A visit by the Outward Bounds team in June 2021 was a highlight for the P6&7 pupils – three days of outdoor activities in the woodland classroom and surrounding area promoted teamwork, collaboration, resilience, and independence, providing challenge to pupils as many prepared for the transition to Alford Academy.

### **Wider Community Links**

Strong links have been established with the Silver Circle (local community charity group), and the Church of Scotland minister Rev Simon Crouch, who has supported the school in some events and special assemblies.