"The only way is education".

Towie School and Nursery Standards & Quality Report 2019-2020

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School Improvement Planning 2020-2021

Updated October 2020

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

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

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

National Improvement Framework Priorities:
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

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

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4- 870533.pdf

1. **Context of the School**

Towie School and Nursery is a small 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.

The school roll is 55 in the primary classes and 10 in the nursery running 5 am sessions. There are currently 20 out-of-zone learners.

Learners are taught in four separate classes a P6-7, P4-5, P1,2,3 and Nursery. There are 2 full time Class Teachers, 2 part time Class Teachers and an acting Head Teacher who also leads a neighbouring school, Lumsden. In the nursery there is an Early Years Senior Practitioner who also works at Tullynessle Primary School. Early Years Lead Practitioner and 2 Early Years Practitioners. Towie School is part of the Alford Cluster and benefits from its multi-agency 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, there is still to be a large impact, but as the staffing stabilizes, it is hoped that areas for development can show improvement in the coming academic year.

The school has a supportive and active Parent Council.
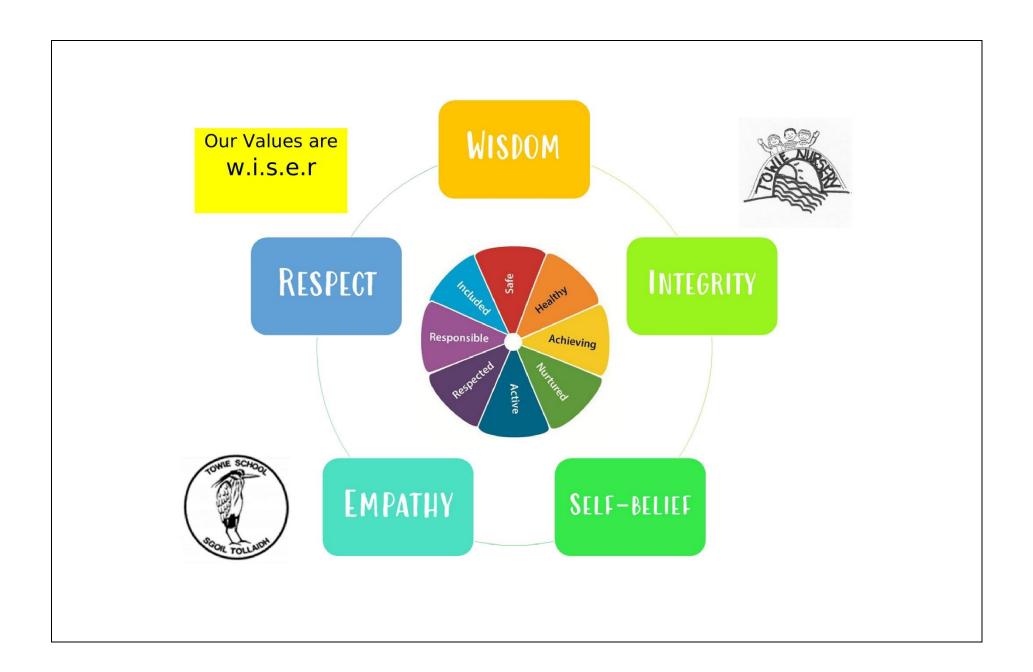
Visions Values & Aims

Our Values are
w.i.s.e.r

WISDOM

INTEGRITY

RESPECT

EMPATHY

SELF-BELIEF

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All
Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement
Level of quality for core QI:1.3   2
(HGIOS?4 1-6 scale)

Overview:
(narrative across this theme and various QI's)
1.3 Strengths:

- The staff have shown commitment to change and improvement over the last 12 months. All stepped up to the challenge of adjusting to teaching remotely and supporting all

- Parents' views are sought on a range of aspects of the school's work. Parents, staff children and community were consulted on updating the Visions Value and Aims of the school a year ago

- The Visions Values and Aims are used as the basis for building a whole school ethos

- Staff have an understanding of the social, economic and cultural context in which the children live

- Staff reflect on the GTCS standards as part of Professional Review and Development and are committed to collegiate working to support continuous improvement

Identified priorities for improvement:

- The curriculum needs to be developed to support creativity and innovation in our young people

- Professional judgement needs to be supported by greater evidence including summative evidence

- Work on improvements need to be extended beyond 12 months to allow for them to be embedded

- Staff should be given the opportunity to undertake practitioner enquiry that will support school improvements

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

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 2.3: 2
(HGIOS?4 1-6 scale)
Overview
2.3
Strengths

- Some older pupils are consulted and participate in school improvement through the Pupil Council

- Teachers have a good understanding of the planning and moderation cycles and show an awareness of the parts that require improvement

- The children are sometimes included in the planning of blocks of learning and there is evidence that teachers look at prior knowledge when planning

- Children's successes are celebrated in the Good News book and shared at assemblies

- The outdoors is used well in some classes to support learning

Priorities for development

- All children should be encouraged to support school improvement by participating in Pupil led groups

- Staff will gain more confidence in using the outdoors by undertaking CLPL and peer learning

- A more consistent approach will be developed across the school in the use of resources for universal support

- Confidence in use of digital technology will be developed among all children building on the skills they have developed during Covid-19 lockdown

- Greater consistency will be developed across the school for assessment, planning, profiling and tracking

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

Relevant NIF priority: All

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

Level of quality for core QI 3

(HGIOS?4 1-6 scale)

Evaluation of QI 3.1

Strengths

- Developing children's wellbeing is an important focus for the head teacher's aspirations for the school. The wellbeing indicators have been set as the school's aims.

- Staff understand the importance of positive relationships in ensuring children's wellbeing.

- Relationships across the school are mainly positive and most children know they learn in a school where they are cared for

- The school takes action to ensure all children and their families have access to school activities

- The school had a focus on UNCRC in term 1 and raised the awareness across the school community

- Most children show positive behaviour towards each other and the adults

Identified priorities for improvement:

- Continue to raise awareness and further develop understanding of the United Nations Convention on the Rights of the Child (UNCRC) amongst all stakeholders.

- Continue to regularly review targets, monitor the progress of learners with additional support needs and the impact of interventions so that improved attainment can be clearly demonstrated – ensure ASL meetings are part of the QA calendar

- Further develop the use of the school grounds and the surrounding community to further develop children's wellbeing

- Further develop a fuller progressive programme to develop children's skills in Health and Wellbeing and their understanding of the Wellbeing Indicators
- Further develop parental involvement in the profiling process

Evaluation of QI <u>3.2 Raising attainment and achievement</u>
Level of quality for core QI: 3
(HGIOS?4 1-6 scale)

Strengths

- Data indicates that attainment in Literacy and Numeracy has been raised over time and is satisfactory
- Learners' attainment and wider achievements are celebrated through Learning Folders in nursery, Good News Book and assemblies.
- Attendance levels are high
- There was a good level of engagement with remote learning during Covid-19 lockdown
- Those that were not engaging were tracked and a high level of support was offered
- Some classes use the outdoor space to enhance teaching and learning
- Development in writing has begun using Talk for Writing as a structure across the school

Identified priorities for improvement:

- Continue to develop effective tracking and monitoring processes, procedures and systems to track learners' progress, and attainment to improve the reliability and robustness of the school's attainment data.
- Teachers need to continue to develop their understanding of pedagogy and progression in Numeracy and Mathematics to support all children in making better progress.

- Across the school at all stages, children would benefit from more consistent and regular opportunities to develop their calculation skills perhaps using a consistent approach to Mathletics and implementing White Rose Maths as a structure for teaching and learning Numeracy and Maths
- Continue to develop the tracking and celebration of wider achievement including the children's achievements in the community
- Develop use of digital technologies and successful techniques used during Covid-19 lockdown

Identified Priorities for 2020/21

Learning and Teaching – Numeracy and Literacy

What Data/evidence informs this priority?	Intervention	Expected impact	measures – what information will inform progress	Actual Impact
- HMiE report - HGIOS 4 – staff assessment using challenge questions - SNSA data - AR data - Informal HT observation - Collegiate discussions - Jotters - writing	- Growth mindset development across school – reading & collegiate work - White Rose Maths – develop programme to suit CfE - Use of Summative WRM assessments as pre-assessments to teaching a block - Collegiate development of teaching and learning using 'Teaching Backwards' as a core text - Continue to develop use of Talk for Writing techniques – support new staff to develop skills - Develop structured approach to using Accelerated reader – purchase texts and develop class libraries - Develop structure to teaching of Phonics and Spelling across the school using North Lanarkshire programme - Use Big Writing progression for Grammar and Punctuation - Use class novel approach for supporting comprehension skill development – Literacy Shed resources	- Number sense to improve - Calculation to improve - Problem solving in Numeracy to improve - Writing skills to improve – spelling, grammar, and punctuation - Reading ages to increase - Comprehension skills beyond information retrieval to improve	- SNSA data - Data gathered from practitioner enquiry - Summative White Rose Maths assessments - Comparison of raw writing example compared to taught writing example - AR data – reading ages - Single word spelling assessments - Jotter monitoring – are the children using taught phonics/spelling, grammar, and punctuation correctly	

	• Raw writing examples gathered at the beginning of each term			

	Phase 1	Phase 2	Phase 3
SLT	• Set up White Rose Maths • Set up Literacy Shed • Order 'Teaching Backwards' and read first 3 chapters • Set up planning files for teachers to access • Ensure North Lanarkshire resources are available to staff • QA planning across school • Order Chromebooks • Develop assessment collegiately with staff • Classroom visits • Learning conversations with children – Writing focus	• Order new library books – source funding • Observe lessons • Jotter monitoring • QA planning across school • Moderate writing with staff and cluster schools • SNSA assessments • Classroom visits • Learning conversations with children – Numeracy focus	• QA planning across school • Moderate Numeracy with staff and cluster schools • SNSA assessments • Classroom visits • Learning conversations with children – Reading Focus •
Staff	• Become familiar with WRM resources • Become familiar with North Lanarkshire resources • Become familiar with Literacy Shed resources – choose texts (P1-3), novels P 4-7 • Order class sets of story books and novels through HT • Access planning on shared drive and populate for terms 1 & 2 • Introduce 3 jotter system for Literacy • Raw writing examples gathered at the beginning of each term • Set up Google Classrooms and Seesaw • Begin to decide on Practitioner Enquiry • Read first 3 chapters of 'Teaching Backwards' • Develop assessments for Numeracy and Literacy – collegiate discussions and decisions	• Take part in moderation of writing • Work with children to select books that they would like in their class library • Administer SNSA assessments • Classroom visits – if possible, in another school (restrictions dependent) – Numeracy • Develop Practitioner enquiry	• Take part in moderation of Numeracy • Administer SNSA assessments • Classroom visits – if possible, in another school (restrictions dependent) – Writing or Reading • Shae findings of Practitioner enquiry

Forum	• Support children at home with mental maths facts (guided by CT) • Look for opportunities to reinforce use of Maths at home • Support children at home with phonics and spelling practice • Support children with reading practice at home • Ask for homework support if you find your child is not managing	• Support children at home with mental maths facts (guided by CT/HT) • Look for opportunities to reinforce use of Maths at home • Support children at home with phonics and spelling practice • Support children with reading practice at home • Ask for homework support if you find your child is not managing	• Support children at home with mental maths facts (guided by CT/HT) • Look for opportunities to reinforce use of Maths at home • Support children at home with phonics and spelling practice • Support children with reading practice at home • Ask for homework support if you find your child is not managing
Pupils	• Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling and phonics at home • Practice reading at home • Remember mistakes are good and to ask for help if you need it	• Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling and phonics at home • Practice reading at home • Remember mistakes are good and to ask for help if you need it	• Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling and phonics at home • Practice reading at home • Remember mistakes are good and to ask for help if you need it

Parental Engagement

What Data/evidence informs this priority?	Intervention	Expected impact	measures – what information will inform progress	Actual Impact
• Engagement with Remote Learning was generally high during Covid-19 lockdown – there was more positive feedback about Seesaw than Google Classroom • Some families required support to engage with Remote Learning for a number of reasons and some families did not engage with Remote Learning • Attendance at the last open day was low (<10) • Responses (14) from new formal reports suggested parents and carers want more information about their children's learning • Attendance at virtual parent council meetings has been low • Parent questionnaire to inform School Improvement Plan suggested some parents and carers wanted more support and guidance on	• Increase the number of devices available in school using PEF funding • Apply for devices for some children to use at home • Use digital technology to support reporting – Seesaw • Use digital technology to support homework – Google Classrooms • Set up parent/carer workshops to improve confidence in using technology to support family learning • Involve parents and carers in RRSA/Eco developments • Improve profiling – home/school logbooks • Continue to use VVA as basis for whole school ethos – make visible to parents and carers and community via Social media and in school events when safe • When safe to, continue links with the community	• Parents and carers stay engaged with their children's learning • Families become more confident in their understanding of their children's attainment • The school sustains its development of RRSA • The school community becomes environmentally aware and reduces waste • The inclusive ethos of the school develops • The school as part of the community develops • Parent Forum satisfaction on homework and support in supporting their children at home improves	• Data gathered on engagement with homework • Attendance figures for workshops • Attendance figures for open days (when safe to) • Families show an awareness of the VVA • Comments in home/school logbooks • Feedback in satisfaction questionnaires about reporting • Engagement from community in social media and at events • Attendance and engagement with Parent council increases • Parent questionnaire	

supporting their children at home • Parent questionnaire to inform School Improvement Plan suggested some parents and carers did not feel homework was appropriate	• Teachers engage in practitioner enquiry related to Family learning • Homework policy is reviewed with Parent Forum and updated			

	Phase 1	**Phase 2**	**Phase 3**
SLT	- Create a reporting calendar highlighting opportunities for parents and carers to engage with their children's learning - Order 9 x Chromebooks - Assemblies focusing on VVA and their connection the UNCRC - Share Visions Values and Aims on FB and Twitter to share with local and wider community - Request devices for children who are eligible - Request parent permission for use of Seesaw and Video conferencing - Monitor restrictions for ability to hold open days and workshops - Look at alternatives to holding parent/teacher interviews	- Hold workshops to support parents and carers with use of technology at home if restrictions allow - Hold open day if restrictions allow - Form questionnaire re: formal reports - Adjust formal reports as necessary	- Hold workshops to support parents and carers with use of technology at home if restrictions allow - Hold open day if restrictions allow - Hold parent/teacher interviews or alternative - Admin for formal reports
Staff	- Set up class to use Seesaw - Set up class to use Google Classrooms - Set up class to use Teams - Use GC to set work to avoid paper use - Use GC to set homework – use alternatives for families without device access - Reading book routine - quarantined when returned (72 hours) - Work with HT to provide alternative to parent/teacher interviews - Learning programme and Timetable to parents and carers - Reinforce VVAs day to day and use in restorative processes	- Support HT with workshops - Work with HT to organise open events - QA formal reports with HT - Learning programme and timetable to parents and carers	- Support HT with workshops - Work with HT to organise open events - Provide parent teacher interviews - Formal reports completed - Learning programme and timetable to parents and carers

Forum	• Sign permissions if happy to use Seesaw, Microsoft Teams and Google Classrooms • Be familiar with the school's Visions Values and Aims and discuss with your children • Look at children's work posted on Seesaw • Support children with homework assigned using Google Classrooms • Support children to practice spelling, phonics and reading • Support children to practice Mental Maths assigned • Attend Parent/teacher consultation or equivalent • Take part in review of homework policy – complete questionnaires to give feedback	• Look at children's work posted on Seesaw • Support children with homework assigned using Google Classrooms • Support children to practice spelling, phonics and reading • Support children to practice Mental Maths assigned • Attend Workshops run to support use of technology •	• Look at children's work posted on Seesaw • Support children with homework assigned using Google Classrooms • Support children to practice spelling, phonics and reading • Support children to practice Mental Maths assigned • Attend Workshops run to support use of technology • Attend Parent/teacher consultation or equivalent • Discuss your child's formal report with them
Pupils	• Talk about the schools Visions Values and Aims with your parents or carers • Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling, phonics and reading at home • Use your technology skills at home and show your parents or carers • Remember mistakes are good and to ask for help if you need it	• Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling, phonics and reading at home • Use your technology skills at home and show your parents or carers • Remember mistakes are good and to ask for help if you need it	• Practice Mental Maths using Sumdog (CT/HT to set challenges) • Think about times that you use Mental Maths at home • Complete Numeracy homework tasks to the best of your ability • Practice spelling, phonics and reading at home • Use your technology skills at home and show your parents or carers • Talk about your report with your parents or carers • Remember mistakes are good and to ask for help if you need it

Improving children's Mental Health and Well-Being – resilience and confidence

What Data/evidence informs this priority?	Intervention	Expected impact	measures – what information will inform progress	Actual Impact
- Health and Well-Being Web survey - Wider achievements tracked in Pastoral notes - Observation of children's ability to deal with change and disappointment – resilience - Observation and Pastoral notes on behaviour - Observation of children's willingness to lead in school - Parents and carers tell us - Children not engaging in their learning - Observed coping of all children returning to school after Covid-19 lockdown	- Growth Mindset training for staff/pupils - Further develop Bounce Back programme and find links/crossover with healthyschools.scot - Continue to develop RRSA awareness with Parent Forum and Community - Review 'Positive Behaviour Policy' with parents and carers and update - Pupil Improvement groups – staged support - Using 'Applying Nurture as a Whole School Approach' as a document to support Quality Assurance in the school - Staff confident and knowledgeable about their role in supporting children with neurodiversity	- Most children more confident to talk to adults - Children sustaining membership to groups outside school - SNSA results in line with or above expectations - Pupils lead Pupil Groups with support - Adults and children use the language and actions of inclusion	- Re-do Well-Being Web survey - RRSA questionnaire - Observation of children's ability to deal with change and disappointment - Observed coping strategies of P7 children during transition - Observed coping strategies of Nursery children to P1 - SNSA data - Quality Assurance outcomes based on HT and peer observation	

	• Children understand and support neurodiversity			

	Phase 1	Phase 2	Phase 3
SLT	• Manage Well-being surveys • HT to undertake Growth Mindset training through Northern Alliance • Organise training on ASC for INSET day 2 • Create standardised Visual Timetables for every class • Begin to develop QA using Applying Nurturing Approaches document • Inform parents and carers of assembly content to support sharing of VVA	• Develop Growth mindset approaches across school through Assemblies • Develop QA using Applying Nurturing Approaches document • QA behaviour approaches through discussions with pupils and staff • Begin consultation on Positive Behaviour Policy • Begin to develop behaviour approaches based pupil and parent feedback • Share Nurturing approaches with the Parent Forum	• Develop QA using Applying Nurturing Approaches document • QA behaviour approaches through discussions with pupils and staff • Share Nurturing approaches with the Parent Forum
Staff	• Deliver well-being survey • Member of staff to undertake Growth Mindset training through Northern Alliance • Attend training on ASC on INSET day 2 • Following training undertake further CLPL reading on ASC or Dyslexia • Implement strategies to support children with ASN • Attend Nurture training delivered by EP service	• Deliver well-being survey • Undertake further CLPL reading on ASC or Dyslexia • Implement strategies to support children with ASN • Support HT to develop QA using Applying Nurturing Approaches document • Member of staff to develop Growth Mindset in classroom based on training undertaken • Attend Nurture training delivered by EP service	• Deliver well-being survey • Undertake further CLPL reading on ASC or Dyslexia • Implement strategies to support children with ASN • Support HT to develop QA using Applying Nurturing Approaches document • Member of staff to develop Growth Mindset in classroom based on training undertaken • Attend Nurture training delivered by EP service
Forum	• Talk to your children about what they are learning in school – use Seesaw posts as a way of starting a conversation • Discuss assembly content with your children • Share any concerns or good news about your child's well-being with school	• Take part in review of behaviour policy – complete questionnaires and attend meetings • Discuss assembly content with your children • Discuss with your child their views on how good behaviour could be developed. • Share any concerns or good news about your child's well-being with school	• Share any concerns or good news about your child's well-being with school • Discuss Growth Mindset with your child • Discuss Nurture with your child

Pupils	• Share with an adult at home about something good that has happened in school every day • Tell an adult at home or school about any worries you have • Try to engage with all the school commitments • Share with your teacher if you don't understand or are finding something hard • Challenge yourself in your learning – what do you find easy, what do you find hard, how could you push yourself	• Talk with your parents and carers about the school commitments and how behaviour is dealt with at school – what works, what doesn't, what could we do instead? • Share with your teacher if you don't understand or are finding something hard • Challenge yourself in your learning – what do you find easy, what do you find hard, how could you push yourself, do you have a Growth Mindset?	• Share with your teacher if you don't understand or are finding something hard • Challenge yourself in your learning – what do you find easy, what do you find hard, how could you push yourself, do you have a Growth Mindset? • What does Nurture look like, sound like and feel like in our school? • Talk to your parents and carers about Nurture

Appendix i – return to school action plan

Priority – Learners Well-being			
Action	Who	Desired impact to be measured	How are we doing
Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities; talking, play and enjoying the broad curriculum. The "formal" curriculum focus will be on Health & Wellbeing, Literacy and Numeracy only during term 1 with opportunities to learn outdoors maximised.	All	Staff build up a holistic picture of the needs of learners enabling interventions, support, challenge to be planned. *These interventions may require SAAP or MAAP if grief/loss or mental health issues are affecting learners.*	
Re-establish routines by allowing for a period of adjustment by acknowledging the challenges this may bring. Support families and individuals to do this *(it can also be for those basic daily routines such as sleeping and getting up).* Visual timetables used universally in all classrooms.	All	The school community as a whole feel equipped and supported to re-learn a new routine of school and daily life.	
Re-establish the school vision, values, relationships, ethos and expectations. Staff to ensure children's learning experiences have a focus on how we treat each other and on re-building relationships, creating a safe environment and re-creating the positive culture we had.	All	The school community can articulate our vision, values and aims, and why they are important in our school. Learners feel safe, included and nurtured.	
Ensure the sensory needs of our learners are considered. The hustle and bustle, movement and interactions with many people in school may be difficult for children to adapt to after spending extended time with immediate family only.	All	Members of staff aware of individual learners' needs and make use of 'break out space' and support staff for those having difficulty.	

All staff to receive refreshed safeguarding briefing on return.	All	Staff feel confident to respond to disclosures/observations/concerns effectively.	

Priority – Family Well-being			
Action	Who	Desired impact to be measured	How are we doing
In partnership with Parent Council, plan a series of informal events to renew our school partnership (Coffee events, HT drop-in sessions*) to ensure the momentum and working relationships which was established are quickly re-established. *Following Guidance regarding social distancing etc*	HT Staff Learners	The school community feel included and involved in the life of the school.	
Remind families of Free School Meals Provision, School Clothing Grants etc. which provide financial assistance.	HT Staff	The school community are aware of how to seek help, support and advice.	
Ensure parents are actively involved in the GIRFEC process (assessment, identification and action planning) where interventions are required. Ensure parents are regularly updated by school staff.	HT Staff	Parents are involved in building a holistic picture of the needs of their children and are aware of and understand interventions and supports available.	
Ensure parents are signposted to help/support for a wide range of issues (health/bereavement/financial) by working closely with other agencies such as Social Work.	HT Staff	School can signpost parent/carers to help and assistance in the community.	

Priority – Staff Well-being			
Action	Who	Desired impact to be measured	How are we doing
Decisions regarding the 'safe' reopening of our school are agreed as a collegiate team where all issues are discussed in open and transparent environment. Opportunities for frank discussions allow staff to share concerns and seek reassurance. HT to ensure risk assessments, operating procedures and their impact are agreed and fully understood by staff.	HT	Staff are comfortable with and understand the safety measures and interventions in place.	
HT to ensure staff meetings are an opportunity to focus on the wellbeing of staff. Staff are provided with individual time to talk with HT regarding their own wellbeing, experiences and will be signposted to any support available.	HT	Staff feel supported, motivated and able to perform their job in these challenging times.	
HT to ensure staff workload is minimised during the recovery period with no formal expectation on planning, monitoring and CLPL. HT to ensure staff "go home" at a reasonable time to focus on their family members and own wellbeing.	HT	Staff settle back to a routine smoothly No evidence of staff burn-out.	
HT and Class Teachers agree and understand the expectations regarding managing the 'blended' learning of pupils when in the class and when at home. Modify WTA in response to this consulting Trade Union guidelines.	HT Staff	Staff ensure a consistent and equitable approach across all stages in the school.	

Priority – Transition			
Action	Who	Desired impact to be measured	How are we doing
Transition activities planned using Seesaw – staff reading stories, getting to know me activities etc. HT available for parents to discuss any concerns.	Staff	Primary 1 learners begin to forge trusting relationships with staff. Primary 1 parents feel confident and supported as their child starts school.	
Primary 7 pupils invited back to have closure, say goodbye and mark their transition. Ensure Primary 7 parents have been provided with good quality information to enable their child to settle into secondary school.	HT Staff	Primary 7 learners have a sense of closure by receiving a fond farewell by the school. Primary 7 parents feel confident and supported as their child starts school.	

Appendix ii – mindmap of improvements

H + W.
- GROWTH MINDSET
- OUTDOOR LEARNING - LOOSE PARTS
- DEVELOP UNDER- · TRANSITIONS – RETURN TO
  STANDING OF LEGAL   SCHOOL
  REQUIREMENTS

CURRICULUM T + L
- NUMERACY.   · IDL DEVELOPMENT
- READING , WRITING.
- ASSESSMENT –
  TEACHING BACKWARDS

INCLUSION
- DEVELOP STAFF AWARENESS
  KNOWLEDGE OF ASN – AUTISM, DYSLEXIA
  UNIVERSAL AND TARGETED SUPPORT
- PUPIL UNDERSTANDING

Towie PS.
School improve-
ment
Nurture
2020-21.

'HOME LEARNING'
- TECHNOLOGY
- HOMEWORK AS SHARED LEARNING
  AT HOME.

QUALITY ASSURANCE
  COLLEGIATE WORKING
- MODERATION   BEYOND SCHOOL → CLUSTER
- PEER OBSERVATION
- HGIOS 4 BASED ON NURTURE
- USE TECHNOLOGY – TEAMS

PRACTITIONER
· PROBATIONER
      ENQUIRY
- PUPIL GROUPS – ECO, RRSA
      PUPIL COUNCIL
- ENTERPRISE. *
- HGIOURS. *

- PC / FORUM.
- REPORTING
- COMMUNITY LINKS *
- EMBED VVA
- DEVELOP RRSA – PARENTS/
                        COMM.
- ECO
- TECHNOLOGY TO SUPPORT PARTNERSHIPS
  – SEESAW.

LEADERSHIP

PARENTAL/COMMUNITY
PARTNERSHIPS