

Rothienorman School



Standards and Quality Report 2021-2022
School Improvement Plan 2022-2023

Head Teacher: Mrs Michelle Strachan

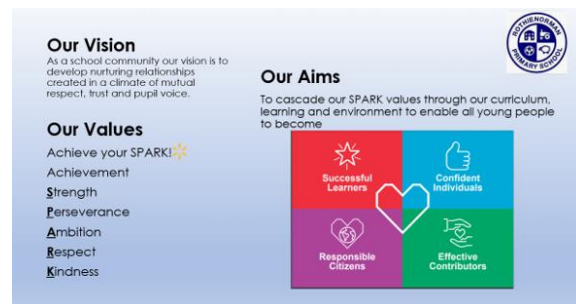
School Vision, Values and Aims

Our starting point for learning is a nurturing school ethos and a climate of mutual respect, trust and pupil voice. This area will continue to form part of our new school improvement plan for 2022/23 as we continue to develop and embed our work through our vision, values, aims and curriculum rationale. Rothienorman School is committed to creating an environment where exemplary choices are at the heart of productive learning, this being achieved through pupils being highly motivated and engaged in learning opportunities and leading their own learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices and encourage others to do the same. We continue to support pupils make these choices. We will hold ourselves to the highest standards and promote positive recognition for those who go 'above and beyond'. We understand the necessity of having pupils who feel safe, secure and nurtured, feeling valued and valuing others so that their full potential is realised. We will ensure our children are equipped with the necessary, skills, attributes and qualities needed to be able to adapt and thrive for future destinations.

Fundamentally, this is a joint effort between pupils, staff and parents/carers. As a collective community we revised our school's values during 2019/20 session and have been embedding them within the school since. Our values are:

Achieve your SPARK!

Achievement
Strength
Perseverance
Ambition
Respectful
Kindness



The staff have started to develop our own unique approach to best support and prepare all children with skills for life, learning and work. We recognise the importance of the trauma-informed principles and approaches to everyday relationships and connections with our children, families and community. We have spent time over the last year developing restorative approaches and emotion coaching opportunities that support relationships within the school community.

We quickly recognised that the four capacities are the essence of what we want our children to be when they leave Rothienorman School. Therefore, we have adopted these as the school's four aims:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

This is the foundation to building a successful school and one where everyone is respected, valued and takes responsibility for their actions. The values are embedded in all we do around school, and we are looking at additional ways to ensure children live and breathe the values.

The academic year 2021-22 continued to be disrupted by COVID. A new Head Teacher took over the school mid-way through the year. Given the challenging circumstances, we have managed to focus on a number of school improvement areas and have made some good progress with necessary changes.

Context of the school

Our Context

Rothienorman Primary School is a non-denominational school educating children from 3-12. Our current roll is 172 children: this includes 133 P1-P7 and 39 nursery children.





We have an extensive playground including an Astro Pitch and a wooded area in which children play at lunchtime. Our school is a sprawling facility with a large hall used as a Dining Hall, PE Hall and for Assemblies, 7 lovely spacious classrooms, a General-Purpose room that is used as a nurture space and a nursery.

We are part of the Meldrum Cluster along with the following primary schools: Barthol Chapel, Cultercullen, Daviot, Logie Durno, Meldrum, Methlick, Old Rayne, Pitmedden, Rayne North, Tarves and Udny Green. Our pupils go to Meldrum Academy at the end of P7.

Rothienorman Primary School works in partnership with our parents and the local community. We are encouraged by a supportive Parent Council who promote the views of the entire Parent Forum who have opportunities for consultation, support and advice. Our parents are informed, friendly and supportive seeking the best education and environment for their children.

Core Quality Indicator Evaluations

This report shares the impact our School Improvement Plan has had on pupils' learning over the past year. Using How Good is Our School 4? (HGIOS 4) our self-evaluation in key quality indicators is shown below:

Quality Indicator	Evaluation
 QI 1.3 Leadership of change	Good
 QI 2.3 Learning, teaching and assessment	Satisfactory
 QI 3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
 QI 3.2 Raising attainment and achievement	Satisfactory

These evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work and using feedback and data from individual staff on gradings.

SIMD (Scottish Index of Multiple Deprivation)

The SIMD quintile profile for Rothienorman School ranges from decile 6 to decile 9 - no child at Rothienorman School lives in an area of deprivation (decile 1); almost all children are in decile 8. We use this measure to target support to ensure that families at Rothienorman Primary are given equal access to all the learning, resources and opportunities available.

Free School Meals & Pupil Equity Fund Allocation

Just under 8% of pupils at Rothienorman School are registered for free school meals. PEF Allocation received April 2022 = £10,800 (including 15% Pupil Premium). Details of interventions are contained within the School Improvement Plan section and explained in the PEF section at the end of the document.

Other School Data

We currently have a school roll of 137 pupils in seven classes. 46% of our school roll is identified as having additional support needs and 54% without.

Impact of our Developments

In this section we will outline the targets we set last session and identify the progress we have made during session 2021-22

Key Priority 2021/22	Key Actions Undertaken	Impact (achieved throughout 2021-22)
<p>Improvement Priority 1: Whole school ethos and culture linked to behavioural expectations and wellbeing of all stakeholders.</p>	<p>Family Link Worker worked full-time from Feb-June supporting pupils with emotions and regulation</p> <p>Restorative Approaches and Emotion Coaching Training for teaching staff and PSA's</p> <p>Education about Bullying and the impact</p> <p>House Points introduced in term 4</p>	<p>Nov 2021 – The school halted the play pedagogy approach to focus on improving learning, teaching and assessment.</p> <p>Feb 2022 - FLW role was made full-time using Covid-recovery funding. The focus of this is the development of emotional literacy with targeted pupils. The Den is used as a safe space for any pupil and can be used during breaktimes and lunchtimes.</p> <p>Specific Teaching staff and Family Link Worker are involved in a Health and Wellbeing Development Group that have been focusing on promoting positive relationships and behaviour.</p> <p>Restorative Approaches and Emotion Coaching training for staff in Feb 2022 – this approach will inform the school's Positive Relationship Policy that will be developed during session 2022-23 in collaboration with pupils and parents.</p> <p>To tackle bullying staff and pupils attended an assembly on Bullying. This identified what bullying is, and how to respond to bullying. This message continues to be shared and instances of bullying acted upon.</p> <p>Term 4 2022 – Introduction of House Points that celebrate pupils who are displaying the school values. Pupil views are captured using a variety of methods, for example, My Voice Questionnaires and the Glasgow Wellbeing and Motivation Profile.</p> <p>Introduced a new protocol for sharing learning with parents via seesaw. Learning is shared weekly on literacy, numeracy and H&W on a 3-weekly cycle.</p>
<p>Improvement Priority 2: Raising attainment and Achievement in Numeracy (Nursery-P7)</p>	<p>Numeracy Planning and Assessment Progression Framework created</p> <p>Teachers using National Benchmarks for assessment</p> <p>Numeracy Development Working Group established</p> <p>Moderation Cycle Training</p>	<p>New whole school numeracy progression document created using different sources. Update Feb 2022 – New Numeracy Progression introduced that is used as a planning and evaluation tool. Teaching staff state that this is user friendly.</p> <p>New vocabulary progression document created, and staff moderated/agreed the language for each numeracy organiser at each curriculum level.</p> <p>New mental calculations progression document created, and staff moderated/agreed the content for each curriculum level.</p> <p>ALL staff agreed in term 2 2020 to use the documentation within the moderation cycle (planning, teaching, learning, assessment and reporting) so that they could provide feedback with suggestions on any other alterations or how as a staff it would be used in all areas of moderation cycle.</p> <p>Specific Teaching Staff are involved in a Numeracy Development Working Group. The group are investigating maths approaches to develop a cohesive and progressive approach to numeracy at Rothienorman. Group members are also involved in a cluster Numeracy Working Group that links with</p>

	<p>Development of a Learning, Teaching and Assessment Policy</p>	<p>Meldrum Academy to devise a cluster approach of non-negotiables in numeracy. This session transition documents were explored. Teaching staff attended training on the Moderation Cycle. All staff have an increased understanding of the importance of gathering a range of assessment evidence and it's use across ongoing day-to-day learning and teaching. Teaching staff are involved in the collaboration of a Learning, Teaching and Assessment Policy using research and good practice to inform the policy. This will support a cohesive and progressive approach to Learning, Teaching and Assessment at Rothienorman School. Staff are beginning to use National Benchmark for assessment purposes. New Planning Documentation was introduced for P1-P7 in Dec 2022. Teaching staff state that this is more user friendly. Introduced a new protocol for sharing learning with parents via seesaw. Learning is shared weekly on literacy, numeracy and H&W on a 3-weekly cycle.</p>
<p>2021-2022 Improvement Priority 3: Raising Attainment and Achievement in Literacy nursery-P7</p>	<p>Literacy Planning and Assessment Progression Framework created</p> <p>Literacy Developing Working Group established</p> <p>Reflective Reading training</p> <p>Moderation Cycle Training</p> <p>Development of a Learning, Teaching and Assessment Policy</p>	<p>Whole school Literacy Progression introduced in Feb 2022 that is used as a planning and evaluation tool. Teaching staff state that this is user friendly. Specific Teaching Staff are involved in a Literacy Development Working Group. The group are investigating different literacy approaches to develop a cohesive and progressive approach to literacy at Rothienorman. Group members have focused on reading and writing and new reading books have been identified to support pupils in the early stages. Big Writing has been identified as an approach to teach progressive skills in writing. Teaching staff attended training on Reflective Reading in Nov 2022. Almost all staff have implemented this. Upper school staff use Reflective Reading consistently. Teaching staff attended training on the Moderation Cycle. All staff have an increased understanding of the importance of gathering a range of assessment evidence and it's use across ongoing day-to-day learning and teaching. Teaching staff are involved in the collaboration of a Learning, Teaching and Assessment Policy using research and good practice to inform the policy. This will support a cohesive and progressive approach to Learning, Teaching and Assessment at Rothienorman School. Staff are beginning to use National Benchmark for assessment purposes. New Planning Documentation was introduced for P1-P7 in Dec 2022. Teaching staff state that this is more user friendly. Introduced a new protocol for sharing learning with parents via seesaw. Learning is shared weekly on literacy, numeracy and H&W on a 3-weekly cycle. Some staff are confident in identifying assessments in the different literacy areas, for example spelling and reading to inform professional judgement. Time has been allocated in the Working Time Agreement to provide staff with opportunities to plan and moderate collegiately.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: Good

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

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Rothienorman school. All staff and almost all pupils can articulate the vision and values which are used daily in learning conversations. The vision and values are in line with GIRFEC and UNCRC and are included in our curriculum rationale and are embedded in the life of the school.
- The school is beginning to engage with the local community to seek their views and ensure they have opportunities to contribute to school life an improvement
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Rothienorman school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. All classes are observed regularly, peer observations are planned for and there is consistency in practice across the school.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices within our own school and we plan to moderate across the cluster.
- Some pupils have focussed responsibilities linking to skills for learning life and work with our upper school pupils taking up opportunities for jobs within the school
- There are many opportunities for staff to take on leadership roles within Rothienorman School.
- All staff at Rothienorman school know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Personal Performance Plans (PPP) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- Rothienorman school works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.

How do you know?

What evidence do you have of positive impact on learners?

- During session 2019-20 a full review of the vision and values took place. All stakeholders were involved in this. A new motto was developed, Achieve your SPARK. The vision and values are referred to in everyday classroom practice.
- Newsletters provide regular opportunities for parents to be informed of updates in the school. Teachers share learning with parents weekly via Seesaw.
- There is an ethos of professional engagement and collegiate working from all staff.
- There is an annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- Teaching staff have a range of leadership opportunities such as Literacy, Numeracy and Health and Wellbeing Development Groups, 1+2 and Outdoor Learning amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Creation of a Pupil Council/Pupil Parliament in session 2022-23 to improve learning and outcomes for pupils.
- Continue to embed and revisit Vision, Values and Aims in line with any new staff pupils, families etc.
- The school are planning to develop a clear curriculum rationale ensuring it reflects the uniqueness of our community.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale) 3

How well are you doing?

What's working well for your learners?

- The ethos of Rothienorman School is positive, nurturing and promotes mutually respectful relationships. Almost all 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.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- There is evidence of practice in place within all classes at Rothienorman linking to AIFL and feedback. Differentiation exists across all classes.
- Most pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are beginning to be used to support pupils in their learning. In most classes' pupils are involved in co constructing success criteria with staff.
- Almost all staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes now that restrictions have been lifted.
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking and pupil progress meetings supports pupils progress in learning.
- Digital technology is used to support learning across all classes.
- Parents/carers and pupils share learning through the use of a digital platform - Seesaw
- Most staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Rothienorman staff are developing a Learning, Teaching and Assessment Policy that includes effective feedback code to ensure there is consistency across the school. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through the use of visible learning impact coaches.
- School frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and school frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Rothienorman staff are developing an assessment calendar which shares key areas of focus throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced, for example, interactions with others and engagement with learning.
- Professional dialogue ongoing throughout the session.
- Termly tracking and pupil progress meetings are held with staff.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are beginning to be used to inform future improvement planning.
- Acting on feedback from parents/carers around the use of Seesaw, we have developed a guide for teachers to follow to share learning weekly with parents/carers.

What are you going to do now?

What are your improvement priorities in this area?

- Develop a Learning, Teaching and Assessment Policy with staff and pupils.
- Embed agreed processes and practice in relation to sharing Learning Intentions and Success Criteria, the use of higher order questions and feedback to support pupils appropriately.
- Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.
- Creation of a pupil council / pupil parliament in order to ensure this work is having an impact.
- Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners.
- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. Continue training for staff around assessment incorporating support from local authority QAMSOs.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Continue to share learning through Seesaw and begin to share learning and celebrate achievements through social media.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale) 3

How well are you doing?

What's working well for your learners?

- All staff at Rothienorman have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school is creating a whole school promoting positive behaviour policy based on restorative approaches and emotion coaching. High expectations of behaviour with incidents dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
- All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others
- 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, Managing Accessibility Plans (MAPs) and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Latest Pastoral Notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with the Head Teacher and individual class teachers have a focus on pupils' needs and discussion re: targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers are beginning to work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative

teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is proactive in addressing next steps.

- Transition programmes and activities are in place for Early Years / Primary / Secondary to ensure the well-being of pupils.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations are developing across the school. There is a positive, supportive ethos throughout the school.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints.
- Annual update of GIRFEC/Child protection training carried out each August.
- Staff complete annual data protection, equalities and diversity training as provided by local authority.
- Pupil views are sought using My Voice Questionnaire to be shared at Single and multi-agency Child Planning Meetings.
- ALEC/SCARF are used to support Health and wellbeing.
- Targeted support is provided by class teachers, PSA's, ASL and others such as SALT. The Educational Psychologist supports in the assessment for specific pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Some staff are nurture trained and use this to support pupils
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1. P6 pupils act as buddies for new P1 pupils in term1 and P3 pupils act as additional playground buddies in the first term of P1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Meldrum Academy. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop approaches and incorporate more opportunities to develop mental wellbeing including the use of mindfulness, growth mindset, etc.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- Continue to build capacity as a team to ensure the needs of all pupils are met.
- Continue to embed whole school nurturing approaches. Staff will be given ongoing opportunities to cascade any information from training received.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

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

**Level of quality for core QI: Satisfactory
(HGIOS?4/HGIOELC? 1-6 scale) 3**

How well are you doing?

What's working well for your learners?

- There is a focus on literacy, numeracy and health and wellbeing next session to improve attainment in these areas.
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust Tracking and monitoring system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- Most staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out due to the rural location of the school.
- 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 most learners. Staff are continuing to develop opportunities to promote challenge for all pupils and ensure appropriate pace.
- Universal supports exist in all classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- Tracking and monitoring system and tracking meeting info is kept up to date termly.
- HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.
- Visible learning training and collegiate sessions have taken place over the last three sessions ensuring improvements in pedagogy and practice. Currently there is a focus on Learning Intentions and Success Criteria.
- All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through our life skills programme.
- Tracking of attendance and pupils who are late.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Continue training for staff around assessment incorporating support from local authority QAMSOs
- Continue to familiarise all staff with the interrogation of SNSA data.
- Start to send letters home to parents if the attendance threshold is breached or if pupils are regularly late. Support with any issues that is causing this.

The Views of Learners at Rothienorman School



Capacity for Continuous Improvement

The overall capacity for improvement at Rothienorman School is good. This is based on the following aspects within the school:

- Good levels of commitment and leadership by staff who are dedicated to improving outcomes for all learners. There is a strong focus on improving learning amongst all staff and staff are committed to change.
- Staff have a renewed and high expectation of all learners. Learners at Rothienorman School are fully aware of the school values and children are keen to strive to do their best.
- All stakeholders promote a climate where children and young people feel safe and secure.
- The school has a clear direction for future school developments and improvements and staff feel more empowered with leadership opportunities.
- Productive partnerships with parents through a support Parent Council (PPG) has a positive impact to life and ethos of the school.

SCHOOL IMPROVEMENT PLAN 2022-2023

Rothienorman School



Improvement Priority 1:

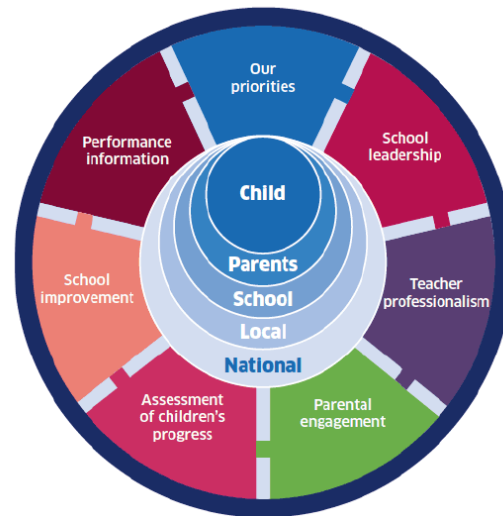
Raising attainment within all aspects of Literacy through increasing practitioner confidence and skill to deliver high-quality learning experiences for all children alongside developing teacher professional judgement and effective use of data. (Year 1 of a 3-Year Improvement).

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information



Data / Evidence that informs this priority?

Data is from session 20/21 which was adversely affected by COVID-19.

Primary 7

The majority of pupils achieved Second Level in Listening and Talking. Less than half of pupils achieved Second Level in Reading and Writing.

Primary 4

The majority of pupils achieved First Level in Reading and Listening and Talking. Less than half pupils achieved First Level in Writing.

Primary 1

Most pupils achieved Early Level in Listening and Talking. The majority of pupils achieved Early Level in Reading and Writing.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

- | | |
|--|-------------------------------------|
| 1.1 Self-evaluation for Self-Improvement | 1.2 Leadership of Learning |
| 1.3 Leadership of Change | 2.2 Curriculum |
| 3.2 Raising attainment & achievement | 2.3 Learning, teaching & assessment |

Improvement Priority 1 Intended Outcomes:

ALL pupils will receive well planned, high-quality learning opportunities in reading, writing, listening and talking through further development of consistent approaches in planning, pedagogy and assessment.

ALL practitioners to have an increased confidence in TPJ (teacher professional judgement) on knowing what achievement of a level looks like for Writing, Reading and Listening & Talking.

MAJORITY of pupils to achieve the expected attainment level in reading and talking & listening by the end of each key phase (P1-P7) at the end of this year (also factoring in impact of COVID on attainment related progress from last two academic years).
MOST pupils to achieve the expected attainment level in writing by the end of each key phase (P1-P7) at the end of this year (also factoring in impact of COVID on attainment related progress from last two academic years).

Improvement Priority 1: Raising attainment within all aspects of Literacy through increasing practitioner confidence and skill to deliver high-quality learning experiences for all children alongside developing teacher professional judgement and effective use of data. (Year 1 of a 3-Year Improvement).

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? <i>Use Education Scotland Terminology</i>	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time / Resource		Complete	
				Ongoing		
				No Prog.		
Reading						
Create a consistent approach to the planning, teaching and assessing of reading across the school and beyond.	HT ALL staff Literacy Development Group		School Improvement Meetings (See WTA) Literacy Planning and Assessment Progression Framework	ALL staff to be using the Literacy Planning and Assessment Progression Framework to plan and assess reading.		Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions Performance Data (Pupil Progress Meetings and SNSA's)
Audit reading resources available in the school and their use and effectiveness in learning and teaching. Introduce new reading books for the lower stages.	Literacy Development Group		Literacy Planning and Assessment Progression	ALL staff to share views on resources available and those which would enhance learning.		Professional Dialogue

			Framework for reference			
Introduce Phonics International as an approach to phonics, spelling and reading.	HT ALL staff Literacy Development Group		Phonics International	Clear and consistent approach to phonics, spelling and decoding to support reading.		ALL staff are using a consistent approach to phonics, spelling and reading.
Develop a positive reading culture within the school through the celebration of books, reading and achievements.	HT All Staff Pupils Parents/Carers		Participation in Literacy events and celebration of reading across the school	Active participation by each class in whole school reading initiatives.		Celebration of reading and participation in reading initiatives
Continue to embed Reflective Reading Practices to improve Reading Comprehension and Writing Performance	HT All Staff Literacy Development Group		School Improvement Meetings (See WTA) Collegiate Planning and Moderation	ALL Staff to use Reflective Reading Approaches ALL Staff to plan collegiately and Moderation of reading exercises to take place ALL staff to use the Literacy Planning and Assessment Progression Framework		5% increase in pupils achieving their reading level year on year.
Writing						
Create a consistent approach to the planning, teaching and assessing of writing across the school and beyond.	HT ALL staff Literacy Development Group		Literacy Planning and Assessment Progression Framework	ALL Staff to plan collegiately and Moderation of reading exercises to take place		Quality Assurance of planning Professional dialogue supported by

			Schonell Spelling Assessments completed – Baseline and end of year	ALL staff to use the Literacy Planning and Assessment Progression Framework		HGIOS4 Challenge questions
Develop guidance around a shared standard for an effective writing lesson incorporating resources, techniques and methodologies from Big Write.	HT ALL staff Literacy Development Group	✓	Big Write training and resources	Clear and consistent guidance/policy around the planning, learning and assessment.		Guidance/policy created, shared and embedded
Introduce Phonics International as an approach to phonics, spelling, reading and handwriting.	HT ALL staff Literacy Development Group		Phonics International	Clear and consistent approach to phonics, spelling and decoding to support reading.		ALL staff are using a consistent approach to phonics, spelling and reading.
Use of the Moderation Cycle and the Criterion Scale to plan effective writing assessments and to ensure shared standards and expectations between stages and across the school.	HT ALL staff Literacy Development Group		Stage/moderation meetings	Increase in staff confidence when assessing writing. Assessment data to show a 5% increase across the year.		Higher attainment (5%) in writing across the school Increased staff confidence within moderation of writing
Develop learner conversations which enable children to be more fully engaged in identifying targets/next steps in their learning.	HT ALL staff		Training, resources and support from Ed. Scot	Enhanced learner participation in their learning and target setting with a focus on writing.		Pupil focus groups Classroom visits
Listening and Talking						
Create a consistent approach to the planning, teaching and assessing of listening and talking across the school and beyond.	HT		Literacy Planning and Assessment	All staff to be using the Literacy Planning and Assessment Progression		Quality Assurance of planning

	Literacy Development Group		Progression Framework	Framework to plan and assess listening and talking. Use the Big Writing Approach to develop Listening and Talking skills		Professional dialogue supported by HGIOS4 Challenge questions
Develop a progressive approach to the assessment of listening and talking throughout the school with clear targets and expectations at each stage.	HT Literacy Development Group		Listening and Talking assessment progression https://www.thelearningzoo.co.uk/wp-content/uploads/2015/10/Talk-the-Talk-Listening-and-Talking-Planners-and-Assessments-Booklet.pdf	All staff to be using the Listening and Talking assessment progression to ensure skills are developed in a coherent way.		Listening and Talking progression shared, implemented and embedded.
Embed the principles of effective listening and talking within reading and writing activities.	HT Literacy Development Group		Literacy Planning and Assessment Progression Framework to embed talking and listening within approaches to reading and writing.	All staff to embed talking and listening through Reflective Reading skills and Big Write approaches.		Listening and Talking is planned for during both Reading and Writing

Staff to develop and embed a Learning, Teaching and Assessment Policy to improve L, T & A in the whole school	HT All Staff Pupils		School Improvement Meetings (See WTA) Collegiate Planning and Moderation	ALL staff to have a cohesive and progressive approach to Literacy that is based on research and good practice	Creation of a Learning, Teaching and Assessment Policy
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Improvement Priority 2:

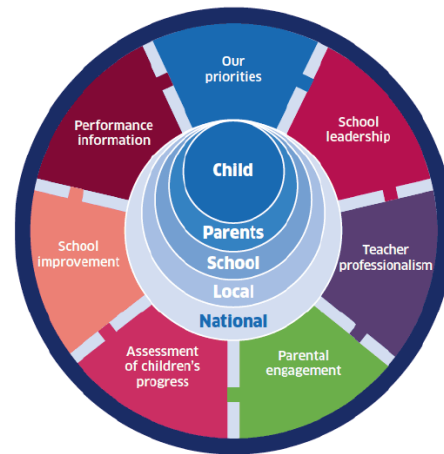
Raising attainment in numeracy through increasing practitioner confidence and skill in the subject alongside developing teacher professional judgement and effective use of data. (Year 1 of a 3-Year Improvement).

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information



Data / Evidence that informs this priority?

Data is from session 20/21 which was adversely affected by COVID-19.

Primary 7

The majority of pupils achieved Second Level in Numeracy and Mathematics.

Primary 4

The majority of pupils achieved First Level in Numeracy and Mathematics.

Primary 1

The majority of pupils achieved Early Level in Numeracy and Mathematics.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

- | | |
|--|-------------------------------------|
| 1.1 Self-evaluation for Self-Improvement | 1.2 Leadership of Learning |
| 1.3 Leadership of Change | 2.2 Curriculum |
| 3.2 Raising attainment & achievement | 2.3 Learning, teaching & assessment |

Improvement Priority 2 Intended Outcomes:

ALL pupils will receive well-planned, high-quality learning opportunities in numeracy and mathematics through further development of consistent approaches in planning, pedagogy and assessment.
 ALMOST ALL staff will be confident discussing pupil progress and levels against benchmarks and frameworks.
 ALMOST ALL staff will be able to discuss how they have effectively used data to support and raise attainment.
 MOST pupils will be able to discuss strategies and explain their thinking and learning in maths.
 MOST pupils can articulate their numeracy next steps and MOST parents are aware of their child's next steps.
 ALL practitioners to use progression documents to support teacher professional judgements, assessment, moderation of levels and setting next steps in learning for pupils in class (sharing next steps with pupils and parents informally and formally).

Improvement Priority 2: Raising attainment in numeracy through increasing practitioner confidence and skill in the subject alongside developing teacher professional judgement and effective use of data. (Year 1 of a 3-Year Improvement).

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 2)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? <i>Use Education Scotland Terminology</i>	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilis ed?	Time / Resource		Complete	
					Ongoing	
					No Prog.	
Create a consistent approach to the planning, teaching and assessing of numeracy and maths across the school.	HT All Staff Maths Development Group		Numeracy Planning and Assessment Progression Framework	ALL staff to be using the Numeracy Planning and Assessment Progression Framework to plan and assess numeracy and maths by the end of the year.		Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions Performance Data (Pupil Progress Meetings and SNSA's)

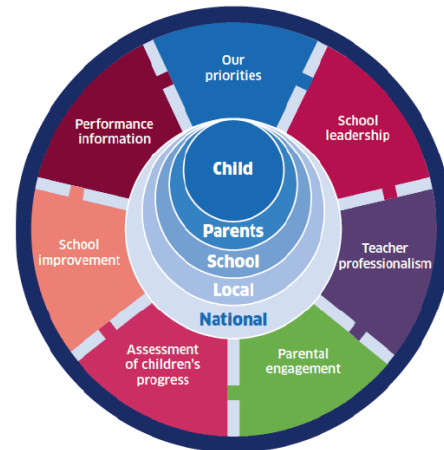
<p>Create a consistent approach to the delivery of teaching maths and numeracy using Active Maths and Heinemann Resources</p>	<p>HT All Staff Maths Development Group</p>		<p>School Improvement Meetings (See WTA) Collegiate Planning and Moderation</p>	<p>ALL staff to plan collegiately and Moderation of reading exercises to take place ALL staff to use the Numeracy Planning and Assessment Progression Framework Increase in staff confidence when assessing numeracy and maths. Assessment data to show a 5% increase across the year.</p>	<p>Guidance created, shared and embedded Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions Performance Data (Pupil Progress Meetings and SNSA's)</p>
<p>Use Numicon and other manipulatives to support understanding.</p>	<p>HT Class Teachers Maths Development Group, PSAs</p>	<p>✓</p>	<p>Numicon Other Manipulatives Audit of other manipulatives available.</p>	<p>Staff at ALL stages using Numicon to support concrete phase of new concepts.</p>	<p>Guidance created, shared and embedded</p>
<p>Learning, Teaching and Assessment</p>					
<p>Staff to develop and embed a Learning, Teaching and Assessment Policy to improve L, T & A in the whole school</p>	<p>HT All Staff Pupils</p>		<p>School Improvement Meetings (See WTA) Collegiate Planning and Moderation</p>	<p>ALL staff to have a cohesive and progressive approach to Literacy that is based on research and good practice</p>	<p>Creation of a Learning, Teaching and Assessment Policy</p>

Improvement Priority 3:

Increase practitioner confidence and skills to ensure wellbeing, equality and inclusion to maximise achievement for all pupils (Year 1 of a 3-Year Improvement).

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people



Linked to National Improvement Driver(s)

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Data / Evidence that informs this priority?

Data is from session 20/21 which was adversely affected by COVID-19. In session 2021/22 there was 1 short term pupil exclusion.

Primary 7

Less than half of pupils achieved Second Level in Health and Wellbeing. The Family Link Worker supports 44% of pupils in P7.

Primary 4

All pupils achieved First Level in Health and Wellbeing.

Primary 1

Most pupils achieved Early Level in Health and Wellbeing. The Family Link Worker supports 5% of pupils in P1.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
- 4 Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

- 2.4 Personalised Support
- 2.4 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Improvement Priority 3 Intended Outcomes:

- Improve resilience in ALMOST ALL learners to support engagement with learning and positive relationships
- Continue to develop and sustain positive relationships within the school and community and create a culture of nurture within the school
- Develop DYW skills through outdoor learning for the MAJORITY of pupils

Develop a Pupil Parliament to increase pupil voice and participation with learning for MOST pupils
Develop a cohesive planning and assessment framework for Health and Wellbeing to ensure progression and coverage.

Improvement Priority 3: Increase practitioner confidence and skills to ensure wellbeing, equality and inclusion to maximise achievement for all pupils (Year 1 of a 3-Year Improvement).

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 3)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? <i>Use Education Scotland Terminology</i>	Progr ess Compl ete Ongo ing No Prog.	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utili sed ?	Time / Resource			
Create a whole school Planning and Assessment Progression Framework for Health and Wellbeing	HT All Staff		Health and Wellbeing Planning and Assessment Progression Framework	Staff show increased confidence in planning and assessing Health and Wellbeing Clear Progressions through the school Almost all pupils will experience all Experiences and Outcomes		Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions Performance Data (Pupil Progress Meetings

<p>Develop and embed a Positive Relationships Policy that build on training provided in Feb 2022 on Restorative Approaches and Emotion Coaching</p>	<p>HT H&W Development Group</p>		<p>Creation of a whole school policy by Oct 2022</p> <p>Parental sessions on Emotion Coaching</p>	<p>Consistent Approach to supporting pupils develop positive relationships</p> <p>Staff show an increased confidence in facilitating restorative conversations and emotion coaching to pupils</p> <p>Pupils begin to show in increased understanding of their emotions and the strategies that support them to regulation their emotions</p>	<p>Exclusion statistics</p> <p>Staff confidence</p> <p>SEEMIS Behaviour logs are discussed during tracking meetings in terms, 2, 3 and 4</p>
<p>Develop whole school nurture approaches that supports trauma informed approaches</p>	<p>HT FLW</p>	<p>✓</p>	<p>Develop a Rothienorman Primary School Nurture Approach</p> <p>Nurture Support/Consultation provided for staff</p>	<p>Pupils will have access to breakfast/snacks to ensure that hunger is not a barrier to learning</p> <p>Increase in Staff confidence to support pupil needs</p>	<p>PASS Assessments</p> <p>Staff and pupil surveys</p> <p>Decrease in Playground incidences</p>
<p>Increase emotional literacy by introducing Zones of Regulation across the school. Support this with Decider Skills to support strategies.</p>	<p>HT FLW H&W Development Group</p>	<p>✓</p>			

<p>Introduce and develop knowledge and understanding on The United Nation Convention on the Rights of the Child (UNCRC).</p>	<p>HT All Staff Pupils</p>		<p>Education Scotland Training on Recognising and realising children's rights. https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/</p>	<p>ALL staff participate in training go embed the UNCRC in practice.</p> <p>ALMOST ALL children are aware of and can discuss the UNCRC and how it relates to them.</p>	<p>Pupil Focus Group</p>
<p>Develop a Pupil Council/Parliament to increase pupil voice. Pupil Voice and UNCRC are considered in all aspects of school improvement.</p>	<p>HT All Staff Pupils</p>		<p>Glasgow Wellbeing and Motivation Profile results</p>	<p>Pupil Focus Group Development</p>	<p>Agreed targets set and met by Pupil Focus Group</p>

<p>Pupils will develop skills for learning, life and work through Outdoor Learning</p>	<p>All Staff To be developed in P4 and P7 in year 1</p>		<p>Education Scotland Outdoor Learning Practical Guidance, Ideas and Support Documentation</p>	<p>Pupils make connections across the curriculum Improved Health and Wellbeing of pupils Fostering creativity through learning outdoors Most pupils show improvements in their skills for learning, life and work Supports bridging the gap and positive relationships</p>	<p>SHANARRI Indicators – Education Scotland Outdoor Learning Practical Guidance, Ideas and Support Documentation</p>
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PUPIL EQUITY FUND OVERVIEW

Rothienorman School



Pupil Equity Fund Allocation April 2022

Rothienorman School received an allocation of £10,800.

Data / Contextual analysis (what is the gap?)

Interrogation of data and conclusions drawn from self-evaluation activities involving all stakeholders at Rothienorman School using Education Scotland's '12 Interventions for Equity' highlighted the following as priority within our setting when considering our PEF allocation:

- Early intervention and prevention
- Social and emotional wellbeing
- Targeted approaches to literacy and numeracy (to increase pupil motivation, challenge and engagement)

Proposed Intervention

Pupil Equity Funding at Rothienorman School will support interventions to address the following key points:

1. Continuation of the Family Link Worker role 2 days per weeks. The role of the Family Link Worker supports pupils with the emotions and regulation. They also engage with families to support them and their child's education and perception of school. They will be a point of contact and will support families in to break down other barriers to achievement and attainment such as lateness, attendance, school refusal. The Family Link Worker will continue to be guided, supported and upskilled through liaison with the cluster's Pupil Support Worker, Intervention Prevention Teachers (IPT) and Educational Psychologist.
2. A proportion of the PEF money will be allocated towards a cluster Pupil Support Worker. The Pupils Support Worker is employed on a full-time basis by the cluster and will support pupils, through a referral basis, with different aspects of Health and Wellbeing.
3. Big Write Training for all staff. A portion of the money will be assigned to Big Write training for teachers and PSA's. This will provide a consistent and progressive approach to writing and listening and talking.
4. A portion of the money will be allocated to Numicon resources to support understanding in maths and numeracy.

Impact Measurement

Impact measurement will be an integral part of our Continuous Improvement Calendar at Rothienorman School which comprehensively details a range of self-evaluation activities and data gathering exercises. This will be recorded and updated in our School Improvement Planning Documentation. All outcomes from these interventions are intertwined with the school's comprehensive SIP documentation as detailed above.