

Rothienorman School



Standards and Quality Report 2022-2023
School Improvement Plan 2023-2024


Head Teacher: Mrs Michelle Strachan

School Vision, Values and Aims

We embody a nurturing school ethos with a climate of mutual respect, trust and pupil voice. This will continue to form part of our new school improvement plan for 2023/24 as we continue to develop and embed our work through our vision, values, aims and develop our 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 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. We will revisit our Vision, Values and Aims this session to ensure that they are still ambitious for our school. Our values are:

Achieve your SPARK!



Our Vision
As a school community our vision is to develop nurturing relationships created in a climate of mutual respect, trust and pupil voice.

Our Values
Achieve your SPARK!
Achievement
Strength
Perseverance
Ambition
Respect
Kindness

Our Aims
To cascade our SPARK! values through our curriculum, learning and environment to enable all young people to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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.

We have made good progress through our improvements set in 2022/23 and are on a steady course to achieve these as part of our 3-year plan.

Context of the school

Our Context

Rothienorman Primary School is a non-denominational school educating children from 3-12. Our current roll is 167 children: this includes 134 P1-P7 and 33 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, one that is used as a nurture space, a General-Purpose room that is used for baking, art and music 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 Udney 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 Partnership Group (PPG) 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

4% of pupils at Rothienorman School are registered for free school meals. PEF Allocation received June 2023 = £10,800 (including 15% Pupil Premium). There will be a 5% administration charge taken by Aberdeenshire Council. 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

In session 2022-23 the school has a school roll of 134 pupils in seven classes and 33 pupils in the nursery. This session, session 2023/24, 26% of our school roll is identified as having additional support needs and 74% 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 2022-23

| Key Priority 2022/23 | Key Actions Undertaken | Impact (achieved throughout 2022-23) |
|---|---|--|
| <p>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).</p> | <p>Collegiate planning sessions are included in the Working Time Agreement. Staff gather in their level groups and discuss learning on a 6-weekly cycle.</p> <p>All staff use Literacy Planning and Assessment Progression to plan and evaluate learning</p> <p>Whole school approaches to Writing, Reading and Phonics/Spelling have been developed</p> <p>Teaching staff engaged in Big Writing Training</p> <p>All teaching staff engage in Writing moderation</p> <p>All teaching staff participated in HT and Peer Reading Observations</p> <p>Reading novels were banded using Accelerated Reader banding</p> <p>Development of Learning, Teaching and Assessment Policy to support consistent approaches across the school</p> | <p>Collegiate level planning session supports teaching staff to know what is being taught in other classes to ensure that there are no unplanned repetition or major gaps in learning. This also supports the school to develop a shared understanding of the standards and shared expectations of the school.</p> <p>Planning and progression tools are being used to support learning, assessment and evaluation of literacy. Staff are using the benchmarks within the progression tools to support teacher professional judgements and develop next steps for learners. Teachers also use grammar progression document for planning learning.</p> <p>Whole school approaches are now being developed to ensure that there are no gaps in learning and to provide a cohesive learning journey throughout the school.</p> <p>Big Writing training supported a consistent approach to teaching and assessing writing throughout the school. Pupils are assessed 4-times throughout the year and teachers gather to moderate writing pieces to ensure that there is a shared understanding of standards and expectations.</p> <p>To support consistent and active teaching of reading, staff engaged in reading observations. Reflective Reading task maps are used within the school and staff engaged in a moderation exercise to ensure that the task maps produced gave appropriate challenge at each stage and were progressive throughout the school.</p> <p>All reading novels were banded using Accelerated Reader bandings to support reading materials being taught at the appropriate level. Non-fiction books for P4-7 were purchased.</p> <p>Teaching staff, pupils and parents participated in the development of a Learning, Teaching and Assessment Policy that provides a framework that promotes a consistent understanding of shared standards and expectations by using research to guide staff through the process of Learning, Teaching and Assessment at Rothienorman School.</p> <p>Data from a range of sources including ongoing assessment, periodic assessment, standardised assessment are used to inform understanding and next steps.</p> |

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| <p>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)</p> | <p>Collegiate planning sessions are included in the Working Time Agreement. Staff gather in their level groups and discuss learning on a 6-weekly cycle.</p> <p>All staff use Numeracy Planning and Assessment Progression to plan and evaluate learning</p> <p>Teachers using National Benchmarks for assessment</p> <p>Numeracy Development Working Group established – worked on an audit of resources and researched approaches for mental maths</p> <p>Numeracy Development Working Group Teachers to attend Big Maths training. 2 teachers in session 2022-23, 2 teachers in session 23-24</p> <p>Development of Learning, Teaching and Assessment Policy to support consistent approaches across the school</p> | <p>Collegiate level planning session supports teaching staff to know what is being taught in other classes to ensure that there are no unplanned repetition or major gaps in learning. This also supports the school to develop a shared understanding of the standards and shared expectations of the school.</p> <p>Planning and progression tools are being used to support learning, assessment and evaluation of numeracy. Staff are using the benchmarks within the progression tools to support teacher professional judgements and develop next steps for learners.</p> <p>Numeracy Development Working Group have identified Big Maths as our approach to develop a cohesive and progressive approach to numeracy at Rothienorman.</p> <p>Numeracy Development Working Group members will attend Big Maths training then filter this down to school staff.</p> <p>Teaching staff, pupils and parents participated in the development of a Learning, Teaching and Assessment Policy that provides a framework that promotes a consistent understanding of shared standards and expectations by using research to guide staff through the process of Learning, Teaching and Assessment at Rothienorman School.</p> <p>Data from a range of sources including ongoing assessment, periodic assessment, standardised assessment are used to inform understanding and next steps.</p> |
| <p>Improvement Priority 3: Increase practitioner confidence and skills to ensure wellbeing, equality and inclusion to maximise</p> | <p>Collegiate planning sessions are included in the Working Time Agreement. Staff gather in their level groups and discuss learning on a 6-weekly cycle.</p> <p>All staff use Literacy Planning and Assessment Progression to plan and evaluate learning</p> | <p>Collegiate level planning session supports teaching staff to know what is being taught in other classes to ensure that there are no unplanned repetition or major gaps in learning. This also supports the school to develop a shared understanding of the standards and shared expectations of the school.</p> <p>Planning and progression tools are being used to support learning, assessment and evaluation of Health and Wellbeing. Staff are using the benchmarks within the progression tools to support teacher professional judgements and develop next steps for learners.</p> |

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| <p>achievement for all pupils (Year 1 of a 3-Year Improvement).</p> | <p>Family Link Worker worked 2 days per week supporting targeted pupils with emotional literacy and regulation strategies</p> <p>Family Link Worker led the whole school approach to Zones of Regulation. This is now embedded in practice.</p> <p>Health and Wellbeing working group have consulted with pupils, parents and staff to inform their Positive Relationship Policy</p> <p>Developing staff and pupil awareness of the United Nations Convention on the Rights of the Child (UNCRC)</p> <p>Development of a Rothie School Pupil Council (RSPC) to encourage pupil voice and participation at decision making level</p> | <p>Our PEF funded Family Support Worker supports targeted pupils develop emotional literacy, regulation and social skills. The Family Link Worker also supports pupils who may need a short term intervention, for example, friendship issues.</p> <p>Family Link Worker led a whole school approach to Zones of Regulation. They ran CLPL sessions to class teachers and PSA staff, team taught with class teachers and provided resources across the school. The Zones of Regulation provides a common language to be able to identify feelings and alertness and develop coping strategies to manage the different zones.</p> <p>The Health and Wellbeing Development Group are in the process of creating a Positive Relationships Policy. They have consulted with pupils, parents and staff to seek their views to ensure that the policy is right for our context. The policy will be based on restorative practice and emotion coaching.</p> <p>Pupils have been learning about The United Nations Convention on the Rights of the Child (UNCRC) during assemblies and in class.</p> <p>A Rothie School Pupil Council (RSPC) has been created with 2 representatives from each year group. The RSPC have participated in the National Discussion, the implementation of a pupil evaluation on Relationships across the school and consulted on the Learning, Teaching and Assessment Policy</p> |
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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, will be included in our curriculum rationale and are embedded in the life of the school.
- The school has sought views from the school community which continue to lead improvements. This session parents, pupils and staff have helped develop the Learning, Teaching and Assessment Policy, the Positive Relationships Policy, our reporting to parents calendar and our Curriculum Rationale.
- 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 by the Head Teacher of through peer observations to ensure there is a 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.
- All staff engage in moderation practices, for example, Big Writing, Jotter moderation and reading moderation. We plan to engage with moderation across the cluster to make these practices more robust.
- 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.
- Teaching staff work in development groups to lead change across the school that align with our improvement plan.
- 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.
- All staff are committed to change that results in improvements for learners. 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 and school assemblies. In session 2023/24 the Vision and Values will be revisited to ensure that they are still ambitious for the school community.
- Monthly newsletters from the Head Teacher and termly newsletters from teachers provide regular opportunities for parents to be informed of updates in the school. From August – December, teachers were able to share learning with parents weekly via Seesaw. A new platform for sharing learning will be implemented in session 2023/24.
- 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. Collegiate planning sessions are conducted every 6 weeks 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.
- Revisit our Vision, Values and Aims to ensure they are ambitious and focusses on improvements for all.
- Ensure that there is a suitable replacement for Seesaw that allows the school to share learning with families, but also provides a profiling tool to share the journey of each child.
- The school plans 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, are motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.
- The school has developed a Learning, Teaching and Assessment Policy based on research that promotes a consistent approach to high-quality learning teaching and assessment.
- All teaching staff use Progression Frameworks for planning and evaluating learning in Literacy, Numeracy and Health and Wellbeing.
- 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 the majority of 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 had opportunities to work with other classes.
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches including ongoing and periodic assessment to allow pupils to demonstrate their learning. All staff are developing high quality assessments at the planning stage to assess breadth of 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.
- Most staff are confident 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.

- 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.
- There is a Learning, Teaching and Assessment Policy based on research to ensure there is consistency across the school.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Teachers engage in collegiate level planning every 6 weeks to support a coherent learning journey through the school and to ensure appropriate pace without unplanned repetition or major gaps in learning.
- School progression frameworks and national benchmarks are used to inform learning 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, school progression frameworks and a range of assessments 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.

What are you going to do now?

What are your improvement priorities in this area?

- Embed agreed processes and practice contained in the Learning, Teaching and Assessment Policy 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.
- Aim to ensure that the RSPC (Rothie School Pupil Council) are given opportunities to engage with meaningful decision making to improve the environment and learning and teaching
- 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 to engage with training that supports high-quality assessment.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Continue to share learning through a technological platform and begin to share learning and celebrate achievements through social media.
- Celebrate wider achievements to promote skills for learning, life and work

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.
- The learning community has a shared understanding of wellbeing and an increasing understanding of children's rights.
- The school is committed to providing a safe and secure environment for the school community.
- All are fully committed to ensure everyone is treated equitably and with respect.
- All staff are able to identify and aim to support individual needs due to the positive relationships staff have with pupils.
- 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 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 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.
- PEF Funded Family Link Worker supports targeted pupils.
- Whole school approach to Zones of Regulation in place to develop a common language to emotional literacy and strategies to support when feeling heightened emotions.

- 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 reported 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. The aim for this is to allow the ASL teacher to offer learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. The ASL teacher has an establishing relationship with families and outside agencies and is pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years / Primary / Secondary to ensure the well-being of pupils.

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. Feedback from families is actively sought to aid improvements.
- 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 resources 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, School Doctor, CAMHS and Social Work 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. P7 pupils act as buddies for new P1 pupils in term 1 and P2 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 and trauma informed approaches. Staff will be given ongoing opportunities to cascade any information from training received.
- Ensure pace and challenge is appropriate in all classes for all learners. Ensure appropriate differentiation for learners.

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?

- We continue to 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 racking 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 progression 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, these are reviewed on a monthly basis. There have been no exclusions in session 2022/23.
- ACEL (Achievement of a Level) is determined using a variety of different evidence, including teacher professional judgement, periodic assessments and standardised assessment.

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.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to engage in moderation processes and practice looking beyond the school 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.
- Continue to provide coherent and progressive approaches to Literacy, Numeracy and Health and Wellbeing.
- Give opportunities for empowering pupils to have a say about their learning experiences and how to improve.
- Celebrate wider achievements of pupils.

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:

- High 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 current 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 2023-2024

Rothienorman School



Improvement Priority 1:

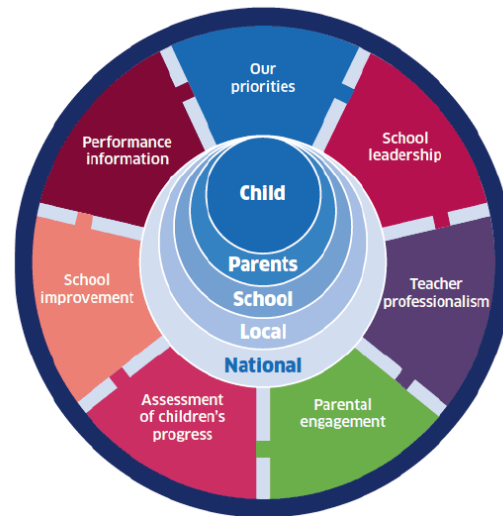
Raising attainment within all aspects of Literacy through increasing practitioner confidence and skill to deliver high-quality learning experiences for all children alongside developing teacher professional judgement and effective use of data. (Year 2 of a 3-Year Improvement).

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?

Achievement of a level data is used to inform this priority along with SNSA results.

Primary 7

All pupils achieved Second Level in Listening and Talking. Almost all achieved Second Level in Reading and the majority achieved Second Level in Writing.

Primary 4

Most pupils achieved First Level in Listening and Talking and the majority achieved First Level in Reading and Writing.

Primary 1

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

MOST pupils to achieve the expected attainment level in reading, writing and talking & listening by the end of each key phase (P1-P7) at the end of this year.

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 2 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 2022/23 | Progress 2023/24 | Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)? | |
|---|---|--|--|---|------------------|------------------|---|--|
| | | PEF Utilised? | Time / Resource | | Complete | Complete | | |
| Reading | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> Complete Ongoing No Progress </div> | | | | | | | | |
| <p>Create a consistent approach to the planning, teaching and assessing of reading across the school and beyond.</p> <p><i>Update 2023-24: Create a consistent approach to assessment of reading using a variety of assessment tools including Accelerated Reader</i></p> | <p>HT ALL staff Literacy Development Group</p> | <p>✓ 2023-24</p> | <p>School Improvement Meetings (See WTA)</p> <p>Literacy Planning and Assessment Progression Framework</p> | <p>ALL staff to be using the Literacy Planning and Assessment Progression Framework to plan and assess reading.</p> | | | <p>Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions</p> <p>Performance Data (Pupil Progress Meetings and SNSA's)</p> | |
| <p>Audit reading resources available in the school and their use and effectiveness in learning and teaching. Introduce new reading books for the lower stages.</p> | <p>Literacy Development Group</p> | | <p>Literacy Planning and Assessment Progression Framework for reference</p> | <p>ALL staff to share views on resources available and those which would enhance learning.</p> | | | <p>Professional Dialogue</p> | |

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| <p>Introduce Phonics International as an approach to phonics, spelling and reading.</p> <p><i>Update 2023-24: Embed Phonics International across the school as an approach to phonics and spelling and to support early reading skills</i></p> | <p>HT ALL staff Literacy Development Group</p> | | <p>Phonics International</p> | <p>Clear and consistent approach to phonics, spelling and decoding to support reading.</p> | | <p>ALL staff are using a consistent approach to phonics, spelling and reading.</p> |
| <p>Develop a positive reading culture within the school through the celebration of books, reading and achievements.</p> <p><i>Update 2023-24: Accelerated Reader to support develop a reading culture through personalisation and choice</i></p> | <p>HT All Staff Pupils Parents/Carers</p> | <p>✓ 2023-24</p> | <p>Participation in Literacy events and celebration of reading across the school</p> | <p>Active participation by each class in whole school reading initiatives.</p> | | <p>Celebration of reading and participation in reading initiatives</p> |
| <p>Continue to embed Reflective Reading Practices to improve Reading Comprehension and Writing Performance – ongoing 2023-24</p> | <p>HT All Staff Literacy Development Group</p> | | <p>School Improvement Meetings (See WTA) Collegiate Planning and Moderation</p> | <p>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</p> | | <p>5% increase in pupils achieving their reading level year on year.</p> |

| Writing | | | | | | |
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| <p>Create a consistent approach to the planning, teaching and assessing of writing across the school and beyond.</p> <p><i>Update 2023-24: All teachers are using the Literacy Planning and Assessment Progression Framework but are using Big Writing Training to provide a consistent approach to teaching and assessing writing</i></p> | <p>HT ALL staff Literacy Development Group</p> | | <p>Literacy Planning and Assessment Progression Framework</p> <p>Schonell Spelling Assessments completed – Baseline and end of year</p> | <p>ALL Staff to plan collegiately and termly moderation of writing assessments to take place</p> <p>ALL staff to use the Literacy Planning and Assessment Progression Framework</p> | | <p>Quality Assurance of planning</p> <p>Professional dialogue supported by HGIOS4 Challenge questions</p> |
| <p>Develop a shared standard for an effective writing lesson incorporating resources, techniques and methodologies from Big Write – ongoing 2023-24</p> | <p>HT ALL staff Literacy Development Group</p> | <p>✓ 2022-23</p> | <p>Big Write training and resources</p> | <p>ALL staff to plan collegiality and engage in termly moderation exercises</p> | | <p>Guidance/policy created, shared and embedded</p> |
| <p>Introduce Phonics International as an approach to phonics, spelling, reading and handwriting – ongoing 2023-24</p> | <p>HT ALL staff Literacy Development Group</p> | | <p>Phonics International</p> | <p>Clear and consistent approach to phonics, spelling and decoding to support reading.</p> | | <p>ALL staff are using a consistent approach to phonics, spelling and reading.</p> |
| <p>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 – ongoing 2023-24</p> | <p>HT ALL staff Literacy Development Group</p> | | <p>Stage/moderation meetings</p> | <p>Increase in staff confidence when assessing writing. Assessment data to show a 5% increase across the year.</p> | | <p>Higher attainment (5%) in writing across the school Increased staff confidence within moderation of writing</p> |

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| <p>Develop learner conversations which enable children to be more fully engaged in identifying targets/next steps in their learning – ongoing 2023-24 and also part of the Learning, Teaching and Assessment Policy</p> | <p>HT ALL staff</p> | | <p>Training, resources and support from Ed. Scot</p> <p>Pupil Friendly Criterion Scale</p> <p>Learning Teaching and Assessment Policy</p> | <p>Enhanced learner participation in their learning and target setting with a focus on writing.</p> | | <p>Pupil focus groups Classroom visits</p> |
| <p>Listening and Talking</p> | | | | | | |
| <p>Create a consistent approach to the planning, teaching and assessing of listening and talking across the school and beyond – ongoing 2023-24</p> | <p>HT Literacy Development Group</p> | | <p>Literacy Planning and Assessment Progression Framework</p> | <p>All staff to be using the Literacy Planning and Assessment Progression Framework to plan and assess listening and talking. Use the Big Writing Approach to develop Listening and Talking skills</p> | | <p>Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions</p> |
| <p>Develop a progressive approach to the assessment of listening and talking throughout the school with clear targets and expectations at each stage.</p> <p><i>Update 2023-24: Use cluster guidance developed in session 2023-24 to support assessment of Listening and Talking</i></p> | <p>HT Literacy Development Group</p> <p>Cluster Development Group</p> | | <p>The Learning Zoo Listening and Talking assessment progression</p> <p>Cluster Plans</p> | <p>All staff to be using the Listening and Talking assessment progression to ensure skills are developed in a consistent way.</p> | | <p>Listening and Talking progression shared, implemented and embedded.</p> |

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| Embed the principles of effective listening and talking within reading and writing activities – ongoing 2023-24 | 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 |
| Learning, Teaching and Assessment | | | | | | | |
| Staff to develop and embed a Learning, Teaching and Assessment Policy to improve L, T & A in the whole school <i>Update 2023-24: Staff to embed Learning, Teaching and Assessment Policy</i> | 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 Consistency of high quality learning, teaching and assessment across the school and the development of a common language of learning |
| New Action 2023-24 Enhance learning, teaching and assessment of literacy using digital technologies | All Staff Pupils | ✓ 2023-24 | Sumdog, Accelerated Reader, Love Learning training and guidance | ALL Staff to develop their use of technology to enhance learning, teaching and assessment | | | Professional Dialogue Data from Sumdog and Accelerated Reader |

Improvement Priority 2:

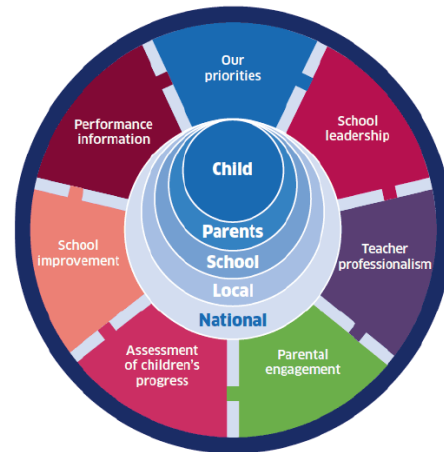
Raising attainment in numeracy through increasing practitioner confidence and skill in the subject alongside developing teacher professional judgement and effective use of data. (Year 2 of a 3-Year Improvement).

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?

Achievement of a level data is used to inform this priority along with SNSA results.

Primary 7

Most pupils achieved Second Level in Numeracy and Mathematics.

Primary 4

Most pupils achieved First Level in Numeracy and Mathematics.

Primary 1

Most 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.

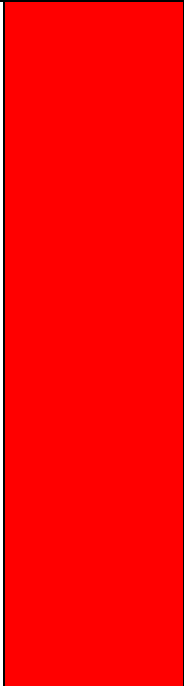
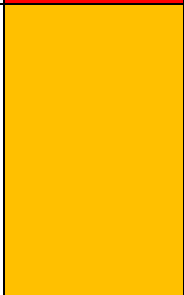
MOST pupils will be able to discuss strategies and explain their thinking and learning in maths.

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 2 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 2022/23 | Progress 2023/24 | Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)? |
|---|--|--|---|---|------------------|------------------|--|
| | | PEF Utilised ? | Time / Resource | | Complete | Complete | |
| | | | | | Ongoing | Ongoing | |
| | | | | | No Progress | No Progress | |
| <p>Create a consistent approach to the planning, teaching and assessing of numeracy and maths across the school.</p> <p><i>Update 2023-24: All teachers are using the Numeracy Planning and Assessment Progression Framework and 2023-24 will have a focus on developing consistency in planning, teaching and assessing numeracy and maths across the school</i></p> | <p>HT All Staff Maths Development Group</p> | <p>✓ 2023-24</p> | <p>Numeracy Planning and Assessment Progression Framework</p> <p>Big Maths to support Mental Maths skills</p> | <p>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.</p> | <p>Complete</p> | <p>Complete</p> | <p>Quality Assurance of planning Professional dialogue supported by HGIOS4 Challenge questions</p> <p>Performance Data (Pupil Progress Meetings and SNSA's), Big Maths Assessment data</p> |

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| <p>Create a consistent approach to the delivery of teaching maths and numeracy using Active Maths and Heinemann Resources</p> <p><i>Update 2023-24: All staff use the Numeracy Planning and Assessment Progression Framework however further work has to be done to create a consistent approach. In session 2023/24 Big Maths will be the main approach used for learning, teaching and assessment for numeracy and maths.</i></p> | <p>HT All Staff Maths Development Group</p> | <p>✓ 2023-24</p> | <p>School Improvement Meetings (See WTA)</p> <p>Collegiate Planning and Moderation</p> <p>HT/Peer observation</p> <p>Big Maths</p> | <p>ALL staff to use the Numeracy Planning and Assessment Progression Framework</p> <p>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</p> <p>Quality Assurance of planning</p> <p>Professional dialogue supported by HGIOS4 Challenge questions</p> <p>Performance Data (Pupil Progress Meetings and SNSA's), Big Maths Assessment data</p> |
| <p>Use Numicon and other manipulatives to support understanding – ongoing 2023-24</p> | <p>HT Class Teachers Maths Development Group, PSAs</p> | <p>✓ 2022-23</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> |

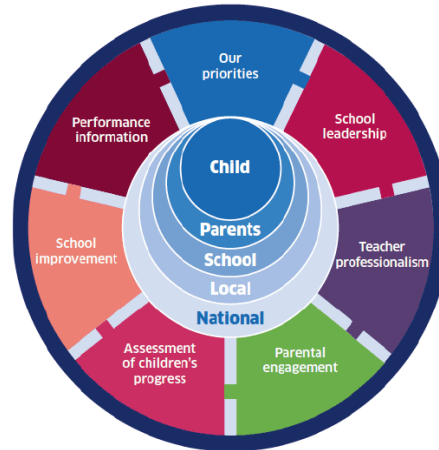
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| <p>New Action 2023-24 Embed the use of Big Maths across the school to develop and improve mental maths skills</p> | <p>HT Maths Development Group</p> | <p>✓ 2023-24</p> | <p>Big Maths Training for HT and Maths Development Group</p> | <p>Staff at ALL stages will be using Big Maths to support mental Maths Staff will analyse the data from Big Maths to identify learning gaps and to support pace and challenge</p> | | | <p>Performance Data (Pupil Progress Meetings and SNSA 's), Big Maths Assessment data</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 <i>Update 2023-24: Staff to embed Learning, Teaching and Assessment Policy</i></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 Consistency of high quality learning, teaching and assessment across the school and the development of a common language of learning</p> |
| <p>New Action 2023-24 Enhance learning, teaching and assessment of literacy using digital technologies</p> | <p>All Staff Pupils</p> | <p>✓ 2023-24</p> | <p>Big Maths, Sumdog, Love Learning training and guidance</p> | <p>ALL Staff to develop their use of technology to enhance learning, teaching and assessment</p> | | | <p>Professional Dialogue Data from Big Maths and Sumdog</p> |

Improvement Priority 3:

Increase practitioner confidence and skills to ensure wellbeing, equality and inclusion to maximise achievement for all pupils (Year 2 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?

Health and Wellbeing tracking data. There have been no exclusions within session 2022-23

Primary 7

Almost all pupils achieved Second Level in Health and Wellbeing.

Primary 4

Almost all pupils achieved First Level in Health and Wellbeing.

Primary 1

Most pupils achieved Early Level in Health and Wellbeing.

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 Council 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 2 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> | Progress 2022-23 | Progress 2023-24 | Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)? |
|---|--|--|--|---|------------------|------------------|--|
| | | PEF Utilised? | Time / Resource | | Complete | Complete | |
| | | | | | Ongoing | Ongoing | |
| | | | | No Progress | No Progress | | |
| Create a whole school Planning and Assessment Progression Framework for Health and Wellbeing <i>Update 2022-23: Whole school Planning and Assessment Progression Framework for Health and Wellbeing has been created and now working toward embedding it</i> | 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, exclusion data, Wellbeing Profile data |

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| <p>Develop and embed a Positive Relationships Policy that build on training provided in Feb 2022 on Restorative Approaches and Emotion Coaching</p> <p><i>Update 2023-24: Consultation process complete in 2022-23, creation of document in session 2023-24</i></p> | <p>HT H&W Development Group</p> | | <p>Creation of a whole school policy by Jan 2024</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 – ongoing 2023-24</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> |

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| <p>New Action 2023-24: Circle Resource to promote effective inclusive practice using the CIRCLE Framework of inclusion</p> | <p>HT All Staff</p> | | <p>November Inservice day</p> <p>CIRCLE Inclusive Classroom Scale (CICS) for rating the classroom environment</p> <p>Peer observations</p> | <p>To promote effective inclusive practice using the CIRCLE Framework of inclusion.</p> <p>To support the development of Inclusive Classrooms as best practice in all schools.</p> <p>To promote a learner-centred approach where learners are listened to and involved in the management of their own learning</p> | | <p>Audit Tools</p> <p>Professional Dialogue</p> <p>Annual H&WB audit of pupil views (Glasgow Motivation and Wellbeing Tool)</p> |
| <p>Increase emotional literacy by introducing Zones of Regulation across the school. Support this with Decider Skills to support strategies.</p> <p><i>Update 20233-24: Successful role out of Zones of Regulation across the school, action to embed this across the school</i></p> | <p>HT FLW H&W Development Group</p> | <p>✓ 2022-23</p> <p>✓ 2023-24</p> | <p>Zones of Regulation lessons delivered by class teachers and FLW</p> | <p>Pupils will be able to label and identify a variety of emotions.</p> <p>Pupils begin to develop supportive strategies</p> <p>School develops a common language relating to emotions and feelings</p> | | <p>Professional dialogue</p> <p>Restorative Discussions with pupils</p> <p>Emotion Coaching sessions with pupils</p> |

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| <p>Introduce and develop knowledge and understanding on The United Nation Convention on the Rights of the Child (UNCRC) - ongoing 2023-34</p> | <p>HT All Staff Pupils</p> | | <p>Education Scotland Training on Recognising and realising children's 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>UNCRC is discussed at school assemblies</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><i>Update 2023-24 – Pupil Council (RSPC) has been created and pupils consulted on two policies in session 2022-23. Continue to develop culture where pupils are considered in all aspects of school improvement.</i></p> | <p>HT All Staff Pupils</p> | | <p>Pupil Council meet regularly with HT or staff member</p> | <p>Pupil Focus Group Development</p> | | <p>Agreed targets set and met by Pupil Focus Group</p> |

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| <p>Pupils will develop skills for learning, life and work through Outdoor Learning – <i>ongoing 2023-24</i></p> | <p>All Staff</p> | | <p>Education Scotland Outdoor Learning Practical Guidance, Ideas and Support Documentation</p> | <p>Pupils make connections across the curriculum</p> <p>Improved Health and Wellbeing of pupils</p> <p>Fostering creativity through learning outdoors</p> <p>Most pupils show improvements in their skills for learning, life and work</p> <p>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 2023-24



Pupil Equity Fund Allocation April 2023

Rothienorman School received an allocation of £10,800 and had an underspend from session 2022-23.

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
- Targeted approaches to literacy and numeracy (to increase pupil motivation, challenge and engagement)
- Differentiated support

Proposed Intervention

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

1. Funding of Pupil Support Assistant hours to support pupils learning and health and wellbeing – funding of 6hrs per week - £4099.
2. Sumdog subscription Maths, Spelling & Grammar, 3-year subscription - £1113.75. A portion of the money will pay for a 3-year Sumdog subscription which helps identify gaps and builds fluency in maths, spelling and grammar.
3. Accelerated Reader 3-year subscription £4720.95. A portion of the money will pay for a 2-year Accelerated Reader subscription to support reading attainment and promote personalisation and choice when reading.
4. Learning Journals 2-year subscription - £1312.50. A portion of the money will go towards a subscription to Learning Journals that will be used as a tool to share learning with families and as a profiling tool to track the learning journey of our pupils.
5. Accessible learning supports, for example, posture packs, ear defenders, sensory equipment, dyslexia friendly supports - £2000
6. Breakfast and snack items available over the year to ensure that pupils have access to healthy food and that all pupils start the day being given the best start to their morning- £500

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.