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| **School Context and Overview** |
| Anderson’s is a fun and vibrant learning environment where everyone is valued and supported in achieving their aims. It has been an educational establishment since 1829. Anderson’s Primary School is an accredited Nurture School and has Gold Level Rights Respecting Schools Award. We currently have a role of 248 children in ten classes; over 70% of our children attending through a placing request. We have a physical capacity of 357 and a functional capacity of 299. Learning and Teaching is well supported by the careful timetabling of 7 Pupil Support Assistants, 2 Classroom Assistants, 2 Primary School Administrators and 3 Pupil Equity Funded (PEF) Support Assistants. Not all support staff are employed on a full-time basis. The Senior Management Team consists of a Head Teacher, Depute Head Teacher and a Principal Teacher. We also have a full time Support for Learning teacher. We have no LAC children in school and there have been no exclusions this session. Pupil Equity Funding is provided for 27 children. There are eight for whom English is an additional language; the EAL service provides weekly support for those children who are new to English. We also have seven children who benefit from Exceptional Support Funding. Two children currently have IEPs and a further eight children have a learning profile and strategies (LPS) plan in place. Children who are included in the Child’s Plan system have regular reviews held either in person or by updates through email /phone contacts. Additional Literacy support is given, on a needs basis, to approximately 71 children with 75 children receiving Numeracy support in small groups- these figures change on a regular basis depending on need, progress, concept etc. Some children are being challenged through SfL intervention as they are identified as being on track to achieve Second Level earlier than their peers A Second Level Maths and Numeracy challenge group has run this session targeting those children identified as being expected to achieve Second Level earlier than the end of P7.The school has an active Parent Council with the Activities and Fundraising Group, a subgroup of the PC, raising funds to support school developments. The playground has been a focus for improvement and the AFG are supporting the development of our outdoor learning area/mud kitchen. The Parent Council has launched a successful ‘pre-loved’ school clothes support scheme and has worked alongside Active Schools to develop a ‘Walking Bus’ to encourage children to walk to school from the east of the catchment area with a southern route currently mothballed until additional parent volunteers can be found. Parental and community support is given in school across the week to work with our Support for Learning teacher giving children extra phonics and reading support. These adults have been given child protection training and have a valid PVG. They work alongside staff to support Literacy until they feel confident to work alone with children. The school is situated in a picturesque part of Forres, directly opposite the award-winning Grant Park. The park is an ideal location for learning outdoors and is used well by staff. Learning in class has been deepened and taken out of context using the local area of Cluny Hill, Sanquhar Pond, Sanquhar Woods and beyond. The catchment area includes social and private housing and takes in children from rural areas to the south of Forres. Our location also allows us easy access for regularly supplementing lessons by using the local library, swimming pool, community centre and local shops and businesses etc. This session a STEM Week held in February was very received by all stakeholders and we worked with the DYW officer and parents to hold two days of Developing the Young Workforce workshops with the emphasis on those literacy and numeracy skills required in the wider world of work. Health Week sees the school link with partners and parents to provide our children with a range of opportunities and learning to support all areas of Health and Wellbeing and is rounded off with a community ‘Picnic in the Park’. |

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| **Priority 1** |
| **Summary of Priority- Learning, Teaching and Assessment** |
| **Key links to** **Moray Education****Priority Area(s):** |  [x]  Learning, Teaching and Assessment [x]  Curriculum [x]  Empowering leadership at all Levels [ ]  Closing the poverty related attainment gap |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
| [ ]  Placing human rights and needs of every child and young person at centre[ ]  Improvement in children and young people’s health and wellbeing[x]  Closing the attainment gap between the most and least disadvantaged children[ ]  Improvement in skills and sustained, positive school leaver destinations for all young people[x]  Improvements in attainment, particularly in Literacy and Numeracy | [x]  School and ELC Leadership[x]  Teacher and practitioner professionalism[x]  Parent/carer involvement and engagement[x]  Curriculum and assessment[x]  School and ELC Improvement[x]  Performance Information | [ ]  Priority 1 – Improve Wellbeing[ ]  Priority 2 – Safeguarding[x]  Priority 3 – Poverty[ ]  Priority 4 – Corporate Parenting | [x]  1.1[x]  1.2[ ]  1.3[ ]  1.4[ ]  1.5 | [ ]  2.1[x]  2.2[x]  2.3[ ]  2.4[ ]  2.5[ ]  2.6[ ]  2.7 | [ ]  3.1[x]  3.2[ ]  3.3 |

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| **Progress and Impact** |
| Identification of a moderation focus and supporting materials has enabled a more robust professional understanding of where children are within CfE Levels. An improvement focus is on the teaching of listening and talking across school which will have a positive impact on learners as they will develop skills which are important beyond school out to the wider world of work. Moderation dates are set and included in the working time agreement. Termly tracking and monitoring meetings are used to identify learners who need support or challenge. The interrogation of data to highlight areas and children requiring support and challenge is improving and remains an area where ongoing work is required and will be included within the maintenance section of the SIP next session. SNSA data is used to identify gaps and to highlight learners who are either underperforming or ahead. This allows staff to tailor their teaching programmes appropriately. Consistency across school in using the Moray Standard and progressions is becoming embedded and remains an item on the maintenance agenda for next session when a ‘back to basics’ programme will be implemented to provide all learners with a sound foundation to their classroom experiences. ACEL data shows there have been some dips in the achievement of writing and this will be a focus for those year groups most impacted through COVID – P4, P5 and P6. |
| **Next Steps** |
| * Work within school and outwards with ASG colleagues to moderate listening and talking and maths
* Writing targeted to close gaps
* Moderation dates set at the beginning of the session
* Use of pupil focus groups to identify areas requiring support and challenge
* Peer observation and team teaching dates set at the start of the session
* Power Up Your Pedagogy used to support the CLPL of all teaching staff
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| **Priority 2** |
| **Summary of Priority – Supporting All Learners** |
| **Key links to** **Moray Education****Priority Area(s):** |  [x]  Learning, Teaching and Assessment [x]  Curriculum [x]  Empowering leadership at all Levels [x]  Closing the poverty related attainment gap |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
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| **Progress and Impact** |
| All staff are aware of and have had updated training on Nurture Principles, as a school and within Moray, and restorative conversations. The Zones of Regulation programme is used in school to help learners identify the emotions they are feeling and to provide them with skills and strategies to be better able to move to another zone. Work on emotions coaching still needs to be carried out to give staff the skills they need to support learners who are struggling with their emotions resulting in negative behaviours. A more robust system of identifying and supporting children who are struggling with their emotions and behaviour has been put in place and is beginning to make a difference to learners. The LEANS programme was introduced from P4 to help the learners with their understanding of neurodiversity and the impact this has on individuals and their ability to regulate their behaviours and emotions. The new playground markings and the reintroduction of some of the playground equipment at lunchtime has given children greater opportunities for play. ASN staff work well to support learners and the use of Talk Boost has shown an improvement in language skills for almost all increasing their ability to access the wider curriculum. Parent volunteers continue to support through precision teaching methods improving outcomes for learners. |
| **Next Steps** |
| * Develop a HWB progression
* Tracking of HWB – Glasgow Motivation and Wellbeing Profile introduced
* Emotions Coaching training for all staff
* Increase the number of volunteers supporting literacy in school
* Use retrieval practice to help with long term memory building to increase capacity for learners to use and apply knowledge quickly
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| **Priority 3** |
| **Summary of Priority - Curriculum** |
| **Key links to** **Moray Education****Priority Area(s):** |  [x]  Learning, Teaching and Assessment [x]  Curriculum [x]  Empowering leadership at all Levels [ ]  Closing the poverty related attainment gap |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
| [ ]  Placing human rights and needs of every child and young person at centre[ ]  Improvement in children and young people’s health and wellbeing[x]  Closing the attainment gap between the most and least disadvantaged children[ ]  Improvement in skills and sustained, positive school leaver destinations for all young people[x]  Improvements in attainment, particularly in Literacy and Numeracy | [x]  School and ELC Leadership[ ]  Teacher and practitioner professionalism[x]  Parent/carer involvement and engagement[ ]  Curriculum and assessment[x]  School and ELC Improvement[ ]  Performance Information | [x]  Priority 1 – Improve Wellbeing[x]  Priority 2 – Safeguarding[ ]  Priority 3 – Poverty[ ]  Priority 4 – Corporate Parenting | [x]  1.1[ ]  1.2[ ]  1.3[x]  1.4[ ]  1.5 | [x]  2.1[ ]  2.2[ ]  2.3[x]  2.4[x]  2.5[x]  2.6[x]  2.7 | [x]  3.1[x]  3.2[ ]  3.3 |

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| **Progress and Impact** |
| An updated Vision, Values and Aims along with a Curriculum Rationale has been produced and agreed with support from pupils, staff and parents. All staff will be reminded of this at the beginning of the new session. The Four Contexts and Four Capacities require further work across school and with parents to have them fully embedded. Learners should be aware of the Capacities and have an understanding of their learning within the Contexts. Moray Council progressions have been adopted as they have been made available and staff continue to become more familiar with them. This will give learners a similar set of experiences in school and across Moray should they move schools. The development of the mud kitchen has taken longer than anticipated; the Play Improvement Group worked hard to progress the plan and the area is almost ready for use. Staff worked with the wider community to get materials and resources for this area and made a successful bid for funding from the Tesco Community Fund. Children are keen to use the area and have been involved with the development – taking part in litter picks, coming along on Saturdays – the impact of regular learning outdoors linked to play should be positive. |
| **Next Steps** |
| * Values, Vision and Aims displayed and referenced across school
* Four Contexts and Four Capacities referenced and all aware of across school – learners to be able to link their learning to these
* Timetable the mud kitchen/outdoor learning area for use across the school
* Play across school to be introduced
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| **Priority 4** |
| **Summary of Priority - Leadership** |
| **Key links to** **Moray Education****Priority Area(s):** |  [ ]  Learning, Teaching and Assessment [x]  Curriculum [x]  Empowering leadership at all Levels [ ]  Closing the poverty related attainment gap |

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| **Progress and Impact** |
| Children have led across school in committees this session and the impact on their confidence has been noticeable. Our House Captains have shown their leadership qualities and have been seen by all to take their roles and responsibilities seriously. Learners have been able to identify skills they are developing in class which link to Skills 4.0 and the wider world of work. A successful DYW week was held led by a class teacher and with partners from parents and further afield taking part. Learners have been more aware of the skills required after school is complete and the links between learning in school and work. Staff are encouraged to lead development in school and we have a QAMSO in place who is taking on the leadership of moderation; staff in the Play Improvement Group will be leading on the importance and place of play to staff and we continue to identify areas where staff can take on leadership responsibilities. IT is a case in point and the work carried out by staff is then used across school and learners are upskilled. Family Learning and Parental Engagement are areas where we need to develop and class teachers will be encouraged to look at their expertise and look to take on some leadership.  |
| **Next Steps** |
| * Continue to identify leadership opportunities for teaching staff – IT, Family Learning/Parental Engagement/ Play already identified
* Use the skills of support staff to lead – Seasons for Growth, Smart Moves, Talk Boost already identified
* Continue to develop leadership opportunities for pupils – House Captains, Buddies, Committees already identified
* Empower staff, pupils and parents to take on leadership of areas of interest
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