



## STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2016/17

### Context of the School:

Alves Primary School roll for the 2016/17 session was 54 pupils, comprising of 3 composite classes: P1/2, P3/4 & P5/6/7

The school values were created by the pupils and underpin the positive learning environment where everyone is valued. **RESPECT, TEAMWORK, CARING & ENTHUSIASM**

Alves Primary has a very strong learning community where everyone is involved and valued. We are determined to provide high quality learning experiences with a priority of meeting all the needs of our pupils. The main emphasis of CFE is learners' experience and how we teach by providing opportunities for children to thrive in a fun and interactive environment. Our curriculum is designed to engage learners and develop their skills that will better prepare them for the world they are growing up in and create a culture that supports pupils to achieve their full potential and develop their intellectual character. Pupils are included in all aspects of school life, where they are valued and appreciate their learning and achievements, to develop confidence, respect, resilience and tolerance in life. We believe the health and wellbeing of all our pupils is the foundation to improve outcomes and support pupils as they grow, develop and to reach their full potential.

### School Priority 1: Leadership and approach to improvement

#### NIF Priority

- 1 Improvement in attainment
- 2 Closing the attainment gap
- 3 Health and wellbeing

#### NIF Driver

1. School Leadership
2. Teacher Professionalism
5. School Improvement & 6. Performance Information

#### HGIOS?4 QIs

- 1.1 Self –evaluation
- 1.2 Leadership of Change
- 1.4 Leadership of staff

#### Moray Priorities

Self-Evaluation and Quality Improvement, Leadership, Management and Build Capacity, Learning and Teaching

### Progress and impact:

The triangulation of quantitative and qualitative data to identify priorities has allowed staff to make informed decisions to meet the needs of individual learners, identify next steps in learning, school improvements and emergent needs. The school's self-evaluation process is now in line with the new How Good is Our School? Fourth edition and the National Improvement Framework. The Pupil Council led the school in developing routines for improving break and lunch activities, house competitions and the use of the main school block toilets at lunch. This has provided pupil voice, improved responsibilities throughout the school and leadership skills. Alves teaching staff had the opportunity to lead a teacher learning community with Burghead and Mosstowie Primary schools focusing on differentiation, pace and challenge, methodologies and the 4 capacities. Working with teachers across ASG lines has improved teacher confidence which has a direct impact on learners' experience and tracking pupil progress. We had a focus on tackling bureaucracy to ensure teachers are working within their Working Time Agreement and focusing on effective learning and teaching. Teachers and support staff engaged in a support staff scaffolding training session on how to use PSA's and Classroom assistants more effectively. Teachers and support staff are working more effectively and efficiently to meet the needs of the learners.

### Next steps:

- Continue to use quantitative and qualitative data to prioritise improvements
- Continue to engage in TLCs with other schools
- Measure what we value – develop quantitative methods to measure values and aims

## **School Priority 2: Care and Education**

### **NIF Priority**

- 1 Improvement in attainment
- 2 Closing the attainment gap
- 3 Health and wellbeing

### **NIF Driver**

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement & 6. Performance Information

### **HGIOS?4 Qis**

- 2.1 Safeguarding & Ensuring Wellbeing
- 2.2 Develop the curriculum and learning pathways
- 2.3 Planning, Tracking & Monitoring
- 2.5 Family Learning

### **Moray Priorities**

Leadership, Management and Build Capacity, Learning and Teaching, Curriculum Design

### **Progress and impact:**

Teaching staff have been trained in using the Evolve risk assessment software to ensure pupils are safe while on adventurous activities. Emergency procedures to account for all possible emergency situations are currently being developed in line with Fire evacuation procedures. This will ensure all staff have the confidence to handle all types of emergency situations within the school. The Positive behaviour policy has been reviewed and updated in line with our nurturing approach along with the creation of a gifted and talented policy to enrich pupils learning. Pupils are taking more responsibility for their actions and how they can improve based on restorative practices. Teachers' knowledge and understanding of pupil needs will ensure they are supporting pupils in the most appropriate manner. The creation of a science framework has been created to link with other curricular areas and ensure coverage of the Experiences and Outcomes and design principle of CFE are being met. Parents requested more creativity through expressive arts in a school consultation. All teachers have increased the amount of opportunities for pupils to participate in expressive arts activities and have made these more explicit in learning. The school has been working closely with all the schools within the associated school group to develop a consistent approach to numeracy. This will continue into the next session. The school has been working with all stakeholders to improve transition arrangements from nursery to P1. Nursery pupils have been visiting our P1/2 class on a monthly basis to participate in different activities and aspects of primary school life. The school has provided some nursery providers with curriculum benchmarks in literacy and numeracy to ensure readiness for primary school. At the beginning of the session we implemented the Alves Learning Cycle for planning, assessment, moderation and tracking. Teachers have an effective and efficient approach for tracking pupil progress. This has supported teachers to make informed decisions about pupil next steps in learning and plan appropriately. Parent Council supported the development of our Open nights in literacy and numeracy for family learning and an overnight camping experience as part of our opportunities for all programme. Parents have an understanding of how their children are being taught and the expectations the school has on literacy and numeracy. The overnight camping provided opportunities for pupils to lead, plan and develop skills for life.

### **Next steps:**

- Continue to develop the curriculum and work with partners for progression in Relationship and Sexual Health P1-7 programme
- Make STEM and sustainability more explicit in learning
- Make use of the new emerging literacy documentation developed from the Northern Alliance
- Continue to work within the ASG to develop consistency in Numeracy
- Continue to develop effective and efficient approaches to capturing assessment in real-time
- Parent Council to continue to lead developments for improvement

<b>School Priority 3: Improving outcomes for all learners</b>	
<b><u>NIF Priority</u></b> 2 Closing the attainment gap 3 Health and wellbeing <b><u>NIF Driver</u></b> 2. Teacher Professionalism 4. Assessment of Children's Progress & 5. School Improvement	<b><u>HGIOS?4 Qis</u></b> 3.1 Equality and Inclusion  <b><u>Moray Priorities</u></b> Leadership, Management and Build Capacity, Learning and Teaching, Curriculum Design
<p><b>Progress and impact:</b>            All staff were trained in nurturing approaches provided by the Educational Psychologist. All staff have a consistent approach to meet the needs of all pupils and develop quality relationships to support them. This is supported by our Positive Behaviour Policy and restorative practices throughout the school. A nurture space was created using MOD funding to support pupils in dealing with anxieties, stresses or other social and emotional behaviour needs. Pupils now have a calm, nurturing and safe space to work alongside staff away from the classroom. The school has made a commitment to UNICEF to participate in the Rights Respecting Schools Award (RRSA) to gain level 1. The pupils' Global Citizenship group was successful in leading the school to achieve the level 1 RRSA award. Pupils are engaging with the UNCRC rights of a child across the curriculum and life of the school to ensure pupil rights are being met and adhered to. The pupils' Eco Group was successful leading the school in gaining the Eco School Green Flag award. The pupil have gained the knowledge and understanding of environmental sustainability and an appreciation of looking after the school environment.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop a nurturing approach through Lego therapy training</li> <li>• Continue with the Rights Respecting Schools Award</li> <li>• Pupil Equity Fund – implement identified interventions to close the attainment gap</li> </ul>	

### **Key Priorities for improvement planning 2017-18**

- Self –Evaluation - Measure what we value for our learners – quantitative data
- Develop a learning pathway for Relationship and Sexual Health programme
- Learning & Teaching – Make STEM and sustainability more explicit, use of emerging literacy resources, General Maths, capturing assessment evidence using tablet and OneNote software
- Achieve RRS level 2
- Pupil Equity Funding Priorities – Literacy and Numeracy