

ALVES PRIMARY SCHOOL



ALVES IS ACE!

**A**mbition **C**onfidence **E**mpathy

**STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2018/19**

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| **Context of the School**:  Alves Primary School roll for the 2018/19 session was 66 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 & ENTHUSIASUM**  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. |

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| **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 4. Assessment of Children’s Progress 5. School Improvement & 6. Performance Information | **HGIOS?4 QIs**   * 1. Self –evaluation   2. Leadership of Learning   3. Leadership of Change   4. Leadership of staff |
| **Moray Priorities**  Self-Evaluation for Self-improvement, Leadership all levels, Attainment & Achievement, Learning and Teaching |
| **Progress and impact**:  Tracking documentation of pupil progress was updated in line with the benchmarks of CFE and Moray tracker. Progress is measured termly. Tracking documentation is used to measure Health & Wellbeing of pupils against school values and aims for agreed interventions at attainment meetings. All teachers were involved in a Teacher Learning Community (TLC) developing enquiry based approach to develop consistency in leaning intentions and success criteria using current research to improve language focusing on the learning process. A consultation with the pupils to improve the structure of the Pupil Council was completed. Pupil council was revamped to meet more regularly and ensure ownership of developments in the school. The Pupil council has completed surveys and have made improvements to the House competition and created a school quiz. The introduction of a Parent Council member ensures pupil voice is heard on Parent Council events and how the Parent Council can support the pupils of the school. Pupil views have been taken into account to ensure school assemblies focus on more current affairs and topics like science. Pupil leading improvements resulted in the school receiving it’s second ECO School Green Flag, 9th Moray Young Citizen Award this year for Global Citizenship, Diabetes UK school award and record turnout for the Daffodil Tea. School currently has the Silver Rights Respecting School Award and is going for Gold and has qualified to receive the SportScotland Gold Award in the new session. Increased time allocated to teacher administrative duties to the working time agreement (WTA) was agreed to reduce bureaucracy.  **Next steps**:   * Create a tracking folder for PEF data using endowment measures * Implement Moray Tracker for auditing coverage of CFE * Develop enquiry based approach for ASG TLC working * Pupil Council to lead developments from pupil voice/ and SE of school values and aims. * Calendar of structured development meeting and WTA in staffroom | |

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| **School Priority 2: Care and Education** | |
| **NIF Priority**  1 Improvement in attainment  2 Closing the attainment gap  3 Health and wellbeing  4 Improvement in employability skills  **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**  2.2 Develop the curriculum and learning pathways  2.3 Planning, Tracking & Monitoring  2.5 Family Learning |
| **Moray Priorities**  Leadership all levels, Attainment & Achievement, Learning and Teaching, Curriculum |
| **Progress and impact**:  The development of a literacy programme focused on teaching points that link reading, writing and listening and talking. Pupils are able to make these connections throughout their learning. The agreed progressions have ensured consistency across the school for professional judgment. Agreed use of Highland numeracy progressions are in line with current use of New Zealand diagnostic assessments and First Steps numeracy progressions. This has insured planning and assessments are in line with each other which support pupil next steps in learning. Feedback is more explicit in class using visual aids so pupils can identify and engage with feedback for self-regulation of learning. The school has completed year 1 of the emerging literacy training. Phonological awareness assessment tool was used in Primary 1 to identify next steps in learning. This has impacted on the approach of teaching literacy which is developing across the school and the majority of Primary 1 pupils have achieved early level in literacy. Individual OneNote Assessment folders have been created to capture real time assessment evidence for all curricular areas which is used in moderation meetings. This has streamlined tracking of progress for informed planning.  **Next steps**:   * In-service focused on literacy and numeracy progressions to create a directory in workgroup * Review and embed feedback explicit for pupil self-regulated learning at in-service * Creation of whole school approach to emerging literacy and completion of year 2 * Creation of an Alves Literacy assessment like GLS on the 4 concepts of emerging literacy * CPD at start of year to embed OneNote tracking into practice | |

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| **School Priority 3: Improving outcomes for all learners** | |
| **NIF Priority**  2 Closing the attainment gap  3 Health and wellbeing  **NIF Driver**  2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement & 6. Performance Information | **HGIOS?4 Qis**  3.1 Equality and Inclusion  3.2 Raising attainment and achievement |
| **Moray Priorities**  Leadership all levels, Learning and Teaching, Curriculum, Supporting Learners, Attainment & Achievement |
| **Progress and impact:**  The whole school community has been involved in the progress towards the Rights Respecting School Award level Gold. Everything in the school is underpinned by the UNCRC rights of a child and the global goals. This ensures a supportive and caring environment within the school community which will be evaluated for Gold at the beginning of next session. The school has undertaken the evaluation for the SportScotland Award and has submitted for the Gold level. This has highlighted the high amount of physical activities and opportunities the pupils receive in the school and areas that needed developed. All staff have been trained in soft archery which was part of the Health Week activities. All pupil and families were provided a free opportunity to attend a professional football match. For some pupils this was their first ever professional sporting event. Pupils were inspired by a visit from an ex-pupil and Team GB cross-country athlete. A review of the staff procedures and policy for support pupils with diabetes took place. This resulted in the school receiving the Diabetes UK school award for high levels of care and support of children with diabetes in the school. The Pupil Equity Funding has supported the school in providing a breakfast club to ensure pupil readiness for the school day. This funding was used to provide additional hours to support for learning staff which has allowed for targeted interventions focusing on literacy and numeracy across the school using a nurturing approach.  **Next steps:**   * Rights Respecting Schools Award to achieve Gold * Pupil Equity Fund – implement identified interventions to close the attainment gap i.e. NumberCounts for numeracy * Emerging Literacy resources to support pupils that are making minimal progress over time | |

**Key Priorities for improvement planning 2019-20**

* Implementation of the Moray Tracker and creation of PEF folder
* Develop enquiry based approach to improvements through TLCs in ASG
* Continued develop a learning pathway for Literacy and Numeracy programme and staff directory
* Creation of an Alves Literacy assessment like GLS on 4 concept of emerging literacy
* Develop a whole school approach to Emerging Literacy using EL audits – Year 2
* Family learning and engagement with PEF families
* Learning & Teaching – development calendar, peer observations, SfL directory
* Achieve RRSA level Gold
* Pupil Equity Funding Priorities – Literacy and Numeracy