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| **Context of the School** |
| Alves Primary School provides a non-denominational education in a rural environment on the A96 between Forres and Elgin. The school currently has 4 composite classes comprising of a P1/2, P3/4, P4/5 and P6/7. The staff is made up of a Head Teacher with 1-day class commitment, 3 class teachers, part-time SfL teacher, probationer teacher, 3 part-time Pupil Support Assistants, part-time classroom assistant, part-time playground/children supervisor, and a part-time administrator. Alves Primary has a very strong learning community where everyone is involved and valued. There is a very active Parent Council and parent forum, which really engages in the learning experience of the pupils. We currently have 3 parent volunteers and 3 community volunteers supporting pupils’ learning on a weekly basis. We are determined to provide high quality learning experiences with a priority of meeting all the needs of our pupils. The school has a main building for learning & teaching and a hall building for PE and lunch. The hall building also contains our ASN room, Nurture room and positive behaviour area for enriched learning and rewards. On the school grounds, there is a fantastic outdoor learning area with a sensory garden, outdoor classroom, and bottled greenhouse to go with a very large playground and grass pitch.  The school’s curriculum design involved all stakeholders, which is reviewed and underpinned by the four capacities and entitlements of CFE. Through the self-evaluation process and involvement of all stakeholders, agreed improvements have been made which has led to 8 Moray Young Citizens Awards for Primary Schools, 2 Green Flag awards, Diabetes UK award, RRSA Silver and the SportScotland Gold Award.  HMIe inspected the school during the week of March 9th 2020 prior to the Covid-19 lockdown. The inspection findings report was published on July 14th 2020, which found the school “Very Good” across all aspects. The schools initial response to the lockdown was to support all the pupils using and blended approach of online learning using the Glow platform and some practical resources. Teachers used email, Teams conferences, and phone calls to support pupils academically, and meet their wellbeing needs.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Roll** | **Physical Capacity** | **Functional Capacity** | **Attendance** | **Exclusions** | **LAC** | **ASN pupils** | **SIMD profile** | **Staffing** | **Vacancies** | | 74 | 121 | 100 | 96.14 | 0 | 3 | 29 | 7 | 12 | 1 filled by NQT | |

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| **Priority 1** | |
| **Summary of Priority** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Raising Attainment and Achievement  Self-evaluation for Self-improvement  Learning, Teaching and Assessment  Supporting All Learners  Curriculum  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Improvements in attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people’s health and wellbeing  Improvement in employability skills and sustained, positive school leaver destinations for all young people | | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | | Priority 1 – Improve Wellbeing  Priority 2 – Safeguarding  Priority 3 – Poverty  Priority 4 – Corporate Parenting | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Progress and Impact** |
| Self-evaluation process uses a wide range of quantitative and qualitative evidence to support improvement decisions, academically and socially, and is linked to local and national improvements. The implementation of the Moray Tracker and the creation of a PEF folder informs how we support PEF and ASN pupils through targeted interventions, identifying barriers to learning, and use of partner agencies where appropriate. Improved use of data has supported qualitative evidence for high-level discussions around improvements. This data includes trends locally and nationally to ensure we are making informed decisions. Endowment fund, Education Scotland and Staged intervention resources have supported planning for interventions.  The development of enquiry based Teacher Learning community (TLC) provides a collaborative approach to ensure staff actively engaged in sustainable developments focusing on social, economic and environment sustainability within the local context. All staff share and reflect on practice through these meetings to ensure high-level discussion around opportunities for different approaches to L&T can be made. This has led to improved professional judgement to eliminate potential errors through moderation and tracking records, which inform planning of next steps. This provides consistency across the school and ensures equality and equity for all. Enquiry based approach to school improvements ensures current research is used to inform decisions and pupil voice. Feedback of impact, Pupil surveys, pupil involvement in enquiry supported the development of a writing approach based on M Rosen/ P Corbett and Emerging Literacy research.  Everyone within our school community works together to improve the school for the betterment of the children based on these principles. Our VVA can be seen and felt throughout the whole school environment. Pupil Council support HT to review them and confirm they are relevant.  The Pupil Council and Business Groups have reviewed the schools Vision, Values and Aims to ensure they are relevant. From this, these groups have developed an improvement plan to lead school initiatives, which have been recognised by MYCA, 2nd Green Flag, RRSA silver, SportScotland Gold award and within the HMIe report. This supports pupils to self –evaluate and self-regulate their learning. |
| **Next Steps** |
| * Continue to use enquiry based approaches to develop learning and teaching across the curriculum especially in music and RME * Business groups – develop their plans to support improvements across the school within their initiative. Taking into account restrictions with covid-19 * Teacher learning communities – actively engage other schools in enquiry based approaches * Master our collaborative approaches using our OneNote and assessment/ tracking approach to embed across the curriculum * Improve parental engagement in the self-evaluation process using GroupCall and surveys * Continue to use Education Endowment Fund to support the evaluation of appropriate supports for learning |

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| **Priority 2** | |
| **Summary of Priority** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Raising Attainment and Achievement  Self-evaluation for Self-improvement  Learning, Teaching and Assessment  Supporting All Learners  Curriculum  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Improvements in attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people’s health and wellbeing  Improvement in employability skills and sustained, positive school leaver destinations for all young people | | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | | Priority 1 – Improve Wellbeing  Priority 2 – Safeguarding  Priority 3 – Poverty  Priority 4 – Corporate Parenting | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Progress and Impact** |
| The development of a literacy and numeracy programme focusing on teaching points and supported by research has created a progression of learning across the school to ensure consistency to our approaches. As a result of this work, a Learning and teaching folder has been created to ensure consistency across the school for planning guidance, teaching approaches in literacy and numeracy, effective feedback, tracking guidance, report writing, pupil self-evaluation, homework guidance, and use of digital learning. This has provide new staff members an understanding of the schools expectations and high standards for Learning and Teaching along with guidance for existing staff. Completing year two of the Emerging Literacy programme, the school has developed a whole school approach and CPD to improve consistency to literacy from P1 to P7.  Peer observations have provided opportunities for teachers to have high-level discussions about pupil engagement in the assessment process and improve their approaches. Split planning focusing on Knowledge and skills is evident in our Learning Intentions and Success Criteria while focusing on social vs academic (Knowledge & skills) and attributes. These are linked to STEM, DYW, rights, Sustainability and Scotland through plenaries and class discussions. This supports pupils’ engagement to identify and engage with assessment process and feedback for self-regulation of learning.  Embedding a range of assessment data and approach to assessment cycle using mobile technology ensures we are planning holistic and capturing real-time formative assessment, summative assessment and diagnostic assessments for effective feedback and self-regulation of learning. This allows us to track all curricular areas and report informatively to pupils and parents. Tablets and OneNote software is used to capture formative assessment for effective feedback and our Smarty Pants wall displays support this dialogue with pupils. Our tracking folders are in line with benchmarks and understanding goals, which are linked to the Experience and Outcomes of CFE and our planning documents. This ensures tracking of pupil progress across all curricular areas.  Family learning and engagement opportunities where pupils taught parents how they are learning in Literacy and Numeracy at Open Nights improved parental engagement. |
| **Next Steps** |
| * Develop music and RME programmes in line with CFE and research from P1 to P7 focusing on teaching points * Embed data handling across the school using Business Group opportunities * Continue to develop skills pathways in line with the Career Education Standard * Embed and master our assessment approaches across the curriculum – OneNote |

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| **Priority 3** | |
| **Summary of Priority** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Raising Attainment and Achievement  Self-evaluation for Self-improvement  Learning, Teaching and Assessment  Supporting All Learners  Curriculum  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | | **Children’s Services Plan:** | | **HGIOS?4 QIs:** | | | |
| Improvements in attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people’s health and wellbeing  Improvement in employability skills and sustained, positive school leaver destinations for all young people | | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | | Priority 1 – Improve Wellbeing  Priority 2 – Safeguarding  Priority 3 – Poverty  Priority 4 – Corporate Parenting | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Progress and Impact** |
| Rights Respecting School is embedded into the life and work of the school. Pupils and staff actively engage with the articles and global goals during lessons, business groups, and school assemblies. Parent Council ensure the parent forum is engaging with these articles in their communications. RRSA audit has provided us with the evidence and developments we need to achieve gold level. Learning walls provide a constant reminder for staff to have high-level discussions with pupils to reflect and make links to rights during lessons and business groups. Articles of the month, global goals, and Rights Respecting calendar support this. Due to covid-19 lockdown, it was not possible for the school to be assessed for level Gold.  Social pedagogy is at the heart of everything we do at Alves Primary. It permeates through our ethos and curriculum rationale. Our holistic approach ensures we are improving outcomes for children’s wellbeing, learning and growth for all our learners. Additional hours to ASN staff using the ‘Pupil Equity Fund’ has allowed the school to provide a breakfast club which is used as a check-in for pupils so staff have a better understanding of how pupils will learn each day. It also allows targeted interventions to meet the needs of our pupils to close the attainment gap and ensure pupil readiness for learning.  The creation of a ‘Support for Learning’ directory allows staff to work collaboratively and support planning. Teachers are able to have quick access to all assessment information, which includes actioned interventions, OneNote information, Health & wellbeing assessments, learner profiles & strategies, Individual Education Plans and New Zealand diagnostics for maths. The directory supports teacher collaboration through attainment meetings, which focuses on GIRFEC and Wellbeing indicators using Health & Wellbeing assessment and tracking information to provide and revise interventions for PEF, ASN and enrichment of pupils learning. |
| **Next Steps** |
| * Develop our RRSA calendar to improve links to curriculum and global goals * Continue to master the tracking of all curricular areas * Maximise feedback opportunities for pupils to self-regulate their learning * PEF – review the use of PEF to ensure supports are sustainable and addressing current needs |