



Tyrie School

**Standards & Quality Report
2021 - 2022**

&

**School Improvement Planning
2022 – 2023**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021-22 and our School Improvement plan for the current session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Tyrie school. We continue to develop our practice and procedures to collect appropriate data and in make robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? Overall, we believe we are providing good education for our learners with areas for improvement. We want to provide an excellent education and continuously seek improvements for our learners.

How do we know? Our attainment data, observations, focus groups and questionnaires give us clear evidence of how we are doing and what we need to do next.

What are we going to do now? Our evidence suggests that while our children are making progress, we have work to do around learning, teaching and assessment with a focus on tracking and moderation and creating assessment capable learners in the coming session.

Looking inwards We continue to evaluate our working practices to improve the experiences and outcomes for our children through regular tracking and discussion.

Looking outwards to find out more about what is working well for others locally and nationally we work alongside local schools and schools in other authorities to challenge ourselves and explore best practice. Practitioners engage with social media and online learning to explore new ideas and critically decide if this is relevant to our school

Looking forwards we strive to be a school which offers very good and excellent education.

At Tyrie we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Anita Buchan

Acting Head Teacher

Reviewed by: *Nicola Davidson*

New Head Teacher

The School and its context

Vision for the school

Vision

At Tyrie Primary our school vision is:

- ☐ To provide a safe, caring and nurturing environment in which to learn
- ☐ To achieve our full potential
- ☐ To have the confidence and skills to meet the challenges of the future

Values that underpin our work

Values

Our values guide the way we work.

Together we will:

- ☐ Respect and look after each other and the world around us
- ☐ Create a challenging, engaging and responsive environment
- ☐ Provide a safe, supportive and inclusive community where we value everyone
- ☐ Build on the strengths, interests and aspirations of all
- ☐ Promote equal opportunities, respect diversity and value the special contribution everyone can make
- ☐ Actively encourage and promote health and well being

What do we aim to achieve for our children/pupils?

Aims

- ☐ To achieve the best outcomes for each child through partnership between pupils, staff, parents and the wider community.
- ☐ To ensure that children feel a sense of achievement in all that they do.
- ☐ To celebrate social and cultural diversity so that everyone feels valued and respected.
- ☐ To help children to develop a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future.
- ☐ To enable pupils to become responsible and environmentally aware global citizens.
- ☐ To value and celebrate children's contributions to society.
- ☐ To encourage pupils to maintain high standards of behaviour at all times.
- ☐ To develop enquiring minds, enterprising skills and embrace lifelong learning.

Context

Tyrie School is a non-denominational primary school built in 1936, which serves the hamlet of Tyrie and the surrounding area. The majority of housing in the area is owner-occupied.

On leaving Tyrie School the majority of pupils transfer to Fraserburgh Academy, which has 12 associated feeder schools as part of the Fraserburgh Community Schools Network.

The school's current roll is 17 pupils. The projected roll for the next few years indicates a gradual decrease.

The school has a 2.5 equivalent teaching staff including the Head Teacher who is split between Tyrie and Rathen Primary. The Principal Teacher is 0.8 class committed with 0.2 management time per week. The teaching team is supported by the ASL teacher, pupil support assistants, a janitor and cook.

The school has a very supportive Parent Council and encourages involvement of parents in the work of the school. Through the Pupil Council pupils are involved in the work of the school and its improvement. The school also hosts a regular community café which is open to anyone in the community and is organised and run by the pupils. This hasn't happened recently due to COVID restrictions, but we hope to restart at the earliest opportunity.

Analysis of the SIMD data shows that no child at Tyrie Primary School lives in an area of deprivation (deciles 1 & 2); the majority of children are in decile 5/6. Although Tyrie Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be. The school has a clear commitment to excellence and equity and values the learning of all children.

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 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
To improve Visible Learning and Assessment	<p>Staff to develop child friendly targets from the Aberdeenshire frameworks and National benchmarks for pupils to use in literacy in numeracy</p> <p>Pupils will begin to use child friendly targets as they are developed</p> <p>Input about assessment data and teacher judgement in relation to the achievement of early, first and second level needs revisited due to staff changes</p> <p>Moderation of teachers own assessment data</p>	<p>Targets have been produced but used more in literacy than numeracy. These will need to be embedded next year. They are used more by adults at present and child friendly versions also need to be embedded. Pupils noted that they didn't know their targets but they know they can ask the teacher if they need help.</p> <p>Moderation is done on an ongoing basis but needs to be built in more regularly.</p>
To improve the Curriculum – Literacy	<p>Use the new set of criteria with pupils when assessing their writing and then use the results to set achievable targets that they can work towards.</p> <p>Discuss whether the criteria is suitable/ user -friendly or if we need to have another look at it – adapt as necessary</p> <p>Look at dyslexia resources and what we have available to support pupils. Staff training in technology available to support pupils.</p> <p>Access any other training where necessary to improve staff confidence in supporting pupils.</p> <p>Continue to work alongside the ASL teacher.</p> <p>Introduce new Nessy Programmes to support pupils in P3-7 with reading, spelling and writing.</p> <p>Staff to familiarise themselves with the new resource and how best to use it.</p> <p>P1-2 pupils to use Teach Your Monster to Read</p>	<p>Criteria is available for assessment but needs to be part of the learning and teaching. The criteria is very child friendly.</p> <p>Online training was available if chosen.</p> <p>The work of the ASL teacher improved confidence across the board. This ensured increased progresses for some pupils.</p> <p>The new resources for grammar and spelling either as 10 minutes a day or as a centre has been a meaningful use of time. These programs allow for increased differentiation. The children shared that they think Nessy helps them with their spelling. They like being rewarded for the results they achieve.</p>

<p>To improve the curriculum - numeracy</p>	<p>Introduce Prodigy and Sumdog to pupils to consolidate learning and make maths 'fun'</p> <p>Continue to engage pupils in Mathletics as this is an element of maths they enjoy</p> <p>Update planning documents to also include resources available for each benchmark</p> <p>Improve tracking documents so it is easier to see at a glance where pupils are and what they need to move on to next</p> <p>Pupils to start using the child friendly targets created earlier in the session to help them identify their own progress and next steps.</p>	<p>Prodigy has increased engagement. The children were enthusiastic about completing tasks to get energy in Prodigy. It can be set up as an individual task with specific focus or can be used as a centre. It has also been a useful assessment tool.</p> <p>Planning documents are still being developed and are not yet ready to use but as such they ensure that the numeracy curriculum is not resource driven.</p> <p>Not yet embedded.</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: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff have consistently high expectations of all learners.
- Most staff have a very clear understanding of the social and economic and cultural context of the local community. We know our children and our families well.
- All staff recognise the strengths of the school being our teamwork and supportive ethos but recognise the areas which require improvement surrounding refreshing our vision, values and aims. We draw this information from our observations and collection of views.
- All staff feel that they have opportunities to agree priorities for the school.
- Most staff are involved in the process of change and in evaluating the impact of improvements.
- Staff feel supported to engage in professional learning and feel able to reflect and improve their practice.

How do you know?

What evidence do you have of positive impact on learners?

- Pupils, parents and staff are consulted and actively involved in evaluating the school. (Examples include – electronic questionnaires, pupil/parent voice, written feedback forms.)
- Parent Council minutes
- Pupil Council minutes
- Collegiate meeting minutes
- Observations and discussions with pupils

What are you going to do now?

What are your improvement priorities in this area?

- Involve pupils, parents, partners and staff in the review and refresh of our vision, values and aims of the school.
- Ensure that the vision of the school is ambitious and focuses on improvements in outcomes for all both academically and socially.
- Ensure that the vision, values and aims underpin all our improvements and are reflected in the four contexts of learning.

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:

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Staff and pupils know what makes good learners although this could be make more explicit.
- The classroom has a positive ethos where children feel comfortable to make mistakes and learn from them.
- Learners' voice is evident when choosing a focus for their topic work.
- Parents feel that staff know their children as individuals and that they receive the help they need to do well.
- Most parents feel that the information they receive about their child reaches them at the right time and is regular and helpful.
- Most parents know how their children are assessed.
- All staff feel that their professional learning enables them to reflect on and improve their practice.

How do you know?

What evidence do you have of positive impact on learners?

- Parent, staff and pupil questionnaires
- Focus groups
- Interviews with staff
- Observations
- Visible learning capability assessment

What are you going to do now?

What are your improvement priorities in this area?

- Engage with Aberdeenshire's learning and teaching executive's toolkit to further evaluate our teaching, learning and assessment.
- Create a teaching and learning position statement
- Focus on improving our tracking and monitoring processes by introducing a quality assurance calendar and attainment review.
- Revisit what makes a good learner with pupils.

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:

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff understand how to apply the school's procedures relating to child protection and safe guarding.
- Staff and pupils treat each other with respect.
- Children and young people are well behaved and are supported to regulate their emotions.
- The school deals effectively with bullying
- Parents feel that their children are safe at school. They are encouraged to manage their own risks carefully.
- Parents feel that the school helps their children to feel confident.
- Parents say that the school supports their children's physical and social and emotional wellbeing.
- The school seeks out learning opportunities which are outside the classroom or taught by specialists to enhance children's access to wider activities.
- Good use is made of the local community and outside spaces.
- Pupils feel that their voice is heard and acted upon.
- Children are incredibly encouraging and supportive to each other.

How do you know?

What evidence do you have of positive impact on learners?

- Pupils, parent and staff questionnaires
- Focus groups
- Observations
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What are you going to do now?

What are your improvement priorities in this area?

- Explore possibilities for extra curricular activities.
- Consider using the Glasgow motivational wellbeing profile to enhance the data we have for assessing and tracking wellbeing.

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:

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Tracking and monitoring of attainment highlights that most children at Tyrie School attain or exceed expected levels for reading and numeracy
- Attainment is compared against local averages and discussed at cluster meetings.
- Attainment data from standardised assessments demonstrates that there is a good match between this and teacher's professional judgements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN to select appropriate interventions
- Overall, our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Wider achievement is celebrated and shared within individual classes and at whole school level at weekly school star assemblies.
- Staff understand the need for equality within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve
- Benchmarking tools being used to inform planning and next steps, maintaining pace and allowing for challenge.
- An approach to DYW and using the ECO garden, the children have been applying knowledge, ideas and skills to create and develop a space that very much belongs to them through creating places to play and areas to grow. Parental engagement and enthusiasm made this a success.

How do you know?

What evidence do you have of positive impact on learners?

- Classroom observations and discussion with pupils. They are far more able to discuss where they are in their learning.
- Minutes of meetings
- Visible learning capability study

What are you going to do now?

What are your improvement priorities in this area?

- Revisit tracking and monitoring process as this is not as effective as hoped. We need more data to triangulate as attainment data is very small.
- Introduce Seesaw to engage pupils in profiling their own progress and sharing this with their parents.
- Consider how to track wider achievements.

Wider Achievements experiences by Team Tyrie in Session 2021-22

Memories are made of this:

P1-7 Fraserburgh Football Grandstand Birthday Card Winners – Guests at a Highland League game

P1-7 Xmas Show Drive in

P1-7 Xmas Treat to see Sleeping Beauty in panto at Aberdeen Arts Centre

P1-5 World Book Day in School

P6-7 Science Champions Trip to Aberdeen Science Centre

P1-7 Cooking a Burns Meal

P1-7 Easter Egg Hunt

P1-7 Bug Hotel Completion

P4-7 Inter School Football League

P1-7 Visual Arts Entries

P1-7 Techfest

P1-7 Health week with Jammin' Andy and local fitness instructors

P1-7 Film and music making with Feis Rois supported by the Youth Music Initiative

P1-7 EoY School Trip to Macduff Aquarium and Greenwood Loch

P1-7 EoY Fun Day with Slip & Slide then The Critter Keeper

P1-7 EoY Showcase

Wider Community Links

Connecting with the wider community has still not been possible this year due to COVID. However, as the year has progressed, we have been able to welcome parents and specialists back to school. This is an area to be developed in coming years.

PEF 2022-2023

Identified gap	We have identified through our school attainment data and our observations that our children in receipt of Pupil Equity Funding, and some others, require targeted approaches to literacy and numeracy. Furthermore, they need increased opportunities to engage in achievements and experiences beyond the school to develop their confidence and social and emotional wellbeing. A number of these children will also benefit from greater parental involvement if possible.
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PEF 2022 – 2023

Proposal Period	2022-23
Name & Code of School	Tyrie Primary School Code:2020
2022-23 Budget Allocation	£3,240
2021 – 22 Budget Carry Forward	£4,030
Total Budget	£7,270

Planned Expenditure

	Details, inc Supplier Name	FTE / HRS	Cost 2020-21
Teaching staff	N/A	N/A	0
Support staff	PSA PSA	3.5hours weekly 2 hours weekly	£2,513.75 £1,016.65
Supported study	N/A	N/A	0
Transport	N/A	N/A	0
Lets	N/A	N/A	0
Resources	Literacy Nessy Comprehension Boxes Hornets Active Learn (Reading and Numeracy) Science TechFest Science Centre Health & Wellbeing Jammin' Andy Charanga SEESAW STEM/Learning through play Resources		£311 £650 £100 £1050 £481 £27.71 £240 £120 £86.71 £659.82
Total			£7,270

Proposed interventions & Expected Outcomes

Interventions	Proposals	Aim & Expected Impact
Targeted approaches to literacy and numeracy	Dandelion Readers to support development of phonics Hornets and Nessy to support older learners Develop use reading comprehension strategies New maths resources to support learners PSA to support targeted pupils Active Maths resources to provide more challenge and opportunities for active learning in numeracy	Raise attainment in literacy and numeracy Improve learner confidence Measure impact of PEF funded PSA
Promoting a high quality learning experience	Using STEM, Eco Schools, Play and Outdoor learning to support and engage all learners.	Raise attainment and achievement in all areas of the curriculum encouraging IDL and Learning for Sustainability within planning process.
Social and emotional wellbeing	Glasgow Motivational and Wellbeing Profile (GMWP)	Track and monitor pupil health and wellbeing through use of GMWP
Using evidence and data	Admin to support to collate data PEF Tracking	Tracking and monitoring of data to provide evidence of progress and inform planning for improvement through targeted support
Developing and promoting partnerships with parents/carers	SEESAW to be rolled out to all families so help develop a shared understanding of the pupils' learning journeys	Parents/carers have a better understanding of their child's progress in school which will also encourage positive parent

Capacity for improvement

All school staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

The work begun on creating targets and numeracy planners in session 21/22 needs to be embedded and there are number of key themes which will be addressed going forward into 22/23:

- 1) Developing a shared understanding of teaching, learning and assessment using Aberdeenshire Teaching and Learning Toolkit with a particular focus on Quadrant 4 – Tracking and monitoring.
- 2) Creating a renewed set of vision, values and aims which incorporates and recognises the Curriculum for Excellence four capacities and learning qualities we want our children to exhibit. This will underpin all our work and school improvement.
- 3) Raising attainment in literacy using the lens of visible learning

Improvement Priority 1: Develop a shared vision, values and aims relevant to the school and its community Implementing improvement and change						
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 improves this priority: Self-Evaluation Pupil/Staff/Family Surveys		
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 2.3 Learning, teaching & assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement		
Intended Outcomes: Vision, Values and Aims underpin ethos of the school and are beginning to be embedded within the school and wider community. All stakeholders feel a valued part of the school. Most pupils can talk about the qualities and skills they need when learning in the classroom All staff, pupils and parents/carers are involved in self-evaluation to inform improvements. We have an agreed Curriculum Rationale that will underpin future curriculum development.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	
Consult and work with whole school community to develop Vision, Values and Aims which are relevant to the community	Staff Pupils Parents Wider Community		Surveys HGIOS4/HGIOUS Consultations Staff Meetings Parent Council	All staff, pupils, parents/carers and wider community have been consulted in the review and development of the Vision, Values and Aims. These will begin to be		

				embedded in the life of the school.		
Use our Vision, Values and Aims to create a Curriculum Rationale suitable for our school community.	Staff Pupils Parents		Curriculum Rationale Survey Parents Staff Meetings Parent Council	Most staff, pupils and parents have a good understanding of our Curriculum Rationale in relation to our curriculum development.		
Revisit School Dispositions and decide on qualities Tyrie learners should use when approaching learning.	Staff Pupils		Staff Meetings Pupil surveys Visible Learning	Most pupils can talk about the qualities and skills they need when learning in the classroom.		
Further develop school ethos through Pupil Leadership Groups – Eco, RRS, Pupil Council, House Captains	Staff Pupils		Pupil Leadership Group meetings	All pupils will have the opportunity to lead learning across ages and stages.		
Pupils, parents/carers and staff to be more actively consulted in the self-evaluation process to inform school improvement priorities.	Staff Pupils Parents		HGIOS 4 HIGOUS Surveys	All pupils, parents/carers and staff consulted in the self-evaluation process and their views and opinions will help inform school improvement priorities.		
Celebrate and develop a tracking system for wider achievements.	Staff Pupils		Tracking system	Pupils wider achievements will be tracked in a more effective way. Most pupils will be able to relate their wider achievements to the school's Vision, Values and Aims.		

Improvement Priority 2: Developing a shared understanding of Teaching, Learning and Assessment which will have a positive impact on attainment. To support this, tracking and monitoring processes will be improved.						
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 improves this priority: Self-Evaluation Pupil/Staff/Family Surveys ACEL and SNSA data Tracking & Monitoring information		
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 2.3 Learning, teaching & assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement		
Intended Outcomes: All staff will have a shared understanding of high-quality teaching and learning. All stakeholders will understand our approaches to teaching, learning and assessment. Our tracking and monitoring process is well understood and used with increasing confidence. Assessment approaches will be matched to the learning needs of the learners and used to help them understand their progress and next steps.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 2)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	
Engage with authority-based focus on Teaching, Learning and Assessment. (In-services – Mark Burns and Shirley Clarke)	Authority HT Staff		INSET Training Collegiate meetings HGIOS4	All staff have engaged in INSET training and have developed own practice using the self-evaluation process.		
Support staff with professional reading that will support and further develop their understanding and application of Teaching, Learning and Assessment.	HT		Professional Reading Collegiate Meetings	All staff can confidently relate professional reading and conversations to their own practice.		

Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners with a focus on feedback, learning conversations and pupils leading in their learning.	HT Teachers		INSET Training Collegiate Meetings Pupil Learning Conversations	All staff use visible learning approaches and will develop criteria for what a good lesson looks like in Rathen School.		
Develop pupil understanding of what makes a good learner and their confidence in their ability to talk about where they are in their learning and what their next steps are.	HT Staff Pupils		Assemblies Pupil Focus Groups Surveys	Almost all pupils can describe what makes a good learner and can talk about their own progress and next steps in learning.		
Continue to develop literacy and numeracy progressions to ensure consistency and a focus on raising attainment.	HT Teachers		Collegiate Meetings Class observations	All staff are confident in our approach to literacy and numeracy and have good knowledge of progression in place.		
Introduce Seesaw to share progress with parents as part of a shared understanding of the impact of our approaches.	HT Staff Pupils		Class observations SEESAW	Surveys will be carried out with parents to measure the impact Seesaw has had on their understanding of their child's learning.		
All staff to continue to become familiar with interrogations of SNSA data and track pupil progress over time.	HT Teachers		SNSA data Tracking & Monitoring	All staff are using SNSA data effectively to provide support and challenge to learners, plan next steps to make an impact on progress.		
Have focused tracking and monitoring meetings developing staff confidence in professional judgement using Benchmarks and tracking terms OT, AP, RS and EE	HT Teachers		Tracking & Monitoring meetings	All staff have a better understanding of the tracking monitoring process and use relevant terms confidently and accurately.		
Develop moderation processes to promote effective learning and teaching and further develop a shared understanding of standards and confidence in own judgements against Benchmarks. Staff engagement in QAMSO training to support assessment and moderation approaches.	HT Teachers		Staff engaged with moderation activities with other school. Engaging with Benchmarks QAMSO moderation and assessment approaches shared at collegiate meetings.	All staff display a shared understanding of moderation processes and can discuss QAMSO approaches confidently.		
Ensure a robust, relevant and meaningful QA Calendar is in place.	HT		QA Calendar	All staff know the expectation of the QA		

				Calendar which is implemented and acted upon throughout the session.		
Improve use of PEF to ensure appropriate resources and targeted interventions are in place and being utilised effectively.	HT	X	PEF Budget Resources	Impact of use of PEF funding will be more closely monitored and impact measured.		

Improvement Priority 3: To improve pupils understanding of their own health and wellbeing and relate this to SHANARRI indicators and the UNCRC. Develop positive and supportive relationships across the school community, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Ensure effective strategies are in place which are improving attainment and achievement for children and young people facing challenges						
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 improves this priority: GMWP data Surveys Minutes from RRS group meetings		
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 2.3 Learning, teaching & assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement		
Intended Outcomes: Almost all learners understand the wellbeing indicators and the children's rights. Almost all learners feel listened to and feel secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared for. Almost all staff can demonstrate improved attainment for individuals facing barriers to learning.						
Specific Actions & Interventions (Tasks to Achieve Improvement Priority 3)	Who? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		Outcome Details Targets, % etc.	Progress	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)
					Complete	
		PEF / SAC	Resource		Ongoing	
					No progress	
Introduce the Glasgow Motivational Wellbeing Profile to create a baseline for need in developing strategies to support health and wellbeing within the school. Relate this to aspects of HGIOS4/HGIOUS.	HT Staff		GMWP/Tracking system HWB lessons Surveys – HGIOS4/HGIOUS	All pupils are able to identify how Rathen School supports them with their Health and Wellbeing. All staff have strategies in place to support their pupils.		

				Staff use self-evaluation process to assess their own approach to HWB>		
Develop pupil knowledge and understanding of the Wellbeing Wheel and the SHANARRI indicators.	HT Staff		Wellbeing Wheel Assemblies HWB lessons	Almost all pupils can confidently talk about the Wellbeing Wheel and the SHANARRI indicators.		
Develop pupil knowledge of the children's rights applying our developing action plan for RRS Silver Award. This will include integrating Rights into lesson plans, ensuring school charters in place, engagement with families and wider community.	HT Staff RRS Group		Assemblies Pupil Focus Groups INSET	Most pupils have an understanding and can talk about children's rights. All pupils feel included and valued as individuals and are involved in making decisions about their education.		
Develop more robust approach to targeted interventions for our pupils, particularly those supported by PSW/PSA and how we monitor the impact of these interventions.	HT Staff	X	Tracking system PEF funding	Almost all staff can demonstrate improved attainment for individuals facing barriers to learning.		
Develop a whole school promoting positive behaviour policy – Pivotal Blueprint.	HT Staff		Paul Dix professional reading Collegiate Meetings Assemblies	All staff and pupils show an understanding of Rathen Behaviour Blueprint. Almost all pupils can apply expectations within Tyrie School.		
Complete final steps towards the Green Flag Award to show a visible indication of the school's commitment to Learning for Sustainability and an internationally recognised accreditation for excellence in sustainable education.	HT Staff Pupils		Eco Schools website Pupil Focus Group Assemblies	School is working towards achieving it's Green Flag Award. Almost all staff and pupils are aware of how this will be achieved.		
Regularly celebrate wider achievements and share with the school and the wider community and develop a tracking system to monitor this.	HT Staff Pupils		Assemblies Tracking system	All pupils are confident in sharing their wider achievements with their peers.		