



**Turriff Primary School
Standards & Quality Report
2022 – 2023
&
School Improvement Planning
2023 – 2024**

July 2023

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2022–2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our schools' progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Turriff Primary school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Turriff Primary School 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.

Mrs Fiona Eaton

Head Teacher

The School and its context

Formally known as Markethill School, Turriff Primary School and Nursery is situated on Meadowbank Road to the north of the town of Turriff in Aberdeenshire. The new build 18 class School opened to Pupils and Staff in August 2017. Turriff Primary provides education for children aged 3 – 12 i.e. from ante-preschool nursery to P7. Turriff Primary School is the designated Enhanced Provision Centre for the Turriff Cluster. This Enhanced Provision Centre compliments the provision within our mainstream schools to provide a continuum of support. Pupils leaving Primary 7 normally transfer to Turriff Academy for their secondary education.

Our staff team consists of a non-class committed Head Teacher, two Deputies, a Principal Teacher, full-time and part-time Class Teachers, Core Staffing Teachers that provide Non-Class Contact Time (NCCT) teaching a variety of curricular areas and Additional Support Needs Teachers. The Nursery is led by an Early Years Senior Practitioner who is supported by two Early Years Lead Practitioners (EYLP) a team of Early Years Practitioners (EYPs) and an Early Years Support Worker (EYSW). The school is supported by a team of Pupil Support Assistants (PSAs), our own Pupil Support Workers, a School Administrator and Admin Support Staff, Catering Staff, Cleaners and a Janitor. The school also benefits from cluster pupil support colleagues, trained School Counsellors, an Intervention and Prevention Teacher and Cluster Pupil Wellbeing Workers. The school works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Co-ordinator manages a range of additional active and sporting activities for the children both in the school day and after school clubs. The school has an active Parent Council and encourages the involvement of parents in the work of the school.

Analysis of the Scottish Index of Multiple Deprivation (SIMD) data shows that no child at Turriff Primary School lives in an area of deprivation (deciles 1 and 2); almost 100% live in deciles 5 - 8. Around 20% of children at Turriff Primary School are currently in receipt of Free School Meals (FSM). Turriff Primary School received £71,500 in Pupil Equity Funding in session 2022/23 to close the attainment gap. Although Turriff 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.

HMIe/ Education Scotland inspected the School in February 2014, revisited in March 2016 with a follow up in November 2016.

The ethos of the school is one of an atmosphere of mutual respect and collective responsibility. Staff, Pupils and Parents all have an important part to play in achieving this atmosphere. The routines and expectations of the school take a common-sense approach whilst ensuring safety for all.

We recognise and praise good behaviour, effort and application through the use of verbal praise, recognition boards, house points and stars, teacher award certificates, PSA award certificates, the Golden Book of Achievement and Wider Achievements board, weekly virtual assemblies and displays and whole school together times once a month. Turriff School has a successful House System in place. On entry to school each pupil is allocated to one of our four Houses: Hatton, Craigston, Forglen and Delgaty.

Our curriculum offers a broad range of learning experiences, considering the needs and interests of our pupils. Children's opinions and ideas are listened to and valued through our House Captains, Pupil Council, Rotakids, Eco Committee and Junior Road Safety Officers. All children are encouraged to be involved in the improvements of the school.

Our Vision, Values and Aims

To 'relaunch' the school, due to its move of building and change of name, the Vision, Values and Aims of the School and Nursery was rewritten following a consultation period with Pupils, Staff, Parents and the Community. The final Vision, Values and Aims was launched in June 2018 as part of the celebrations at the end of the first School year in the new building as Turriff Primary School. The photo was updated at the end of the 22/23 school year and the Super Seven Learning Powers at TPS have been highlighted.

Turriff Primary School's Vision, Values and Aims

Vision:
To enable all children to reach their full potential.

Values:
Happy
Respecting
Achieving

Aims: **TURRIFF PRIMARY SCHOOL LEARNERS...**

KNOW THAT
EFFORT = SUCCESS
We have a growth mind set. We know that mistakes are good; we want to keep improving so we aim high.

We aspire to be:
Positive
Confident
Curious
Proud
Motivated
Ambitious
Resilient

INCLUDE EVERYONE
We are friendly, responsible, creative, imaginative and inspirational. We understand that everyone is different and that's ok.



DEVELOP AND APPLY
LIFE SKILLS
We understand the relevance and importance of learning about maths, reading, our local community and the world.

We learn best from active lessons both in and outside the classroom.

DEVELOP KNOWLEDGE
We are hardworking and are **deep thinkers**. We can collaborate with others, we can reflect and talk about our learning. We can identify our next steps in learning to get better.

We know it is important to be good **team players** and to be **independent** – it's a balance.

Created by all Stakeholders June 2018,
photo updated June 2023

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 2022-2023.

Key priorities 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 1 – Promote the benefits of Outdoor Learning, taking the learning outside and using the outdoors as a context for learning</p>	<ul style="list-style-type: none"> - Registered with Eco Schools Scotland - Set up new pupil Eco Committee group supported by staff members - Information shared on a dedicated noticeboard and in virtual assemblies relating to Eco Schools programme and whole days of action undertaken - Set up an outdoor learning working group - Requisition of outdoor learning resources and clothing 	<p>Classes planned outdoor learning time and children benefited from taking the learning out of the classroom. The Eco Committee enjoyed the hedgerow planting day in term 3 and recycling the soft plastics in term 4. The outdoor working group wish to provide access to outdoor resources for all, a requisition list has been started and will be ordered for use by all classes in 23/24.</p>
<p>Priority 2 – Getting it Right for Every Child at TPS through targeted interventions</p>	<ul style="list-style-type: none"> - Employment of a Nature Nurture Practitioner and Pupil Support Workers - Referral system for individuals/ pairings and small groups - Timetable blocks of intervention - Baseline assessment and post intervention feedback from parents, pupils, class teachers - Named targeted support rooms, furnished and resourced rooms to present meet pupil need - Raised awareness and deeper understanding of inclusion using the Education Scotland resource – CIRCLE. Training undertaken and follow up sessions to track scales. 	<p>Pupils able to have formal blocks of intervention work with NNP and both formal and informal check ins with PSWs which provide daily/ weekly interventions, pupils are sensing achievement, positive feedback from parents and teachers. Intervention rooms have better purpose, providing a consistent safe place for learning. Staff look beyond the behaviour, aware of trauma responses and strategies to use to meet pupil needs, using CIRCLE inclusive classroom scale to ensure they are striving to meet all needs.</p>
<p>Priority 3 – Raised awareness of skills developed for learning, life and work – Developing the Young Workforce focus</p>	<ul style="list-style-type: none"> - Considered the DYW Career Standard (3-18) Education Scotland document - DYW working group established - 12 Metaskills linked to the Super 7 Learning Powers, presentation ready for 2023/24 - IDL bundles linked to DYW focus allowing teacher to highlight DYW specifically as part of IDL (not as an add on) - Café/ enterprise idea further developed, planned for 23/24 - Local business partnerships sought through the Turriff Business Association - Skills Development Scotland training undertaken by all teaching staff face to face and online 	<p>All teaching staff have a better understanding of what DYW is and how it can benefit learning and teaching. The working group have developed tools throughout the year which will be ready to be shared and used from the start of the new school year, bundles, assemblies and cafes will be main areas of focus. The enterprise at café initiative was particularly well responded to by all teaching staff. Upper stages staff are keen to access the WOW programme.</p>

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: Very Good (5)

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

How well are you doing?

What's working well for your learners?

- Staff, both teaching and non-teaching work well together to ensure positive ethos
- Vision, Values and Aims used to develop ethos further and to ensure expectations are high
- Equity for all planned through PEF spend.
- Pupil voice is a strong feature of the school's approaches to self-evaluation.
- A range of evaluation methods are offered to engage with parents.
- Staff have continued to engage more deeply this session with How Good is our School 4 (HGIOS4) to aid self-evaluation
- The school strives to engage with the local community by taking part in community events and helping local charities and organisations
- All staff are effectively involved in school improvement planning through teaching meetings, PSA meetings and support staff (PSW, IPT, NNP) meetings and draw on a range of evidence when identifying strengths and next steps.
- Staff engage with professional learning/CLPL opportunities through in house training and Aberdeenshire/ City events.
- Leadership roles are encouraged and taken on by a range of staff.
- Professional Review and Development (PRD) and Employee Annual Review (EAR) procedure is implemented as per GTCS and authority guidance.
- Robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster
- The school is involved in a self-improving school partnership with other schools in Aberdeenshire outside of the local cluster.

How do you know?

What evidence do you have of positive impact on learners?

- All staff and almost all pupils can articulate the school values which are used daily in learning conversations, they are referred to in many policies to further embed the meaning of the 'three magic words' of Happy, Respecting and Achieving
- Data such as SIMD, SNSA and Teacher Professional Judgement tracking of attainment is used in addition to ideas sought from staff in meetings and pupils through assemblies to create the improvement plan/ PEF plan for the school year.
- Children give their views about the school as part of committees and take responsibility for improving aspects that have been identified.
- The Pupil Council have started to engage with How good is OUR school in order to support the school's self-evaluation practice.

- Parents are engaged through questionnaires, Parent Council meetings, virtual meetings, newsletters, social media and Seesaw
- There is an ethos of professional engagement and collegiate working from all staff. The annual calendar of staff meetings has opportunities for focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps as a standing agenda item
- Staff CLPL activities are shared with colleagues, many activities link to school improvement priorities or personal CLPL identified at PRD.
- After school clubs, 1+2, Bikeability, Accelerated Reader, Makaton, Autism, Outdoor Learning, Health, DYW, Nurture, Maths Mastery, CALM training and Pupil voice groups ran by promoted and non-promoted staff
- All classes are visited regularly by SLT (no formal observations carried out in session 22/23) and learning conversations carried out formally and informally
- Working with two other schools in the cluster, cluster sharing good practice meetings focus on the moderation cycle. Meetings are planned as part of the Working Time Agreement
- Self-Improving School colleagues support the management of the school in validated self-evaluation and share good practice.
- Whole School QA calendar clearly documents processes to review and improve the work of the school, activities also shared on the annual calendar.

What are you going to do now?

What are your improvement priorities in this area?

- Develop a curriculum rationale with all stakeholders
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Data analysed and shared/ discussed more in depth with staff showing a clear link between what is the issue and how we will address it – factored into the annual calendar so meetings are set
- Ensure all staff have the opportunity to lead an area of improvement in the school such as being an active member of a working group or leading a pupil group for example. Opportunities through Active School also available.
- Lead change of outdoor learning and sustainability
- Look for a new digital tool to report to parents (replace Seesaw)

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: Good (4)

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

How well are you doing?

What's working well for your learners?

- Ethos and culture is built on visible constants that promote our values and nurture mutually respectful positive relationships
- Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved.
- There is growing evidence of appropriate pace and challenge across all classes.
- Some pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Most pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within all classes linking to AIFL and feedback. Differentiation exists across all classes.
- Some pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. In some classes' pupils are involved in co constructing success criteria with staff.
- Most staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups.
- Almost all learning experiences are planned to match pupils needs/abilities.
- All staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with SLT to ensure timely action is taken to reduce barriers and are noted in support plans and Pupil Profiles.
- Most staff have confidence in using a wide range of assessment data including standardised assessment results.
- Three times a year tracking periods with follow up discussions with SLT support teachers to support pupils progress in learning.
- Digital technology is used to support learning across all classes
- Parents/carers and pupils shared learning using a digital platform Seesaw in term one/ two.
- Most staff and pupils use a wider range of learning environments including the outdoors. They ensure learning is relevant and real-life contexts are used for opportunities to develop skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- Visible constants include weekly virtual assemblies, teacher awards, use of golden book of achievements/ wider achievement wall, termly wider achievement days, class recognition boards, house points, use of Seesaw, active pupil voice groups, constant reference to learning powers, use of maths mastery resources such as Numicon across most classes, Accelerated Reader and emerging literacy as staples of curriculum and assessment.
- Quality Assurance processes taking place throughout the school year.
- Some pupils have opportunities to engage and lead assessment through self and peer assessment approaches.
- Some pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps
- Collegiate working and sharing of good practice have been considered through Visible Learning training sessions.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. TPS maths resources linked to the frameworks and benchmarks have aided teacher planning and assessment
- Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.
- Quality Assurance calendar lays out when assessments should be carried out
- PEF is used to support staff to plan interventions to overcome any barriers faced.
- Professional dialogue ongoing throughout the session.
- Tracking meetings are held with staff.
- SNSA data is considered by most staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning. For example, maths attainment and focus on mastery approach
- Effective use is made of laptops/iPads/Clevertouch boards. Technology is used to support targeted interventions planned for pupils such as use of Read Write Gold
- Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive and assisted when reviewing the Seesaw Policy
- Twitter, Instagram and Facebook are used to promote everyday learning and achievements.
- The sensory garden continues to develop and is used to provide targeted interventions for identified pupils.

What are you going to do now?

What are your improvement priorities in this area?

- Use of agreed formats for learning visits, jotter expectations etc to ensure shared expectations and consistency across the school
- Continue to develop moderation processes and practice in house and across the cluster to promote effective learning and teaching going forward.
- Continue to familiarise all staff with the interrogation of data to identify interventions and next steps, work with SLT and local QAMSO.
- High quality learning and teaching focus - inclusive classrooms, writing, numeracy approach and policy required
- Continued focus on DYW
- Digital technologies raised awareness, understanding and confidence

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: Good (4)

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

How well are you doing?

What's working well for your learners?

- All staff and most pupils are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. A supportive ethos exists across the school for all pupils.
- Strengthened relational and nurturing approaches in the school using the school's positive relationships policy
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting child protection and wellbeing concerns and responding to issues
- All staff are clear on principles and processes in relation to GIRFEC.
- Makaton is used as a whole school language as part of our Total Communication approach.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others
- The school tracks health and wellbeing through tracking and monitoring discussions
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing
- A range of universal supports and resources are available in all classes.
- Teachers are using the CIRCLE training and CICS to ensure classrooms are inclusive
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs) and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying, used alongside the School's Anti Bullying Policy
- Twice yearly identification of need analysis between SLT and teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Class teachers work closely with ASL teacher to plan targeted interventions. ASL teachers offer learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teachers have good relationships with families and outside agencies and are pro-active in addressing next steps.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school.
- An open-door policy is in existence for all comments/queries. All are noted in Pastoral Notes.
- Annual update of GIRFEC/Child protection training carried out. Follow up training in February.
- Staff complete annual data protection, equalities and diversity training as provided by local authority
- School uses Bounceback and RSHP programme to support HWB programme, ALEC/SCARF resources also used.
- Effective partnerships are in place with local church and community groups, police liaison and community officers and the Child and Families Team and the Resource Centre.
- Staff have trained in Bikeability to be able to offer this activity to the pupils in middle and upper stages
- Pupils and staff have worked together to create inclusive boxes which provide a range of supports that pupils can access independently. The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
- Targeted support is provided by class teachers, PSA, PSW, IPT, and others such as SLT/EAL/Councillors. Our school Educational Psychologist takes part in the planning and assessment for pupils.
- Outside agencies such as school nurse, health visitor, School Paediatrician and CAMHS are also involved with the consideration of targeted support for individual pupils.
- Sensory Support Services provide ongoing guidance and support for staff members.
- Some staff are nurture trained through Nurture UK and use this to support pupils
- The school keeps an up-to-date audit of need to support the deployment of support staff and consideration of interventions to be planned for to support pupils.
- SAAP and MAAP meeting processes are fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs are planned, Records of the Meeting and Child's Plans are shared.
- A this is how we aim to Get It Right For Every Child (GIRFEC) at TPS strategy was written by staff overseen by the Parent Council that was shared on the school website
- SLT meet termly with SFL staff to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- Staff visit partner providers within the community to support transition from Early Years setting to P1. Transition booklets for individual pupils have been created using Widget symbols. 'Meet the Teacher' transition books were made by all class teachers for their new classes to watch/ read before the summer holidays to help children to start to build the relationship before the new school year. The books were taken home by some children that would benefit from having their own personal book to refer to during the holidays.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries, Turriff Academy and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from. The academy staff team provide a range of opportunities to engage with pupils and their families.
- National Nurturing Award achieved through Nurture UK
- Makaton Silver Award achieved through the Makaton Charity

What are you going to do now?

What are your improvement priorities in this area?

- Strengthen local links with the community, church, sheltered housing, The Den, Fire Station etc
- Further develop approaches to reviewing the impact of health and wellbeing targeted interventions on our pupils over time

- Further promotion of wellbeing indicators and UNCRC through classwork and assemblies.
- Continue to build capacity as a team to ensure the needs of all pupils are met. Focus on CIRCLE training for all staff.
- Continue to embed whole school nurturing approaches
- Develop Outdoor Learning at TPS

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: Good (4)

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

How well are you doing?

What's working well for your learners?

- Progression through the levels is evident through tracking quantitative data gathered three times a year using a range of evidence
- The Moderation Cycle from Education Scotland is being used as a focus for cluster moderation sessions
- Wider achievements are recognised and regularly celebrated in class and through virtual assemblies
- Support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- Standardised data, professional judgement and discussions are used to target interventions and support
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning, appropriate plans are in place to address these.
- Middle and upper stages children have a wealth of opportunity to exercise responsibility and contribute to the life of the school through pupil voice groups
- Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
- The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Pupil Equity Funding has been used to support individuals that require a high level of support to be able to meet their needs through PSA, PSW and NNP time.
- Almost all pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Pupil participation with their wider community is successful through developing partnerships.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.
- Exclusion rates are low, and inclusion is successful for most pupils

How do you know?

What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show progress for most learners.
- Universal supports exist in all classes. Inclusive boxes have been developed by pupils and staff to support this. The school PSA and ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting info is kept up to date.
- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within TPS and with neighbouring schools at planned Sharing Standards meetings.
- Visible learning training and collegiate sessions have taken place over the last three sessions ensuring improvements in pedagogy and practice which resulted in a VL at TPS expectation document created by the impact coach and agreed by teaching staff
- Some pupils involved in pupil leadership groups including pupil council, eco committee, JRSO, house captains and Rotakids.
- Ongoing Teacher Awards issued at assemblies and the Seesaw online platform was also used to share achievements. Head Teacher awards that recognise effort, hard work and positive attitude to school are issued at holiday periods.
- All pupils are encouraged to share their wider achievements and are tracked on Wider Achievement Days and through the Golden Book/ achievement wall
- Tracking of attendance, SLT welcome all children into the playground, front door daily. PSW supports all children struggling to come into school.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop pupil leadership opportunities such as Pupil Council to develop and display of a pupil friendly improvement plan
- P7 year group trained as Young leaders in school time.
- Relook at year group cafes and assemblies – classes more specific focus to share learning
- Continue training for staff around assessment and data incorporating support from local authority QAMSOS
- World of Work focus in P5-P7 (DYW)
- Digital Technologies focus
- Big focus on use of data to inform next steps in session 2023/24

PEF 2023-2024

Identified gap	<p>Interventions in Learning and Teaching and Nurturing approaches are proposed to close the attainment gap and increase attainment and achievement in all our learners.</p>
Expenditure	<p>£71,050.00</p> <ul style="list-style-type: none"> • PSAs employed to work with targeted individuals and small groups • PSWs employed to work with targeted individuals and small groups • ASL teacher employed to work with targeted individuals and small groups • Cultural fund for each class. Planned visitor or excursion to enhance learning and nurture experiences.
Expected outcomes and Impact Measurements	<ul style="list-style-type: none"> • All pupils experience activities that really bring learning alive, no barriers due to rurality or cost. All classes benefit at a planned time. Excursions and visitors policy and procedure feedback. • School is more inclusive in our approach to meeting pupil need, clear understanding of school community that everyone needs different support and that's ok, feedback from all stakeholders through Parent Council, Pupil Council, Teaching staff meetings, PSA meetings, Support Staff meetings, virtual assembly feedback. • Improved behaviour due to children managing their big emotions more safely through individual needs met in planned/ timetabled focused interventions. Compass Room timetables, Positive Behaviour Support Plans and Risk Assessments. • More children accessing the playground. Break and lunch club registers • Less exclusions. Exclusion data on seemis • Decrease in violent incidences and damage to property. Reporting data and follow up meetings with staff feedback. • More settled and learning focussed classrooms and learning spaces, learning walks, planning and tracking meeting discussions. • Improved tracking and monitoring data from teacher professional judgements and standardised assessments

Capacity for improvement

Turriff Primary School is 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.

The ongoing staffing constraints continue to bring a challenge for our capacity for improvement however throughout the school year this has brought the team closer together as we have taken on the challenges together and succeeded.

We are pleased that many of our teachers on maternity leave have come back to teach at TPS, many of our probationers want to stay in the school once they have finished their induction year and fixed term contract staff apply for permanent contracts at the school. Teamwork and partnership working is a strength at Turriff Primary School.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to access the appropriate professional learning and work in partnership with parents, health professionals, and others to 'get it right' for every child. We will continue to promote leadership at all levels and use our budgets to the best effect. The capacity for improvement at Turriff Primary School is very good.

Action plan 1

National Improvement Framework Priorities		HGIOS and ELCC	Aberdeenshire Priorities:	
<ul style="list-style-type: none"> Improvement 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 destinations. <p>Key drivers of improvement</p> <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
Priority 1: High quality learning, teaching and assessment		Data/evidence informing priority: improved attainment, data, feedback.		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Inclusive classrooms</p> <ul style="list-style-type: none"> Continued CIRCLE training on CICS and CPS, resources and strategies CICS review/ audit/ track Use data from tracking on PowerBI, share with teaching staff Next steps informed by data Use CPS for individuals ASL/PSW/PSA targeted support planning <p>Literacy focus (Writing)</p> <ul style="list-style-type: none"> Big Writing training for SLT Teaching staff training on Big Writing Agreed approach to writing/ policy <p>Numeracy focus</p> <ul style="list-style-type: none"> Use staff meeting and stage meeting time for training and discussion to ensure a shared staff understanding and confidence in teaching maths Maths policy Assessment of maths <p>Opportunities for culture, learning outside of the classroom/ school – Culture Fund</p>	<p>HT lead (FE)</p> <p>DHT lead (AH)</p> <p>DHT lead (GA)</p> <p>HT/ CTs</p>	<p>CICS review T1, audit/track T2, review T3, audit/track T4</p> <p>T1 T2 onwards</p> <p>T2 onwards</p> <p>CT choice</p>	<p>CTs are confident in CICS, CTs have clear next steps based on their scales. HT uses PowerBI to read whole school data and uses this to inform whole staff discussion – maintaining scales, next steps for whole school improvements. Pupils receive targeted support as part of their individual timetables.</p> <p>CTs are confident in the TPS approach to writing. Pupil attainment improves - criteria, teacher professional judgement and SNSA (T1/T4)</p> <p>CTs have increased confidence in their knowledge and understanding of teaching maths, policy sets expectation, assessments available provide more robust evidence – teacher professional judgement.</p> <p>Pupils excited to learn, inspired by new experiences.</p>	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> Improvement 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 destinations. <p>Key drivers of improvement</p> <p>School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
Priority 2: To improve learning and teaching by creating a digital strategy for the school which prioritises CLPL for staff and pupils develop creative and digital skills		Data/evidence informing priority: self evaluation,		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Staff and Pupils to self-evaluate using a variety of tools to be able to develop and promote a clear digital strategy within the setting. Teaching staff to participate in CLPL offered by the LoveLearning team https://blogs.glowscotland.org.uk/as/lovelearning/ to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. Use the Teacher Digital Literacy Framework (DRAFT) document or the self-reflection tool to critically and honestly evaluate where one's own digital competence needs to be improved or updated, and to gather evidence for this requirement. Revisit the device responsible use policy throughout the school. Prioritise online safety throughout the school through the following actions:</p> <ul style="list-style-type: none"> Online safety policy (360 SafeScotland template) Undertake the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). Roll out Safer Schools App. Attend LoveLearning Safety CLPL sessions Share with parents at open AM/ PM/ Evening <p>Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.</p> <p>Roll out Just2Easy as a profiling and reporting tool Training for staff and share with parents</p>	DHT lead with Pupil Council (GA)	T1-4	<p>Self-evaluation activity will be carried out, all stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting. SLT will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes. Policy will be agreed and understood by all stakeholders. Online safety is a key feature that will be evident across the school. Increase in digital skills across the whole of the school community. Staff will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.</p>	<p>Pupils excited to share the learning with their families, engagement by all stakeholders.</p>

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement 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 destinations. <p>Key drivers of improvement</p> <p><u>School leadership</u> Teacher professionalism</p> <p><u>Parental engagement</u> Assessment of children's progress</p> <p><u>School improvement</u> Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority 3: Raised awareness of skills developed for learning, life and work – Developing the Young Workforce focus</p>	<p>Data/evidence informing priority: feedback from all stakeholders.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p> <p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<p>DYW working group</p> <ul style="list-style-type: none"> Recruit a pupil DYW group (P6 pupils) Creation of café 'how to' information Share information on enterprise at café (staff meeting and assembly) Visit classes to hear proposals, award money, keep track of finances Share information on IDL bundle links (August inset) Share information on meta skills linked to Super Seven Learning Powers (through assembly by HT and extension of weekly focus in class by CT) Make contact with Turriff business Association to make links (using MS Form to gather information) <p>Teaching staff and support staff engage with DYW (through IDL, assembly and café)</p> <p>P5-P7 teachers to use the Skills Development Scotland resource for Primary Schools, My World of Work (WoW)</p> <p>Share the learning with parents and families through planned events</p>	<p>DYW lead staff member and group members</p> <p>HT and CTs</p> <p>Pupil group</p> <p>All staff</p> <p>P5-7 teachers</p> <p>Parents</p>	<p>Term 1 onwards</p> <p>Cafés T1 – T4</p> <p>Term 1 onwards</p> <p>Term 1 sign up</p> <p>T1-T4</p>	<p>Evaluate throughout for increased knowledge, understanding, skills, capabilities and aptitudes related to skills for learning, life and work – specifically meta skills and thinking skills.</p> <p>DYW staff and pupil groups feedback noted in meetings. Staff feedback at staff meeting, discussion and through self-evaluation of QIs</p> <p>Pupil feedback through assembly, after café feedback to DYW group. Parent feedback at café, CCCC, open PM/ eve.</p>

Wider Achievement and Community Links

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

At the beginning of the school year, the whole school participated in two Tour of Britain school cycle days in the school grounds, younger pupils enjoyed an obstacle course on bikes and balance bikes whilst older pupils enjoyed the bike track with seesaw and ramps on their own bikes and school owned bikes purchased through Pupil Equity Funding money in previous years. We also hired a TriShaw and used our school owned inclusive trike so every pupil could be involved with cycling over the days.



A termly 'Wider Achievement Day' allows pupils to share their learning by reporting to their class teacher and classmates their latest and best achievements. Wider achievements are shared weekly on the virtual assembly and then displayed on the Wider Achievement wall (replacing the Golden Book of Achievement) for all to see.

Pupil Council, House Captains, Rotakids, Eco Committee and Junior Road Safety Officers have been involved in improving our school through an audits of school uniform and PE kit, making a pupil friendly travel plan, days of action and awareness raising, they have led parts of the weekly virtual assemblies, the travel trackers, and fundraising.

We enjoyed weekly virtual assemblies but ensured we came together as a school once a month, some highlights include celebrating The King's Coronation with a picnic and the work of Robert Burns at a whole school assembly and a Doric theatre production, we also shared the talents of pupils at a Red Nose Day talent show at a Turriff's Got Talent show planned by the Rotakids and an end of Health Blast week with a whole school get together on the field to exercise.

Classes have enjoyed welcoming visitors to the school such as Aberdeen Football Club Community Trust, Relax Kids, The Scottish Opera, ALEC educators, The Cosmic Dome, Drumfun, Kodaly, Doric Theatre performance, Assistance dogs Yogi and Cindy and Battlescar that have excited the learning in class.

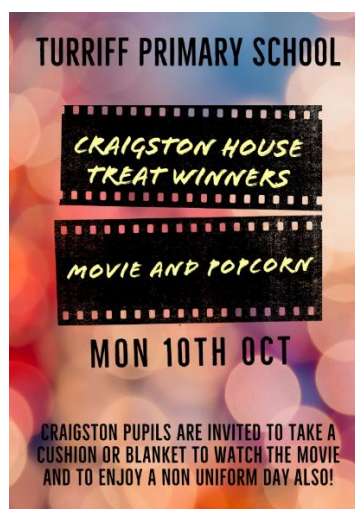
Charities supported by the school over the last session include Children in Need, Comic Relief, Save the Children, Poppy Scotland and CLAN Cancer Care. Other charities have been supported by specific classes and year groups including Down Syndrome Scotland and Cash for Kids. As a whole school we enjoyed being part of CLAN's Big Hop trail by painting our very own Haugh the Patchwork Hare.



Two year groups completed Bikeability levels one and two training. Pupils from the P7 year group represented the school at the local Rotary quiz event. 5 pupils represented the school in a local Boccia competition organised through Active Schools.

Some classes and year groups went on planned excursions both within the town to support groups such as Friends of the Den and the sheltered housing residents at Dawson Court but also outside of the town visiting an aquarium and the beach. The P7 year group experienced a P7 Fun Week of activities both in and outside of the school, activities included skiing, paddleboarding, a bouncy castle, various sports and a picnic and play at the Den. We look forward to every class getting out of the school grounds in 23/24.

Pupils in each of the 4 houses enjoyed a House Treat or two, movies, the disco, and the ice cream van have all been favourites to recognise and celebrate their achievements.



We visited the local church as a whole school three times this school year, October, December and April, we have also enjoyed visits from the chaplain to support classes and attend school events.

All classes held an assembly and a community café to share their learning with their families. In addition an open afternoon and evening allowed families in to the classrooms too.

Our Parent Council created the annual calendar which sold very well, planned a disco in term 4 and held regular face to face Parent Council meetings that were well attended.

Every 2022/23 teacher created a 'Meet the Teacher' book for their new class as part of transition which was very well received by the pupils and parents, all induction and transition was face to face including meetings, stay and play times, visits, tours and 'step up' time

The year finished with our annual Prize Giving Ceremony which all P1-P7 pupils attended and 100 specially invited parents. 50 pupils received awards for achievement and endeavour, House cups were also awarded and collected by proud House Captains on behalf of their houses.

At Turriff Primary School we look forwards to a new school year that is safe, **happy, respecting** and **achieving**.

