



**St Andrews Primary School  
Standards & Quality Report  
2020 - 2021  
&  
School Improvement Planning  
2021 – 2022**



## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021 -2022. 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 St Andrews 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 St Andrews 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.

Roselynn Birnie

Head Teacher

## **The School and its context**

St Andrews Primary School's vision and values communicate our philosophy and beliefs for St Andrews's school community.

### **Vision for the school (under review)**

At St Andrews School our shared vision is to provide the highest quality educational experiences in a happy, safe and caring environment, where everyone feels included, supported and challenged. All learners will have the opportunity to develop skills and knowledge for life to inspire them to be the best they can be.

*#succeedingtogether*

### **Values that underpin our work**

#### **Our School Values**

**S**ucceeding **T**ogether

**A**mbition

**N**urture

**D**etermined

**R**espect

**E**quality

**W**ork Hard

**S**elf-Motivated

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

At St Andrews Primary School we aim to provide a curriculum that is both inclusive and ambitious for all. A curriculum that challenges pupil's in their learning and also provides opportunities to develop skills for learning, life and work. Our curriculum is based around the four capacities of Curriculum for Excellence to ensure our pupils are successful learners, confident individual individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Our curriculum will be adapted continuously over time to meet the needs of our pupils.

At St Andrews Primary School we celebrate achievements of all pupils in their learning and in their wider achievements in recognised activities like volunteering and participation in arts, sports and community based programmes. This approach supports the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools and Closing the Gap.

The curriculum within St Andrews Primary School is based around the national curriculum frameworks and benchmarks and the Aberdeenshire frameworks.

In our Early Learning and Childcare Centre we encourage planning to be pupil led and responsive. We are developing the use of floor books across the early stages. We are revising our Curriculum rationale along with our pupils, parents and staff, this will give information about our teaching and learning strategies, resources used throughout the school. Learning opportunities are being developed through links to local context and national priorities. Termly class newsletters are issued by class teachers outlining the main contexts for learning. Our school website is updated regularly to provide information about our school to our parents, families and the wider community.

## Context

**St Andrews Primary School** is a non-denominational school with a role of 397. This comprises of 332 primary pupils and 56 nursery pupils. Our Early Learning and Childcare Centre (ELCC) provides a provision for eligible 2 year olds and for 3 -5 year olds for the Fraserburgh Cluster. The school serves the Fraserburgh catchment area and is part of the Fraseburgh CSN. We are a split site school with an Infant building which holds P1-3 and a larger Main building which holds P4-7. We also have 2 nursery settings, one of which is in the Main building and the other is a separate Annexe building. Following a fire a few years ago that destroyed our additional accommodation we have now had two areas of the Main Building improved to provide GP areas used for art and technology.

We currently have 13 primary classes. These are mainly straight classes with two of each stage group and one composite classes this session P5/6. Our staffing for this session comprises 15 teachers (we 2 probationer teachers, 2 ASL teachers (0.4/0.6FTE) and 11 pupil support assistants. We also currently have 5 extra Pupil Support Assistants who have been employed using our Pupil Equity Funding to support raising attainment and achievement and COVID recovery funding. We have pupils from a wide range of backgrounds and cultures, our EAL pupils and also pupils from SIMD deciles 1-10 in our school.

Our Early Years Team consists of an Early Years Senior Practitioner, 2 Early Years Lead Practitioners, 9 Early Years Practitioners and 1 Early Years Support Worker. Our ELCC provides 1140 hours and is open 50 weeks a year.

Our Management team consists of a Head Teacher who is non-class committed, a non-class committed Deputy Head Teacher and an Acting Deputy Head Teacher (0.4FTE) and a Depute Head Teacher (0.6FTE), non-class committed. Other members of our staff include 1 school administrator (job share 0.6/0.4 FTE) and 1 admin support worker. We currently have NCCT teachers for P.E (0.6 FTE) and Art/Modern Langaage (0.6FTE). The staff form a cohesive, supportive and effective team which aims to deliver high quality education.

Community Links are a valued part of school life and the children are making use of the local environment as part of their curriculum.

The school has a supportive Parent Council which encourages involvement of parents in the life and work of the school. Through the Pupil Council, pupils are involved in the work of the school and its improvement. Pupil Voice Groups and House Captains are developing leadership roles of pupils in our school.

## 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 2020-2021.

<b>Key priority 2020-2021</b>	<b>Key actions undertaken</b>	<b>Impact (achieved throughout 2020-2021)</b>
<p>COVID Recovery plan to rebuild positive relationships with pupils, staff, parents/carers and community</p>	<p>Clear focus on Health and Wellbeing within the school through 'Emotion Works' programme.            Acknowledged and responded to the experiences of pupils and their family/community and provided support to meet the individual needs of our pupils.            Re-established positive and trusting relationships by engaging with the new routines and structures supporting pupils to become familiar and confident with them.</p>	<p>All within the school community were supported to engage positively with the "new normal" in August and after the further period of lockdown returning February/March.</p> <p>Staff, pupils and parents/carers felt fully supported with the provision available from August and after returning in February/March.</p> <p>All pupils received appropriate support in a timely manner and felt safe, included and nurtured within the school environment.</p>
<p>Re-engagement with the Curriculum</p>	<p>Re-engagement with the curriculum in school with a key focus on literacy, numeracy and health and wellbeing.            Learning experiences building on strengths of what the pupils can do and not what they have missed.            Transitions supported appropriately.            Opportunities provided for outdoor learning in a few classes.</p>	<p>A key focus was placed on the delivery of the curriculum allowing all pupils to experience learning with a continued focus on:            Literacy            Numeracy            Health and Wellbeing            Development of skills including technology            The benefits of outdoor learning experienced by some classes to support health and wellbeing in addition to literacy and numeracy.</p>

<p>Continue to support the use of technology in learning at school and online</p>	<p>Continuing to support the development of the use of digital technology to support learning/blended learning through google classroom. Staff planned to ensure all children and young people were clear about what they were learning when in school and what they will be doing away from school in periods of online learning.</p>	<p>Encourage all pupils to follow patterns and routines that will support their learning at school and at home. All staff to ensure pupils know when work will be 'allocated' and the timescales for completion, with clear success criteria Ensure all parents/carers are kept informed in order for them to appropriately support their children(routines around blended learning, sharing the purpose/learning intentions etc)</p> <p>Work with colleagues across the school cluster to reach an agreed approach to blended/flipped learning for our school – share in good practice/review and adapt in line with practice/guidance</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: Satisfactory  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- There is a very positive ethos within St Andrews Primary school. All staff and almost all pupils can articulate the school learning disposition and rules.
- The school is continuing to develop the curriculum rationale to ensure it reflects the uniqueness of our community.
- There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.
- All teaching staff are effectively involved in school improvement planning drawing on a wide range of evidence. All teaching staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- St Andrews Primary school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching.
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- There have been opportunities for all staff to engage in moderation practices within our school. Moderation across the cluster has been restricted due to COVID.
- There are many opportunities for staff to take on leadership roles within St Andrews Primary School.
- All staff at St Andrews Primary school know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.
- St Andrews Primary school works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.
- St Andrews Primary school has become 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?

- During session 2019-20 a full review of the school rules took place involving all staff, pupils and parents/families. Learning Dispositions were created by staff and pupils as part of our Visible Learning journey. They are displayed in all classes they are now embedded and referred to in weekly assemblies.
- St Andrews curriculum rationale was reviewed by all staff in Feb 2020. Due to COVID this now requires to be reviewed before sharing with parents.
- Social media is used effectively to share learning. Newsletters provide regular opportunities for parents to be involved in the school.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with 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.
- QA evidence informs next steps. Stage partner planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions, success criteria and feedback.
- Visible learning cluster wide CPD programme to focus on high quality learning and teaching.
- All staff involved in nurture training to enable staff to provide effective support to all pupils.
- There are pupil groups in place for areas such as Rights respecting, Pupil Council and Eco Schools.
- Teaching staff have a range of leadership opportunities such as QAMSO, 1+2 languages and visible learning amongst many others.
- Whole School QA calendar clearly documents processes to review and improve school work.
- CPD opportunities are linked to PRD and/or SQUIP.
- Moderation work carried out throughout the year.
- With two other schools' opportunities have been provided for colleagues to engage in self-evaluation opportunities to share practice as well as engage in VSE activities within each school.

### What are you going to do now?

#### What are your improvement priorities in this area?

- Vision, Values and Aims to be reviewed in consultation with all pupils, parents and staff. VVA to be embedded in the life of the school.
- Curriculum rationale to be reviewed and opportunities provided for parents/families to engage in the review.
- Embed Visual Learning strategies and procedures acquired by whole staff participation in cluster wide Visual Learning three year initiative.
- Develop opportunities for effective leadership for all staff and pupils in the school.
- Tracking of wider achievements to be developed.
- Pupils, parents and staff to be more actively consulted in the self-evaluation process to inform school improvement priorities.
- COVID recovery plan to support health and wellbeing of all pupils and staff, regularly updated to adhere to changes in government guidance.

## 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: Satisfactory**

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

**How well are you doing?**

**What's working well for your learners?**

- The ethos of St Andrews School is warm, positive, nurturing and promotes mutually respectful 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 most classes.
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Almost all pupils are becoming increasingly independent in their learning.
- There is consistent practice in place within most classes at St Andrews School linking to AIFL and feedback, using the St Andrews' Lesson framework. Differentiation exists across all classes.
- All pupils are involved in self/peer assessment opportunities.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across most classes.
- Almost all 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.
- Almost all staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils progress in learning. The Aberdeenshire tracking and monitoring document provides clear information regarding attainment in Literacy, Numeracy and Health & Wellbeing.
- Digital technology is used to support learning across all classes.
- The Parent Council and all parents are informed of their child's learning opportunities through a curriculum newsletter which is issued termly by each teacher via email.
- Learning contexts have been developed to ensure that there are opportunities for all pupils develop skills for learning, life and work, using the local area.

## How do you know?

### What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- St Andrews School have developed an effective marking policy which includes Assessment and Feedback codes to ensure there is consistency across the school. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- 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 the use of visible learning impact coaches.
- Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. 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.
- St Andrews School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- PEF is used to support staff to plan interventions to overcome any barriers faced including the development of a breakfast club to support identified pupils and the use of emerging literacy resources used to support identified gaps in Primary 1.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- Almost all staff implement and use Visible Learning approaches including Learning Ladders to discuss what pupils are learning, how they have been successful and identify their next steps.
- SNSA data is considered by all 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.
- Effective use of laptops, chrome books and iPads to support and enhance learning opportunities. Technology is also used to support targeted interventions.
- Twitter and Facebook are used to promote everyday learning and achievements.
- The Infant Building outdoor area is very well used as a learning resource by Primary 1 in particular.

## What are you going to do now?

### What are your improvement priorities in this area?

- 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.
- Continue to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities.
- Develop a range of assessment approaches, including holistic assessments, to allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum.

- Develop and use a wider range of learning environments including the outdoors across the whole school, building on what is already established in Primary 1.
- Continue to develop a play based approach to learning in Primary 1 and Primary 2.

## 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: Satisfactory**

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

**How well are you doing?**

**What's working well for your learners?**

- Almost all staff at St Andrews have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All are committed to ensure everyone is treated equitably and with respect. Almost all pupils build very positive relationships with staff, allowing them to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy. St Andrews has high expectations of behaviour and all staff work hard to ensure incidents are dealt with promptly and effectively.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Most pupils have an awareness of the wellbeing indicators and can discuss these appropriately.
- 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.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs 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.
- Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA), Pupil Support Worker (PSW) and ASL staff.
- 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. The school promote the rights respecting award work.
- Annual update of GIRFEC/Child protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority

- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
- SCARF/Emotion work resources used.
- Pupils voice groups have been established focusing on RRS and Eco Schools.
- Effective partnerships are in place with local church and community groups, police liaison and community officers, Bikeability.
- Dyslexia boxes are available in each class 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, IPT staff, Pupil support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- HT and DHT are nurture trained and use this to support both staff and pupils.
- The school keeps an up-to-date ASL audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- DHT meets regularly with ASL staff and HT meets with PSW staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Fraserburgh 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 this academy staff team provide a range of opportunities to engage with pupils and their families.

### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Continue to develop approaches and incorporate more opportunities to develop mental wellbeing and to review the impact of targeted interventions on our pupils over time, particularly PSA/PSW led interventions.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- Continue to build capacity as a team to ensure the needs of all pupils are met while embedding a whole school nurturing approach. Number of pupils requiring targeted interventions has significantly increased over past two sessions.
- Develop more opportunities to share and celebrate cultural diversity in our school.
- Curricular work, assemblies and wider community partnership should encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- Work with Pupil Voice groups such as Pupils Council and House Captains to discuss and plan how this area can be improved in St Andrews.
- RRS and Eco School Pupil Voice groups will be involved in Assemblies.
- Continue to develop a more robust Health and Wellbeing tracking and monitoring system.

## 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: Satisfactory  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your learners?**

- The majority of pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.
- 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 TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- Most 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 the development of phonics and pre handwriting skills which in turn has an impact on reading, writing, listening and talking attainment in Early Years. It has also been used to support the development of effective pedagogy through the visible learning three-year cluster programme. St Andrews Primary School has also targeted PEF resources to support health and wellbeing through the formulation of a breakfast club run by a PEF Pupil Support Worker. The school has also used PEF to purchase Emotion Works, this is having a positive impact of the emotional and mental health of our pupils.
- Pupils' participation with their wider community is successful through developing partnerships by planting flowers in the community, donating money to the local food bank and taking part in the Little Lighthouse trail.
- Achievements are recognised and shared across the school at weekly assembly. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities e.g. Dodgeball, Basketball and Junior Joggers.
- Attendance levels are generally high, 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 good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- SNSA data being used to support professional judgement and identify next steps for pupils.

- Universal supports exist in all classes. Dyslexia boxes have been developed to support this. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information is kept up to date termly.
- The school have engaged in moderation work in school, this is an area to be developed further with other schools in the cluster and self-improving school trio.
- Visible learning training and collegiate sessions have taken place over the last three sessions ensuring improvements in pedagogy and practice. Currently there is a focus on feedback. Visible learning impact coach supports development in these areas and also promotes leadership.
- Hot Chocolate awards are issued weekly linked to our learning dispositions and shared in assemblies.
- All pupils are encouraged to share wider achievement, celebrated at assembly.
- Staff and Active Schools run a variety of clubs after the school day which include dodgeball, basketball, junior joggers and stay and play.
- Children's university achievements celebrated at assembly.
- Tracking of attendance and latest monitored by Head Teacher.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

- Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.
- Staff engagement in QAMSO training to support assessment approaches across the school.
- Continue to familiarise all staff with the interrogation of SNSA data and track pupil progress over time.
- Further develop a more robust tracking system to track PEF pupils and identify targeted support, review regularly to ensure the right support in place to ensure pupil progress.
- Develop further opportunities for pupil leadership through pupil voice groups and house leaders.
- Develop Pupil Profiles to share pupil's learning and achievements through 'See Saw'.



## PEF 2020-2021

<b>Proposal Period</b>	2021-22
<b>Name &amp; Code of School</b>	St Andrews Primary School Fraserburgh Code: 5216729
<b>2021-22 Budget Allocation</b>	£77,353
<b>2020-21 Budget Carry Forward</b>	£32,717
<b>Total Budget</b>	£110,070

Data and analysis	Proposed Interventions	Impact measurement	Governance
<ul style="list-style-type: none"><li>•Presentation of data in the local context</li><li>•Analysis of what this reveals in terms of the attainment gap</li><li>•Identification of target populations</li><li>•Rationale behind proposals</li></ul>	<ul style="list-style-type: none"><li>•Proposals to address identified issues</li><li>•Rationale and evidence behind proposals</li><li>•Aim and expected impact of proposals</li><li>•Initial assessment of funding requirement</li><li>•See Annex B for menu of interventions</li></ul>	<ul style="list-style-type: none"><li>•Proposals for measuring impact</li><li>•Data, new and existing, which will be required</li><li>•Plans for how data will be collected and reported</li></ul>	<ul style="list-style-type: none"><li>•Proposals for how the work will be managed locally</li><li>•Plans for local governance and reporting</li></ul>

### **1. Data and analysis:**

By analysing SIMD Data (pupils in the 1-3 deciles) and Free school meal data we have identified key areas which would benefit from targeted support; those requiring literacy and numeracy support and those requiring support for social, emotional and behavioural difficulties and social interaction.

According to our tracking systems the children identified according to the SIMD index or who receive free school meals do not always achieve significantly less than others in the school. There is a wide spread of abilities across the school and there is a need to provide support to those who have been identified as not making appropriate progress. Based on the evidence from our tracked attainment data, we believe that targeted approaches to literacy and support for social and emotional wellbeing working in partnership with families and with the local community are appropriate and sustainable intervention for Equity in our current context.

Prioritising the support given by ASL and EAL teachers to those who have the biggest discrepancy in reading ages, spelling ages or language acquisition stages. The introduction of early intervention through the emergent literacy approach, Talk Boost, Nesy and Hornets & Wasps programme should support the improvement of attainment in literacy. The Visible Learning approach will benefit the whole school community and support all pupils in raising attainment and achievement through increased awareness of leading improvement in their own learning.

Through the introduction of a nurture hub/nurturing school approach, starting the day with a healthy breakfast in a nurturing environment with someone to talk to and listen to targeted pupils would prepare them for learning through increased levels of concentration. Pupil Support Worker trained in Nurture School approaches and Lego therapy will support targeted pupils with social, emotional and behavioural difficulties.

The professional learning and leadership proposals will provide the teachers and PSA's with the skills and knowledge required to work with pupils across the school with social and emotional development and building resilience.

## 2. Proposed interventions

Interventions	Proposals	Aim & Expected Impact
1. Early intervention and prevention	Emerging Literacy – Nursery (listening & talking, pre-writing and pre-reading skills) EYP/PSA to support in P1/P2 Outdoor Learning	Develop improve literacy skills in Early years. Raise attainment in literacy.
2. Social and emotional wellbeing	Nurture Hub created PSW & PSA dedicated, Play therapy, social skills, seasons for growth, Lego therapy, Drawing/Art Therapy. Emotion Works	Improve the social and emotional health and wellbeing, develop resilience and ability to deal with challenge. Improve concentration and ability to learn. Develop resilience.
3. Promoting healthy lifestyles	Nurture area to support breakfast club and life skills. Cooking club with target group.(COVID guidelines permitting)	To ensure children have a healthy breakfast and raise awareness of healthy eating. Develop life skills of cooking.
4. Targeted approaches to literacy and numeracy	Emergent Literacy – Whole School Approach Mental Maths and Reading for enjoyment. Active Learn Bug Club.	To develop emergent literacy strategies in early years and whole school and improve attainment. Encourage and develop a love of reading. To develop and improve numeracy and mental maths skills.
5. Promoting a high quality learning experience	Digital technology to support literacy and numeracy and engage all learners.	To provide support for learning through the use of technology to improve progress in literacy and numeracy.
6. Differentiated support	PSA support for identified individual support. Nessy & Hornet & Wasp programme.	To build confidence and concentration to make progress in learning.
7. Using evidence and data	Admin support to collate data.	Tracking and monitoring of data to provide evidence of progress.
8. Employability and skills development	DYW – development of confidence and self-esteem. Cluster DYW event (COVID guidelines permitting)	Raise awareness of different careers and knowledge and skills required.
9. Engaging beyond the school	Family Learning Programme- involve community library, parents, wider community.	To encourage reading for enjoyment and community involvement, family learning.
10. Partnership working	EPS, CLD, NESCOL to deliver family learning.	Plan projects to encourage family learning.
11. Professional learning and leadership	Visible Learning Seasons for Growth	Whole cluster to engage in Visible Learning to develop pupil's

	Talk Boost Hornet & Wasps – PSA's Nessy – PSA's Outdoor learning. Emotion Works Play Based Learning	knowledge and understanding of the language of learning and how to improve. Training to equip staff with knowledge and skills to support the social and emotional wellbeing as well as speech and language development.
12. Research and evaluation to monitor impact	Tracking and Monitoring System in place	Robust tracking and monitoring system in place to identify attainment and plan for improvement through targeted support.

### 3. Impact Measurement

Tracking and monitoring each term to measure impact through teacher professional judgement and use of data from standardised assessments as available. Evidence of improvement in attainment in literacy and numeracy for the pupils from the areas of deprivation and those with similar needs across the school. This will be measured and tracked through our school tracking meetings. We want to ensure that more children are on track for achieving expected levels at the end of Primary 1, 4 and 7.

Daily/weekly evaluations by staff of improvements in concentration and listening in learning activities. Evidence of improvements in the quality of work produced by pupils leading to improved attainment in literacy and numeracy.

Daily/weekly evaluations by staff of improvements in social and emotional development.

Evidence of improvements in behaviour and reduced incidents of bullying as children become more aware of their choices and the consequences to others of what they say and what they do. Increased engagement in the range of clubs and outdoor activities that we have on offer will impact on their self-esteem and confidence thus raising both attainments levels and achievements.

Robust tracking and monitoring system in place to track levels of attainment and achievements. Termly professional dialogue meetings held with SLT and teaching staff to monitor progress and plan support as required. Tracking and monitoring pro-forma for staff to use to monitor, track and plan for social, emotional and behavioural difficulties.

#### 4. Governance: Planned Expenditure

Please add as much detail in the narrative as possible and include supplier names, staffing positions, hours and contract length.

	Details, inc Supplier Name	FTE / HRS	Cost 2020-21
Teaching staff	N/A	N/A	0
Support staff	PSW Time (30 weeks)	1x 26 HRS	£15000
	PSA Time (46 weeks)	1 x 27.5 HRS	£14000
	PSA Time (46 weeks)	1 x 15 HRS	£8000
	PSA Time (30 weeks)	2x 15 HRS	£5000
	Admin Time		£1000
Supported study	N/A	N/A	0
Transport	N/A	N/A	0
Lets	N/A	N/A	0
Resources	<b>Literacy</b>		
	Pobble		£1000
	Nessy		£200
	Hornets		£200
	Wasps		£200
	Bug Club		£1399
	<b>Maths</b>		
	Mathletics		£1850
	Big Maths Online		£1100
	Numicon Online		£950
	<b>Outdoor Learning</b>		
	Equipment – Scotplay		£15354
	<b>Play Based Learning</b>		
	Resources/Equipment		£15000
Other (add details)	AFCCT Community Project 1 day each week with after school club		£11000
	Family Learning Signature		£1000
	Nurture Room BreakfastClub/Cooking Resources/lego/games		£5000
	Nurture Lego Training		£1000
	Nurture Boxall Profiles online		£390
	Outdoor Learning Loose Parts resources		£5,500
	Love Outdoor Learning Training Resources		£1447
	Health and Wellbeing		£4480
<b>Total</b>			<b>£110,070</b>

## **Capacity for improvement**

School and Nursery 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.

<b>Improvement Priority:</b> Develop a shared vision, values and aims relevant to the school and its community . Implementing Self-evaluation for self-improvement						
<b>NIF Priorities</b> 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  <b>Linked to National Improvement Driver(s)</b> School Leadership      Teacher Professionalism      Parental Engagement Assessment of Children’s Progress      School Improvement      Performance Information			<b>Data/Evidence that improves this priority:</b> COVID recovery Self-Evaluation			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 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 3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> Vision Values and Aims reviewed and embedded. All staff, pupils and parents involved in self-evaluation to inform improvements. Opportunities are available for the promotion of leadership with staff, pupils and parents/community.						
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)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	
Vision, Values and Aims to be reviewed in consultation with all pupils, parents	SLT Staff Pupils		Survey Consultation Staff Meetings	All staff, pupils, parents have been consulted in the review of Vision, Values		

and staff. VVA to be embedded in the life of the school.	Parents			and Aims and they are embedded in the life of the school.		
Curriculum rationale to be reviewed and opportunities provided for parents/families to engage in the review	SLT Staff Pupils Parents		Curriculum Rationale Survey Parents	Curriculum Rationale reviewed and parents/families consulted		
Develop opportunities for effective leadership for all staff and pupils in the school.	SLT Teachers Pupils		Working Groups Pupil Leadership groups	Through development of collaborative working and promotion of leadership at all levels, all feel involved and engaged in the life and work of the school.		
Pupils, parents and staff to be more actively consulted in the self-evaluation process to inform school improvement priorities.	SLT Staff Pupils		HGIOS HGIIOUS Surveys	All pupils, parents, staff consulted in the self-evaluation process to inform school improvement priorities		
Continue to work with Self Improving Schools Trio as it commences again.	SLT		SIS Head Teachers Quality Assurance Self-Evaluation	Schools will work in partnership to review agreed areas of practice and support each other to work collaboratively for improvement.		

<b>Improvement Priority:</b> Improvement in Attainment in Literacy and Numeracy Assessment and Tracking of Children's Progress						
<b>NIF Priorities</b> 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  <b>Linked to National Improvement Driver(s)</b> School Leadership      Teacher Professionalism      Parental Engagement Assessment of Children's Progress      School Improvement      Performance Information			<b>Data/Evidence that improves this priority:</b> ACEL and SNSA data Tracking & Monitoring information			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 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 3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> Most learners can achieve a level in literacy and numeracy. Almost all learners are making progress in literacy and numeracy. All PEF pupils identified and target support making an impact.						
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)
		PEF / SAC	Resource		Complete	
					Ongoing	
					No progress	
Continue to use visible learning approaches to improve pedagogical	SLT Teachers	X	Visible Learning INSET Training	All staff are using the visible learning		



practice and improve outcomes for all learners with a focus on feedback, learning conversations and pupils leading in their learning.			Collegiate Meetings Pupil Learning Conversations	approaches to improve the quality and effectiveness of feedback through learning conversations.		
Develop a range of assessment approaches, including holistic assessments, to allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum.	SLT Teachers		Collegiate Meetings	Assessment approaches developed including holistic assessment. Pupils know where they in their learning and they know what they have to do to improve.		
Develop and use a wider range of learning environments including the outdoors across the whole school, building on what is already established in Primary 1.	SLT Teachers	X	Outdoor Learning CPD Working group Resources	All staff have engaged in Outdoor learning training and are starting to take learning outdoors.		
Continue to develop a play-based approach to learning in Primary 1 and Primary 2.	Teachers	X	Play Based Learning Training Professional Reading Working Group Resources	All pupils in P1 are engaging in play based learning, evidence this is improving attainment. All pupils in P2 are engaging in play based learning approach.		
Staff lead working groups to be set up for numeracy, literacy and 1+2 language to improve learning and teaching, increase practitioner confidence and improve attainment.	Teachers		Working groups Training	All working groups are stall led, developments agreed and improvement priorities identified.		
Develop a more robust tracking system to track PEF pupils and identify targeted support, review regularly to ensure the right support in place to ensure pupil progress.	HT DHT	X	Tracking System Admin Support PSA	All PEF pupils identified and targeted support put in place for literacy and numeracy. Reviewed termly to measure impact and plan next steps.		
All staff to be familiar with the interrogation of SNSA data and track pupil progress over time.	SLT 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.		
Develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards. Staff engagement in QAMSO training to support assessment and moderation approaches.	SLT Teachers		QAMSO training Cluster schools	Staff engaged in moderation processes with cluster schools, shared understanding of standards developed. QAMSO assessment and moderation approaches shared with staff.		
Develop Pupil Profiles to share pupil's learning and achievements through 'See Saw'.	SLT Teachers Pupils	X	See Saw	All pupils have a profile set up on See Saw and learning and achievements are shared with parents regularly.		

<b>Improvement Priority:</b> Improvement in Health and Wellbeing Improvement in Equalities and Inclusion Tracking and Monitoring Progress and Achievement						
<b>NIF Priorities</b> 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  <b>Linked to National Improvement Driver(s)</b> School Leadership      Teacher Professionalism      Parental Engagement Assessment of Children's Progress      School Improvement      Performance Information			<b>Data/Evidence that improves this priority:</b> Weekly Assemblies recorded on Teams celebrating Wider Achievements. Minutes from Pupil Voice Group Meetings, Tracking & Monitoring information			
<b>Aberdeenshire Priorities</b> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.			<b>Relevant HGIOS 4 Quality Indicators</b> 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 <b>3.1 Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment & achievement			
<b>Intended Outcomes:</b> Almost all learners have an understanding of wellbeing and the children's rights. Almost all learners are knowledgeable about equalities and inclusion. 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 about. Almost all staff can demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty.						
<b>Specific Actions &amp; Interventions (Tasks to Achieve Improvement Priority 1)</b>	<b>Who? Q.I. 1.3 Leadership of Change</b>	<b>Management of Resources to Promote Equity - Q.I. 1.5</b>		<b>Outcome Details Targets, % etc.</b>	<b>Progress</b>	<b>Actual Impact How do we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)</b>
		PEF / SAC	Resource		Complete	
				Ongoing		
				No progress		

Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA/PSW led interventions.	SLT PSA/PSW	X	Seasons for Growth Anger Management literature/programmes Emotion Works Breakfast Club AFCCT	Almost all learners feel listened to and feel secure to discuss personal and sensitive aspects of their lives because they feel cared about.		
Develop more opportunities to share and celebrate cultural diversity in our school. Curricular work, assemblies and wider community partnership should encourage discussion, reflection and appreciation of faith, diversity and wellbeing. Work with Pupil Voice groups such as Pupils Council, House Captains, RRS and Eco School to discuss and plan how this area can be improved in St Andrews.	SLT Pupil Voice Groups CTs		SCARF Assemblies Learning Context RME Surveys	Almost all learners are knowledgeable about equalities and inclusion and have an understanding of wellbeing and the children's rights.		
Continue to develop a more robust Health and Wellbeing tracking and monitoring system.	SLT CTs		Tracking system	Almost all staff can demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty.		

## ***St Andrews Primary Wider Achievements***

### ***Memories are made of this:***

As a school we place 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. We celebrate wider achievements at assemblies and display our pupils' achievements on our Success Walls.

Pupils at our school are also aware of the needs and plights of other and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

Charities supported by the school over the last session included:

Children in Need  
Save the Children – Christmas Jumper Day

We have had many different opportunities in order to promote the wider curriculum.

Pupils have benefitted from a wide range of extra-curricular clubs and activities football, basketball, junior jogger, dodgeball and stay and play.

Children's University was launched with a number of pupils joining and achieving awards, some pupils earned gold awards.

At Christmas all classes in Nursery and P1-7 took part in a virtual Christmas Concert 'A Christmas Advent Calendar'. Every day in December a class recorded and shared their performance with parents/families and the school online.

The P7 pupils took part in and enjoyed a range of activities in their 'Leavers Activities Week' – driving range, beach trip, trips to the cinema and trampoline park, silent disco and a water fun day. The P7 pupils planned all the activities in and around Fraserburgh and took part in fund raising to pay for the week. They performed a leavers assembly and a school leavers year book was presented to them by the Parent Council.

### **PARENTAL ENGAGEMENT**

We are working hard to increase opportunities for our parents to engage positively with our school. We have a hard working Parent Council who organise very successful fundraising events, the work of the Parent Council was restricted in 2020-21 due to the COVID pandemic. Family Learning Signature training was completed by the Head Teacher and Depute Head Teacher and the programme was rolled out to a sample of families in P6

## **WIDER COMMUNITY LINKS**

P4 pupils took part in the 'Flower Fairies' project planting flowers in the community. They took part in an 'Enterprise' planting and growing plants and selling them to raise funds. The money raised was donated to the local foodbank.

P5 pupils took part in a beach clean working with the local ranger. They took part in an 'Enterprise' where they made cards and sold them in a local shop 'Wholehearted'. The money raised was donated to Scottish Wildlife Trust.

On World Book Day, all pupils took part in the world book day activities.

We took part in the Archie Foundation 'Little Lighthouse' project and fund raising event and our pupils designed our own St Andrews 'Lighthouse'. The Lighthouse is displayed in one of the local shops.

## **COVID**

The sudden closure of schools in January 2021 for the second lockdown had a massive impact on the whole school community, learning and teaching and health and wellbeing. This was an extremely challenging time for us all and I feel it is important to recognise how well everyone in our school community has supported each other. St Andrews School operated a 'Childcare Hub' from January until March 2021 to support the keyworker families in our school community.