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| **Logie Durno Primary School**  Standards and Quality Report 2019-2020  School Improvement Plan 2020-2021   |  |  | | --- | --- | |  |  | | Logie Durno School Events (2020) |  |   **Head Teacher: Ms Elizabeth McMahon** |
| Our School |
| Logie Durno is a small, country school in beautiful, rural Aberdeenshire. Everyone in Logie Durno Primary School loves our school family and we work hard together to: learn, have fun and try to continually improve. We believe in getting it right for every child and know our families and leaners intimately. Our ethos is best encapsulated in our school rules which even our very youngest learners know:  **Be kind Try Hard One Voice** |

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| How our school rules are understood and impact our school positively: |
| Be Kind  In Logie Durno Primary School we treat each other with kindness and respect. We share, we care and we fully understand what being a friend looks like and feels like. We know the difference between a Big Deal and a Little Deal.  Try Hard  At Logie Durno Primary School we know that learning takes effort and that challenges are interesting. We don’t give up and understand that mistakes are good. We believe that trying hard is not something we just do in school. Trying hard will make a difference to the rest of our lives.  One Voice  At Logie Durno Primary school we listen to each other and care about what people have to say. We try to reach agreements and work together both inside and outside of school. We know that everyone’s opinion matters when it comes to making decisions about our school. |

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| School Values |
| The School Vision, Value and Aims are under review and will be shared at the end of our consultation process. We would hope that every child, every family and all of our staff will have their say in this exciting undertaking. |

Here is our Standards and Quality Report for Session 2019-20 and our School Improvement plan for the current session 2020 -2021.

This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Logie Durno 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.

We consider the key questions:

* **How are we doing?**
* **How do we know?**
* **What are we going to do now?**

We look **inwards** to analyse our work.

We look **outwards** to find out more about what is working well for others locally and nationally.

We look **forwards** to gauge what continuous improvement might look like in the longer term.

At Logie Durno Primary School 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.

Ms Elizabeth McMahon

Head Teacher

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| **The School and its context**  Our main objective in Logie Durno School is to maintain enthusiasm and motivation for learning, while ensuring every child reaches their fullest potential.  **What do we aim to achieve for our children/pupils?**  We aim to ‘Get it Right for Every Child’ by actively working in partnership with staff, children, parents and carers, as well as other agencies working with our school. We deliver learning in an active, relevant and engaging way. Our aim is to provide a happy, caring, achieving and inclusive school community where children are highly motivated. Our children are nurtured into becoming responsible citizens, successful learners, confident individuals and effective contributors to society and work. Our work is underpinned Curriculum Rationale which we hope to review and develop in 2020-2021.  **Context**  Logie Durno is situated 5 miles north of Inverurie, on the outskirts of the beautiful Bennachie forestry commission park. We have strong links with our parents and carers and call ourselves a “family school”. There is a welcoming and supportive ethos where every child is known as an individual.  Our pupils live in SIMD deciles of 8, 9 and 10 but this does not reflect the growing amount of income deprived families in our area. We have received a small amount of Pupil Equity Funding for this session.  **Core Quality Indicator Evaluations**  This report shares the impact our School Improvement Plan has had on pupils’ learning over the past year. Using How Good is Our School 4? (HGIOS 4) our self-evaluation in key quality indicators is shown below:   |  |  | | --- | --- | | Quality Indicator | Evaluation | | 1.1 Self-evaluation for self-improvement | Satisfactory | | 1.3 Leadership of Change | Satisfactory | | 2.3 Learning, teaching & assessment | Satisfactory | | 3.1 Improving wellbeing, equality & inclusion | Good | | 3.2 Raising Attainment & Achievement | Good |   These evaluations are based on our inspection report findings, school and cluster self-evaluation processes as well as HT peer review. |

**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 2019-20:

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| Priority 1: Improve Attainment in Reading for lowest 25% in P4-7. | |
| **NIF Priority**   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 | **Aberdeenshire Priorities**  **1. Improving learning, teaching and assessment.**  **2. Partnership working to raise attainment.**  **3. Developing leadership at all levels.**  **4. Improvement through self-evaluation.** |
| **How Good is Our School 4? Quality Indicators** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   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  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Evidence which informed this priority:**   * Attainment in Reading in most year groups showed stability last year but was projected decrease for 2019/20 in P7, P6, P5 and P4 * Lowest 20% in each year group not making progress required due to additional support needs. * Accelerated reader programme not popular with either children or PTC – questionnaire and meeting evidence.   **Intended outcomes:**   * Improve the attainment and experience of lowest 25% in P4 - 7 in reading. * Narrow the gap and ensure all pupils are making as close to expected progress in reading as possible. * Ensure that all reading achievements tracked via diagnostic testing in 19-20, 20-21 and 21-22. * Use targeted support within school for P4-7.   **Progress:**   * Extra PSA support for groups. * Rigorous use of synthetic phonics recovery programmes – RWI * CLPL on use of RWI for all staff. * Phonic screeners for all students P2-7 applied and placement for reading based on this. * Used SNSA data to assist with planning experiences. * Partial engagement with parents in ways to support reading at home. (Delayed due to lockdown) * From lowest 25% - pupils had a more targeted and structured experience with reading. Reader confidence improved. * Peer support now more consistent as pupils are trained in the RWI methodology. * Staff are beginning to use National Benchmarks and Aberdeenshire Progression Pathways for planning and assessment purposes.   **Impact:**  Phonics placement tests applied for pre and post interventions. Compared with 2018 data shows clear progression in all learners.   * Attainment data showed that the projected results improved by 25%. * Reading assessments carried out termly tracked and noted progressions in steps and allowed for more flexible teaching and groupings as well as much more targeted teaching. | |
| **Next Steps:**  **To inform Improvement Plan**   * Feedback from parental engagement sessions and materials – run virtual workshops until ‘hands-on’ activities can recommence. * Parents will be better able to support pupils with home reading tasks. Clear guidance and workshops given. * Evaluations from pupils regarding the teaching of reading and reading experiences 2 x per year. * To further embed peer learning visits as a regular feature of the school improvement calendar – this was started in T1 and T2 prior to lockdown. * Continue with inter school visits as started last year – in short term use virtual meetings until COVID measures allow visits to recommence. * Develop reading evaluation format for pupils to feed back to staff on their reading experiences and views on their progress. * All staff will continue to engage with Aberdeenshire Progression Frameworks and ES Benchmarks to support planning, assessment and moderation. | |
| Priority 2: Improve Attainment in Maths P4-7 | |
| **NIF Priority**   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 | **Aberdeenshire Priorities**  **1. Improving learning, teaching and assessment.**  **2. Partnership working to raise attainment.**  **3. Developing leadership at all levels.**  **4. Improvement through self-evaluation.** |
| **How Good is Our School 4? Quality Indicators** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   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  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Evidence which informed this priority:**   * Initial attainment data suggests that attainment of pupils in numeracy at first level is causing concern.   Pupils in 2019 - 20   * P4 - 50% will struggle to attain First level. * P5 – 75% of pupils will require recovery work to move onto second level * P6 – high level of ASN in this year group – cause for concern to reach benchmarks. * P7 – 75% of pupils require support to reach. end of second level. * SNSA data for P4 -P6 show clear gaps in both number bonds and multiplication   **Intended outcomes:**   * Improve the number of pupils who are projected to attain First level Numeracy by 20% in 2019-20 * Improve by 5 % in 2020-21 and achieve 100% in 2021-2022. | |
| **Progress:**   * Increased use of Aberdeenshire progression pathways to collaborative plan learning experiences across school. * Use SEAL strategies linking to focus primarily on mental maths strategies across school. * Deploy PSA resources once groups across school have been established. * Use Big Maths ‘Learn Its’ approaches to assist with learning of TTs.   **Impact:**   * The children will hit the milestones in the Stages of Early Arithmetical Learning by P4: * Emergent -P1 * Perceptual/Figurative – P2 * Initial/Immediate Number Sequence – P3 * Facile Number Sequence – P4. * Staff will be able to target planning more effectively. * Children across school will be clear about their next steps in learning for maths * All children screened using SEAL screener to establish where breakdown in arithmetical concepts lies. * Screeners reapplied 2 per year to measure impact and progress. | |
| **Next Steps:**  **To inform Improvement Plan**   * All staff will continue to engage with progression pathways in Numeracy particular focus on new staff. * Benchmarks will be used consistently to support assessment and moderation. * Continue and extend our moderation activities (begun in T1 and T2) with our trio schools to develop confidence in making teacher professional judgements reliably. * Numeracy assessments - including holistic assessments - built into planning units. Further training may be needed on holistic assessments for new staff. | |

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| **2018-2019 Improvement Priority 3:**  Health and Well-Being | |
| **NIF Priority**   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 | **Aberdeenshire Priorities**  **1. Improving learning, teaching and assessment.**  **2. Partnership working to raise attainment.**  **3. Developing leadership at all levels.**  **4. Improvement through self-evaluation.** |
| **How Good is Our School 4? Quality Indicators** | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   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  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Evidence which informed this priority:**   * Some pupils needed support with engaging during break times and lunch times. * Lack of consistent routines were negatively impacting some children * From H&WB surveys completed a significant %age of pupils did not feel safe at school, * Pupils also commenting on lack of respect between pupils during school. * New lunchtime clubs introduced but limited after school club activities.   **Intended outcomes:**   * Safer more engaging playground. * Calmer environment. Better behaviours around school. * Pupils able to engage in restorative practices to support more positive relationships * Pupils developing leadership roles. * Parental before/after school provision. | |
| **Progress**  There is no doubt that due to lockdown, progress in this area has not been as great as we would have wished. However, this improvement work will be carried forward to next session and the following one as it is a really key priority for our school.   * Staff used Paul Dix materials to devise start of year routines during INSET days. * Staff engaged to work collaboratively with another school to devise school rues, playground rules, class rules. * Consistent routines for lining up and moving around school developed. * A full programme of work around Big Deal/Little Deal was undertaken to help children (and adults) distinguish between what is a big problem and what is an appropriate reaction size to small issues. * Decrease in the number of pupils requiring support from SLT during break/lunchtimes. * Teaching staff and PSAs beginning to report calmer classrooms and transitions in school.   **Next Steps:** **To inform Improvement Plan**   * Training for pupil mediators. * Training for shared understanding with new staff * Review whole-school behaviour policy. * Run Parent Workshop regarding Behaviour Policy * Develop lunchtime opportunities beyond the playground * Parents understand school expectations and procedures. * Pupils have ongoing ownership of the development of their clubs, playground areas and are also developing leadership opportunities * PEF Funding used to close the gap in our setting by ensuring all learners have the opportunity for outdoor play and learning. | |

**Logie Durno Primary School**

**SCHOOL IMPROVEMENT PLAN 2020-2021**

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| Logie Durno School Events (2020) |  |

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| **Improvement Priority** | | To support the “recovery” of learning at Logie Durno Primary School ensuring all are fully supported to engage with the “new normal” | | | | | | |
| **National Priority** | School Improvement | | **Key Drivers of Improvement** | | Improvement in children and young people’s health and wellbeing. | **HGIOS 4 Quality Indicator** | | 3.1 Ensuring wellbeing, equality and inclusion |
| **Evidence/Data Informing Priority** | | | Covid Lockdown - engagement and after effects. | | | | | |
| **Action & Leadership of Change** | | | | **Expected Impact** | | | **Measures** | |
| Re-building positive relationships with pupils, staff, parents/carers and community.  Clear focus on Health and wellbeing within school. See HWB improvement plan below  Priority given to a refresh of our VVA in T3 when all are settled back.  Consideration will be given to:   * Acknowledging and responding to the experiences of pupils and their family/community. * Providing appropriate supports to meet individual needs * Rebuilding the sense of community across the school * Re -establishing positive and trusting relationships * Engagement with the new routines and structures - supporting all to become familiar and confident within these.   Re engagement with the curriculum. T1 and T2 will see a key focus on: Literacy, Numeracy and Health and Wellbeing.  Ensuring that there is a focus on development of the skills for learning life and work.    Continuing to support the development of the use of technology. Ensure readiness to undertake blended learning.  Make applications for new technology – i-pads for vulnerable families with limited or no technology.  Ensuring opportunities are also provided for outdoor learning. | | | | All within the school community are supported to engage positively with the “new normal” in August.  All staff, pupils and parents/carers feel fully supported with the provision available from August.  All pupils receive appropriate support through introduction of our 3 Bubbles. Targets, support and interventions provided.  Focus is placed on the delivery of the curriculum allowing all pupils to experience learning with a detailed focus on:  Literacy  Numeracy  Health and Wellbeing  Development of skills including technology  Use of outdoor learning as an approach.  Encourage all pupils to follow patterns and routines that will support their learning at school and at home.  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. | | | Return to school in a phased ‘Bubble’ model which will allow for smaller teaching groups to target and determine needs.  HT will teach full time for T1 and 80% of the week in T2 to facilitate this.  Assess learner’s social and emotional needs in the first few weeks by planning and delivering open activities.  Gather formative information about children and young people’s learning needs on their return to places of learning.  Use of school’s health and wellbeing assessments during term 1.  Use previous years’ forward plans, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress.  Use of engagement in learning evidence used during lockdown to support gathering of information on children’s learning.  Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners  Collegiate planning to be supported virtually to ensure moderation of planning for learning, teaching and assessment. | |
| **Progress, Impact & Next Steps** | | | | | | | | |

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| **Improvement Priority** | | Carried forward from 2019-20. To develop children’s health, well-being and social skills beyond the classroom. | | | | | | |
| **National Priority** | School Improvement | | **Key Drivers of Improvement** | | Improvement in children and young people’s health and wellbeing. | **HGIOS 4 Quality Indicator** | | 3.1 Ensuring wellbeing, equality and inclusion |
| **Evidence/Data Informing Priority**  **These priorities were not able to be fully completed during lockdown and so have been combined and carried forward to session 2020-2021.** | | | * Some pupils need support with engaging during break times and lunch times * Lack of consistent routines are negatively impacting some children. * From H&WB surveys completed a significant %age of pupils did not feel safe at school. * High percentage of pupils with ASC who are struggling with social skills and sensory overload during free time. | | | | | |
| **Action & Leadership of Change** | | | | **Expected Impact** | | | **Measures** | |
| Work started on a safer more engaging playground.  Continue partnership working with PSA and pupils on a playground refresh. Get ideas for resources, games and outdoor class/learning area.  Use Paul Dix materials to extend our school routines and staff scripts.  Training for pupil mediators.  Review whole-school behaviour policy.  Run Parent Workshop regarding Behaviour Policy – input and explanation.  Develop lunchtime opportunities beyond the playground.  In partnership with parents - use PEF fund and other fundraising opportunities to purchase outdoor learning area.  Whole staff training and participation in Understanding Autism course. Funded by skills Network and provided by NESCOL. | | | | Decrease in the number of pupils requiring support from SLT during break/lunchtimes.  Teaching staff and PSAs report calmer classrooms and transitions in school.  Pupils report being happier and safe during break/times.  Parents understand school expectations and procedures.  Pupils have ongoing ownership of the development of their clubs, playground areas and are also developing leadership opportunities.  Calmer environment. Better behaviours around school.  Pupils able to engage in restorative practices to support more positive relationships  Pupils developing leadership roles.  Greater understanding of triggers for our ASC children and increased confidence in helping to manage reaction sizes and responses. | | | Information gather from pre and post surveys with:  Pupils  PSA  Teachers  Collect video evidence.  Use staff feedback at collegiate sessions.  Reapply well-being questionnaire used when HMI visited – Survey Monkey.  Tracking of numbers of pupils requiring support following break/lunchtimes.  Tracking of numbers of parental complaints regarding behaviour at school.  As above – track support needed at break and lunchtimes. Use Pastoral Notes on SEEMIS for important events/identifying patterns. | |
| **Progress, Impact & Next Steps** | | | | | | | | |

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| **Improvement Priority** | | To improve attainment in Maths and Literacy through improved planning and assesment. | | | | | | |
| **National Priority** | Assessment of children’s progress. | | **Key Drivers of Improvement** | | Improvement in attainment, particularly in literacy and numeracy | **HGIOS 4 Quality Indicator** | | 2.3 Learning, teaching and assessment |
| **Evidence/Data Informing Priority**  **These priorities were not able to be fully completed during lockdown and so have been combined and carried forward to session 2020-2021.** | | | Numeracy data for pupils in 2019- 20:   * 40% % % of P4 will struggle to attain First level. * P7 – 40% of pupils require support to reach end of second level. * SNSA data for P4 -P6 show clear gaps in both number bonds and multiplication   Literacy data 2019-20:   * Attainment in Reading in most year groups showed stability last year but was projected decrease for 2019/20 in P7, P6, P5 and P4 * Lowest 20% in each year group not making progress required due to additional support needs.   ASN audit shows that LDPS has a high level of ASN and -particularly ASC - pupils in school. | | | | | |
| **Action & Leadership of Change** | | | | **Expected Impact** | | | **Measures** | |
| All staff will continue to engage with progression pathways in Numeracy and Literacy.  Benchmarks will be used to support assessment and moderation and support teacher professional judgements.  Cluster writing assessments imbedded in practice to support with accurate writing assessment.  The understanding of appropriate balance between ongoing and periodic assessment will be developed.  Moderation between staff in school and with our trio schools to continue.  Numeracy and Literacy assessments built into planning.  Start developing a bank of holistic assessments for maths and literacy.  Dedicated collegiate time to be used to familiarise staff more fully with SNSA information and use as appropriate for planning and interventions.    Training for new staff member in SEAL, RWI  and Numicon methodology.    Use inclusive methodology for ASC and  ASN pupils in all stages across the school.  All staff are presently undertaking  Understanding Autism course via NESCOL. | | | | Increased confidence in collegiate planning and assessment, including using assessment data to inform planning.  Learning visits – or virtual collegiate meetings if safety will not permit visits – with other schools will develop confidence and consistency.  Shared understanding with Old Rayne and Rayne North on features of ‘excellent’ lessons and expectations for lesson planning.  All staff able to engage in using Benchmarks to support assessment and moderation to support judgements more confidently.  Greater understanding of SEAL methodology for Maths – using the Developing Number books and materials.    Staff will be able to make more confident analysis of data during tracking meetings.  Staff will be able to more effectively meet the needs of ASN pupils through shared understanding of best approaches. | | | All staff aware of the range of data used in LDPS to identify trends, strengths and next steps in learning.  Most children will achieve the maths milestones in the Stages of Early Arithmetical Learning by P4:   * Emergent -P1 * Perceptual/Figurative – P2 * Initial/Immediate Number Sequence – P3 * Facile Number Sequence – P4.   SEAL screeners will be applied twice yearly.  Most children across school will be clear about their next steps in learning for maths and literacy.  Improved number of pupils who are projected to attain First level Numeracy - 20% in 2020-21  Evaluations from pupils regarding the teaching of reading and reading experiences 2 x per year. | |
| **Progress, Impact & Next Steps** | | | | | | | | |

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| Pupil Equity Fund Allocation August 2020 £2400 |
| 1. To develop the provision of technology and appropriate Apps for learning for targeted pupils. 2. To enrich our outdoor learning experiences to be fully inclusive and accessible for all. |
| Action and Leadership of Change |
| Due to the COVID 19 restrictions and Risk Assessment recommendations, an increased focus on outdoor learning is both welcome and advisable. To provision an outdoor learning space with the support of our parent body will be of benefit to all in LDPS and ensure that all children are included and have access to outdoor learning. Our PTC met recently and agreed to fund-raise to meet half the costs of an outdoor learning space, with school matching this from our PEF fund. Additional weather-proof clothing to support and facilitate outdoor learning will be costed and purchased to compliment our outdoor learning programme.  Having ‘bid for’ I-pads tor children who are living in rural poverty and having received support from the Local Authority we are now well resources. This means that families with either limited access to technology or to WiFi are now well supported. LDPS are in a good position to offer 1-1 devices to support blended learning for all families. There will need to be an investment in Apps such as CLICKER/Nessy which will be targeted to our Additional Support Need students to support their learning needs and close the gap in attainment. Some of our PEF funding will go towards this. |
| Expected Impact |
| * All learners will have the opportunity to access technology to support move to a blended learning model if there is a further lockdown. * All learners from P4-7 will be able to utilise technology for flipped learning to support homework tasks. * All learners with an Additional Support need will have access to specialised apps to support their learning. * All learners will have access to outdoor learning opportunities, an outdoor learning base and water-proof clothing to support outdoor learning. |
| Measures |
| * Impact measurement of technology and apps will be undertaken at tracking meetings termly. * Data from apps can also be used to measure progress and identify learning gaps. * Engagement with blended and flipped learning will be tracked. * Self-evaluation from staff and children regarding the effectiveness of our outdoor learning work will be gathered. |