



**Luthermuir Primary School  
Standards & Quality Report  
2018-2019  
&  
School Improvement Planning  
2019-2021**

## ***School Forward***

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. 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 Luthermuir 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 Luthermuir 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.

*Fiona Thomson*  
Head Teacher

## **The School and its context**

Luthermuir is set in an attractive rural location about 5 miles south of Laurencekirk and 8 miles West of Montrose. Originally a weaving village it has grown fairly slowly over recent decades and has retained much of its charm. There are no shops but the village has a strong sense of community with the school and local hall hosting a range of events throughout the year.

The school was built in 1879 and is non-denominational. The catchment area includes two distinct settlements: the village of Luthermuir and Edzell Woods, a community established following the closure of the Edzell air base.

The school's current roll is 57 in total and comprises of three classes. Luthermuir Primary School has equivalent of 3 full time class teachers. The Head Teacher is currently responsible for both Luthermuir School and Marykirk School in dual headship role and is supported across the two schools with a Principal Teacher. We also have a teacher two days a week who provides additional support for learners. The school works closely with a range of other support agencies and volunteers in order to provide the best possible experience for all our children. In addition, the staff are supported by 3 pupil support assistants, 1 school administrator, 1 cook, 1 catering assistant, 1 cleaner and a part time janitor. Pupil Equity Funding has been used to increase PSA hours to allow a breakfast club to be established and to support children both socially and academically through activities such as Gardening Gang and Film Club. On leaving Luthermuir Primary School the pupils transfer to Mearns Academy, Laurencekirk. Luthermuir School is part of the Laurencekirk Community Schools' Network and works closely with the other 6 schools in the Network. There are strong links between the schools in the network, with joint residential trips, extracurricular activities and after school clubs established this session. The school plays an active role in the community and is used for a range of community activities and clubs for all ages. The school has a very supportive Parent Council which supports school improvement priorities and raises additional funds to enhance the experiences for all our learners.

## **Vision, Values and Aims**

At Luthermuir Primary School our vision is for our children, staff, parents and communities to work together to provide a safe, nurturing and welcoming environment where everyone is encouraged to be the best they can be.

Our School Values were reviewed last session with all stakeholders involved and throughout the school and community we wish promote our values through three core words:

READY, RESPECTFUL, SAFE

We aim for everyone to be:

INCLUDED in the life of the school

SUCCESSFUL learners in, and beyond school

HAPPY in a safe and nurturing environment

AMBITIOUS in all that we do

RESPONSIBLE in our learning and through our actions

ENTERPRISING and develop skills for lifelong learning.

### **Strengths of the school include:**

#### **High quality, active learning experiences**

At Luthermuir School, children generally behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. Learners' achievements both in and out of school are recognised and celebrated. Pupils at Luthermuir School play an active role in the school and regularly take on responsibilities and leadership roles through Enterprise activities, Young Play Leaders and Pupil Participation groups.

#### **High levels of performance**

Children are making good progress in their learning with almost all pupils on track to achieve the expected level. Standardised assessment results support this with most children attaining the appropriate level for their age.

PEF has been used to purchase additional PSA hours in order to further support those individuals who are not meeting expected levels as well as supporting pupils by offering additional clubs such as Breakfast Club, Gardening Gang and Film Club.

#### **The inclusive and nurturing ethos**

All staff have a very good knowledge of the children and their families and use this knowledge to plan appropriately for the varying needs and interests. Staff have undertaken training and professional dialogue to develop their understanding of Nurturing approaches, Restorative Practice and Positive Behaviour Management and will continue to work on embedding the principles behind these to promote positive behaviour for learning.

#### **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. PEF funding was used this session to provide additional targeted support for individuals, working closely with SLT, PSW and social work to ensure timely, relevant intervention. The Pupil Support Worker has played a key role this session, working with pupils, parents and staff to ensure all children are accessing the support required.

#### **The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Luthermuir School demonstrate a commitment to school improvement. Staff are committed to CLPL to enhance their own practice and maximise impact for learners. We have a very active Parent council, who work hard to drive school improvement and staff use the HGIOS4 challenge questions to focus their evaluations and identify next steps for moving forwards.

HGIOURS has been used with pupils to gather their views on how we are doing and what we need to do next.

#### 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 2018-2019.

#### Leadership and Management

<p>Priorities</p> <ul style="list-style-type: none"> <li>• To develop a shared vision, values and aims relevant to the school and its community.</li> <li>• To work collaboratively with all stakeholders to evaluate progress and identify improvement priorities.</li> <li>• Staff training on analysing assessment data effectively to further support planning to raise attainment</li> <li>• Staff to continue to engage in professional learning and collegiate working to enhance practice particularly around moderation, numeracy and primary secondary curriculum transitions.</li> </ul>	
<p>Progress</p>	<ul style="list-style-type: none"> <li>• Our school values have been reviewed in consultation with all stakeholders and are now under the 3 core themes of READY, RESPECTFUL and SAFE. Children have been involved in restorative circles, focusing on what this means in Luthermuir School.</li> <li>• Staff have all been involved in evaluation of core Qis, using the 'unpacked' Qis and HGIOS4 challenge questions. The Parent Council meetings have had more focus on School improvement priorities with it being a regular item on the agenda and all parents have had the opportunity to comment and engage in evaluating progress and identifying next steps. Our pupil groups have met regularly throughout the year, taking an active role in school developments as well as planning and leading initiatives such as Careers Week.</li> <li>• Pupils are encouraged to evaluate their own progress against benchmarks and use this to plan their own next steps for learning.</li> <li>• P1, P4, P7 and ASL staff have been involved in interrogating SNSA data to support the identification of areas for development for class, groups and individual pupils. The HT has consulted with cluster colleagues to look for emerging trends in data across schools in the Laurencekirk cluster.</li> <li>• Staff have engaged in regular collegiate activities with colleagues across the cluster to develop a shared understanding of standards.</li> <li>• Staff have formed working groups with primary and secondary colleagues to ensure a consistent and progressive approach across the curriculum.</li> </ul>
<p>Impact</p>	<ul style="list-style-type: none"> <li>• The school community now has a shared understanding of the vision, values and aims that we wish to embed. Children have been developing their understanding of what these actually mean and how they can show this in practice. These are directly linked to our Positive Relationships Policy.</li> <li>• All stakeholders have been involved in evaluating the school's progress using HGIOS4 and this has fed in to next steps for 2019/2020. Staff have played a key role in writing the School Improvement Plan, identifying leadership roles within.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are getting better at talking about their learning journeys. Through discussion and feedback from stakeholders it has been identified that our current PLPs are not as effective as we would like for sharing learning experiences and therefore next session we are going to trial 'Seesaw'. Staff have all engaged in initial training around getting started and further support will be organised as required.</li> <li>• Some staff have been involved in interrogating SNSA data and this has been used to identify trends and target individual and group support. At cluster level commonalities have been identified and this has fed in to school improvement planning for the session.</li> <li>• Through collegiate working on moderation, staff have a better understanding around standards for ACL in writing and listening and talking. Through evaluation it has been identified that staff would like further support on assessment approaches and evidence gathering to show ACL in particular curricular areas.</li> <li>• Staff have established positive better working relationships with colleagues across primary and secondary to look at areas for development across our BGE.</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• To embed our school values and our positive relationships policy with all stakeholders to ensure a consistent approach to positive behaviour management and better behaviour for learning.</li> <li>• Continue to encourage collaborative approaches to self-evaluation using a variety of methods to engage all stakeholders.</li> <li>• HT to encourage opportunities and support staff to take leadership roles which have a positive impact on school improvements.</li> <li>• Working groups to be created which are directly linked to our school improvement plan and engage pupils, parents, staff and any other members of our community, partners who may be able to support.</li> <li>• Further staff development on assessment approaches and how to use assessment data effectively to support planning, target support and raise attainment</li> <li>• Early Years staff to introduce a play based /Planning in the moment approach. This will be regularly reviewed and evaluated to ensure positive impact for all learners</li> </ul>

## Learning Provision

<p>Priorities</p> <ul style="list-style-type: none"> <li>• Class Teachers to plan for outdoor learning to enhance pupil engagement across the curriculum</li> <li>• Continue to work with cluster schools around moderation, planning and assessment</li> <li>• Review our own planning and assessment systems to ensure we are planning effectively to meet learners needs and taking in to account national expectations</li> <li>• Child Protection/GIRFEC update for all staff</li> <li>• Pastoral notes to be used from August 2018 and use of chronologies reviewed with staff</li> <li>• PEF to be used to further support attainment particularly in literacy and health and wellbeing</li> </ul>
---

Progress	<ul style="list-style-type: none"> <li>• All classes continue to regularly experience Forest Schools Sessions and all P5 pupils across the cluster have attended a Forestry Day, to support outdoor education, DYW and Transition</li> <li>• Children continue to engage in gardening activities with PEF being used to purchase equipment and allow PSA support</li> <li>• Staff all using benchmarks now during planning and tracking meetings and becoming more rigorous in using benchmarks to assess and track pupils' progress through a level</li> <li>• Staff have worked with other colleagues in the cluster to look at Moderation of Planning, Learning and Assessment and have planned a holistic assessment collaboratively with stage colleagues – engaging in professional dialogue and moderating evidence gathered</li> <li>• Effective whole school system in place to track and monitor progress</li> <li>• All staff have undertaken training and are aware of guidance and protocol around Child Protection</li> <li>• Additional collegiate time has focused on QI 3.1 to ensure a shared understanding of Staged Intervention Levels and what Universal support should look like</li> <li>• Pastoral notes have been introduced to all staff and HT/admin have begun to input P7 data to aid transition</li> <li>• Cluster schools have continued to work together to use PEF effectively to provide training, staff and resources to support the variety of needs amongst our young people and help raise attainment</li> <li>• PEF has been used to purchase additional devices to support individual literacy needs</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• Outdoor Forestry sessions have enhanced relationships, social skills and promoted positive wellbeing as well as highlighting individuals requiring additional support to allow them to engage positively in the outdoor environment</li> <li>• Benchmarks used consistently to inform achievement of a level.</li> <li>• Work done on moderation is leading to a more consistent, shared understanding of expectations.</li> <li>• Cross sector working groups have promoted supportive relationships, resulting in a more collaborative approach to planning and assessing across BGE</li> <li>• Staff have a secure understanding of the Context, Roles and Responsibilities and Practice Guidelines in Aberdeenshire's Updated Child Protection guidance and materials.</li> <li>• Staff understand the staged intervention levels and their responsibilities with regards to the universal level of support – staff have identified training needs to support the delivery of this support</li> <li>• Chrome books have been purchased and literacy difficulties have been targeted through IDL programme, this is being used across cluster to promote a consistent approach</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• All staff to become familiar with Seemis as a tool for recording pastoral notes for pupils</li> <li>• All staff to take responsibility for recording pastoral concerns, contact with parents and keeping chronologies/pastoral notes updated</li> </ul>

	<ul style="list-style-type: none"> <li>• IDL to be rolled out as a support for all pupils identified as having literacy difficulties</li> <li>• PEF to be used to increase support for pupils in literacy and socially and emotionally. This will be done through PSA hours being used to enable partnership working with SLT. The purchase of devices to support literacy in the classroom and PSA hours to continue to implement a breakfast club and gardening gang. A whole school programme for supporting SEB difficulties will be explored by HT.</li> <li>• Staff to continue to engage with colleagues using the moderation cycle with a focus on feedback</li> </ul>
--	--

## Successes and Achievements

<b>Priorities</b>	<ul style="list-style-type: none"> <li>• Staff to use Language Passports from August 2018 and look at introducing Spanish as L3</li> <li>• More focus to be given next session to raising attainment in literacy, in particular listening and talking and writing. Reflective Reading to be explored and Big Writing to be embedded with the criterion scale and benchmarks to be used to assess progress.</li> <li>• Moderation of listening and talking to ensure shared understanding of expectations across levels.</li> <li>• Continue embedding growth mindset across the school.</li> <li>• Ensure all staff have universal training around nurture, dyslexia and autism to assist in removing barriers for learning,</li> <li>• Continuing to promote a positive culture and ethos for learning by developing a shared understanding of our vision, values and aims, promoting positive relationships between all stakeholders</li> </ul>
<b>Progress</b>	<ul style="list-style-type: none"> <li>• Language passports have not yet been embedded but French is being embedded in all classes</li> <li>• Attainment results have been very positive, showing most children to have achieved expected level in literacy in P1, P4 and P7 and most children achieving expected level in numeracy. In P4 all our learners achieved First level. Writing has again been identified as an area for development for next session as although most children achieved expected level attainment figures show a dip, particularly in the Early Level.</li> <li>• Staff are becoming increasingly more confident in professional judgements around achievement of a level and are beginning to become more able to evidence progress.</li> <li>• Almost all children show an awareness of growth mindset and can make reference to it in discussion with staff. Many children are displaying a growth mindset attitude in their work</li> <li>• Individual children have been identified and supported through targeted nurture input</li> <li>• ASN staff have all attended Dyslexia training from Dyslexia Scotland and IDL has been introduced to support individual pupils experiencing literacy difficulties</li> <li>• HT attended 2 day Mental Health for school leaders training</li> <li>• Behaviour policy has been reviewed to look at positive strategies to manage behaviour and now comes under the title 'Promoting Positive Relationships'</li> </ul>



	<ul style="list-style-type: none"> <li>P1-5 classes have implemented 'Restorative Circles' as part of their weekly routine and P6/7 have used the School Values to engage in class discussion around expectations</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Our work on Growth Mindset is becoming embedded and most children are developing a 'have a go' attitude and are encouraging others to do the same</li> <li>Attainment in Literacy and numeracy remains consistent and staff are able to highlight where weaknesses are and target support as required</li> <li>Individual children and families have been supported through targeted intervention.</li> <li>More children are being supported through the use of IDL and the dyslexia toolkit is being used to assess children's needs and identify next steps.</li> <li>Tracking and monitoring is more robust with teachers more confident in identifying progress through a level</li> <li>Increased awareness of positive approaches to managing behaviour and how we get it right for every child</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>Learning passports to be introduced</li> <li>Spanish to be embedded in P6/7</li> <li>All staff to undertake Dyslexia modules on ALDO</li> <li>Play based/planning in the moment approach to be introduced in P1-3 to encourage pupils to be the leaders of their own learning, develop imagination and inquiry and support raising attainment</li> <li>Making Thinking Visible Tapestry programme to be undertaken by PT and training implemented with all staff</li> <li>A consistent approach to be developed to 'Promote Positive Relationships' in school and in the wider community</li> </ul>

## **2. How good is our leadership and approach to improvement?**

<p>Relevant NIF priority: All</p> <p>Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement</p> <p><b>Level of quality for core QI: 1.3 - 4</b></p> <p>(HGIOS4 1-6 scale)</p>
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>The school engages in a self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. Children give their views about the school as part of committees and take responsibility for improving aspects.</li> <li>SIP progress is discussed at regular collegiate meetings. HGIOS4 challenge questions are regularly discussed at collegiate meetings although there is acknowledgement that this requires more focused planning.</li> <li>Staff have a good knowledge of tools to support self evaluation including GTCS standards and HGIOS4</li> <li>Staff have taken lead roles in school improvement initiatives such as Big Writing, DYW and Maths Mastery to benefit outcomes for our young people. This could be enhanced further by rolling good practise out across the school to encourage a consistency in approach</li> <li>Staff are familiar with HGIOS4 and have been involved in activities to 'unpack' the relevant Quality Indicators and self-evaluate against these</li> <li>Discussions around planning, classroom practice and feedback need to be more focused to ensure they have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.</li> </ul>

- Engagement with all stakeholders through a range of methods as requested by parents. Parents were very positive about returning to two parent evenings, community cafes and pupil led events and performances have been very well supported this session
- Staff engage with professional learning/CLPL opportunities through ALDO.
- Professional Review and Development (PRD) procedures are implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Children and young people are developing their confidence in reviewing their own learning and the work of the school through Pupil Voice Groups
- Staff use assessment data to inform planning and next steps to improve learning

### **1.3 Key strengths:**

- All staff have a very clear understanding of the social, economic and cultural context of the local community
- School improvement takes place in the in the context of the school's values and vision
- All stakeholders have been involved in creating the school's vision, values and aims
- Self-evaluation is key to school improvement and all stakeholders are involved in evaluating progress and identifying next steps for improvement
- Staff are becoming more confident in using assessment data to support planning for next steps
- Staff have begun to share good practise to improve outcomes for all learners

### **Identified priorities for improvement:**

- Continue to develop opportunities for staff to lead areas of work relating to identified improvement priorities and evaluate impact.
- A consistency in attitude and approach around school vision and outcomes for learner
- Continue to make reference to core values through weekly assemblies, introducing a 'Star of the Week' from each class. Embed Vision, Values and Aims in school and in the wider community and develop shared language and expectations.
- Continued use of HGIOS4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. In particular staff will become familiar with the new SNSA including the data it can provide and how this can be used alongside other data to improve outcomes for learners.
- Provide further opportunities to engage parents and pupils in school improvement through regular use of comments slips, curricular open evenings and voluntary working groups. Ensure that all stakeholders have opportunities to voice their views and opinions and that they feel they are being listened to and valued.
- Create opportunities for pupils to present to parents around school improvement priorities and vision, values and aims to further embed these with all stakeholders
- Move towards using pastoral notes in SEEMIS.
- Promote further links with local businesses.
- Increased parental engagement and dialogue with learners about their progress in learning through the use of Seesaw

### **3. How good is the quality of care and education we offer?**

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: 2.3 - 4**

(HGIOS4 1-6 scale)

**Overview:**

- Most staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe and are protected by appropriate Child Protection and Safeguarding policies.
- Staff use a range of approaches to motivate and engage all learners
- Education Scotland Benchmarks are being used in Literacy, Numeracy and Health and wellbeing. Using these, in conjunction with a range of sources of assessment evidence, staff are becoming more confident in making judgements about children's progress within a level.
- Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process. Enhanced transition experiences are also offered in collaboration with CLD, the secondary school and through the MAAPM process for those children who have additional support needs.
- Children benefit socially, emotionally and academically through regular outdoor learning experiences
- ICT is used across the curriculum to support teaching and learning experiences and as part of homework. Targeted individuals can access technology to support their learning.
- Regularly tracking periods have been introduced across the school year and this is used to plan appropriate interventions and next steps
- Learners can communicate what they are learning and why and are involved in planning their own next steps
- There are strong links with the local community
- Learners play an active role in the school and wider community and regularly take on leadership roles and responsibilities

**2.3 Key strengths:**

- The high quality of personalised support based on secure knowledge about learners and their needs as well as an understanding of family circumstances.
- We observe learners closely to inform future learning and ensure timely intervention
- Community partnerships

**Identified priorities for improvement:**

- Continue to develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards and what a level looks like. This should include seeking opportunities for planning with colleagues. Listening and talking to be a focus for moderation this session.
- Increase Pupil involvement/confidence in reviewing their learning and becoming more able to articulate their progress and identify next steps. Seesaw to be introduced to support this.
- Create further opportunities for pupils within the school to develop their skills for learning, life and work.
- Ensure Assessment is integral in planning stages of teaching and learning, with a wide variety of assessment approaches to allow learners to demonstrate their K & U, skills attributes and capabilities in different contexts across the curriculum.
- Analysis of SNSA data at P1 and P4 as well as P7
- Training with staff on data analysis that is focused on improvements for learners
- Planning and Assessment approaches to be explored to ensure processes are manageable but effective in informing learning and teaching.

#### **4. How good are we at improving outcomes for all our learners?**

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

**Level of quality for core QI: 3.1 - 4**

(HGIOS?4 1-6 scale)

##### **Overview:**

- Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all.
- PEF funding has been used to increase the range of resources within the Cluster to support raising attainment in literacy and numeracy and to also promote health and wellbeing and family engagement. The PEF funded, Pupil Support Worker, has established links with families to provide support as appropriate. PEF funding has been used effectively to provide targeted support, working with partner agencies to ensure consistency in approach.
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Pupils have benefitted from weekly Forest School sessions, promoting positive relationships and well-being.
- The school has begun to look at dyslexia friendly approaches and resources to support this have been introduced. Strategies suggested by IPT have been used to support autistic needs. Nurture approaches are being introduced throughout the school. ASN staff have all attended Dyslexia Scotland training
- A skills for learning life and work programme is in use but requires further embedding. Children take part in regular skills based activities through our community cafes – baking, serving, handling money
- Our curriculum provides children with planned opportunities to explore diversity and multi faith issues through our RME rolling programme.
- Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. Our ASN teacher liaises well with class teachers to assist. Analysis of such data shows that most children's attainment is in line with progression expectations in numeracy and literacy, although writing attainment has dipped
- All pupils know about children's rights and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. All classes have created their own class charter linked to the core values READY, RESPECTFUL, SAFE
- Wellbeing songs and restorative circles are planned to provide opportunities for children to think about and discuss wellbeing issues.
- 'We are stars' display to recognise and celebrate achievements.
- Strong partnership working with Pupil Support worker, SLT, EPS and health colleagues

##### **3.1 Key strengths:**

- The support provided by staff to ensure the best outcomes for all our young people.
- The use of outdoor space to encourage positive relationships and well-being

##### **Identified priorities for improvement:**

- Continue to look at the universal offer of support for all our children, promoting a consistent and an inclusive culture and ethos through positive relationships
- Continue to embed 'Restorative Practises' in our school and wider community
- Continue to engage families in understanding how we support all learners through this culture and ethos
- Introduce a 'Daily check in' time/key person for individuals who are finding things tricky
- Look at ways to celebrate different nationalities and religious festivals

### Evaluation of QI [3.2 Raising attainment and achievement](#)

#### Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

#### Key strengths:

- Attainment is generally good with most children achieving expected levels in literacy and almost all children achieving expected level in numeracy. Continue to look at approaches and how support can be targeted to ensure positive outcomes for all learners.
- Standardised assessments are completed by children annually to track progress and identify strengths and areas for development. Tracking is done at regular intervals throughout the year and information is used to plan next steps and target support. Standardised assessment data is used to support teacher judgements.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. Some parents have engaged by sharing achievements out with school, although this needs to be further encouraged.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is utilised to enhance pupils learning experiences.
- The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors eg., Luthermuir Flower Show, Industrial Show and Gala. Local businesses are utilised to support enterprise activities and development of life skills.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility in roles such as 'digital leaders', pupil council, ECO/RRS reps. More regular meetings should be planned to ensure this continues to impact on the school improvement agenda.

#### Identified priorities for improvement:

- Staff to be more consistent in praise and rewarding of achievements. Wall of Excellence to be displayed in each class. Wider achievements to be tracked and any gaps highlighted
- Life skills need to be further embedded and applied across the curriculum and beyond the formal classroom.
- To develop a robust and manageable means of planning and assessing teaching and learning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- Dyslexia training to be completed by all teaching/support staff session 19/20
- Working groups to be established (Numeracy/Literacy/HWB/DYW) to engage all stakeholder in school improvement and raising attainment for all

Identified gap	Analysis of the <b>SIMD data</b> shows that no child at Luthermuir Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 6 or 7. Literacy has been highlighted as an area for development with some children falling below the expected level in listening and talking and writing.
Expenditure	Dyslexia training to be completed by all staff – ALDO Individual devices to be purchased to support ASN – ASPECTS/EP support to be consulted. Additional PSA hours to provide targeted literacy support in partnership with SLT. Breakfast club and Garden Gang to be continued. SEB whole school programme to be explored by HT
Expected outcomes	Removal of barriers to literacy Increase in pupil motivation Raised attainment in reading and writing Better relationships, better behaviour, better learning
Impact Measurements	<ul style="list-style-type: none"> <li>Abilities of children prior to intervention (TMR spreadsheet, evidence from teachers, work samples)</li> <li>Initial and regular assessment and gathering of data to continually monitor progress</li> <li>Tracking progress for every child</li> </ul>

**Capacity for improvement**

All 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.

**Key priorities for session 19-21**

**Priority 1 - Raising attainment and achievement**

**Priority 2 - Social and Emotional Wellbeing**

**Priority 3 – Assessment of Children’s Progress/  
Parental Engagement**



**Improvement through Self-Evaluation  
Developing Leadership at all levels**

Raising Attainment and Achievement					
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Most learners have achieved expected levels but evidence indicates a dip in writing attainment. Length and quality of writing is not consistent with children's knowledge of 'tools for writing'. Knowledge of Spelling and grammar is not being transferred in to writing.</p> <p>Discussions with staff and SNSA results have highlighted word problems in maths and inference in reading as</p>	<p>Learners to have greater responsibility for their own learning Increased pace and challenge for learners.</p> <p>Attainment in reading and writing to show increase in session 2019/2020</p> <p>Greater application of skills.</p> <p>Higher order thinking Positive mindsets</p>	<p><b>Literacy</b> Highland Literacy resources to be used to ensure a progressive and consistent curriculum is being planned</p> <p>Jolly Grammar to be introduced to support spelling and grammar from P2-P7</p> <p>Dyslexia training to be completed on ALDO to ensure barriers to learning are being addressed</p> <p>Robust gathering of assessment evidence to highlight support needs and target support.</p> <p>IDL to be used as a support tool for individual pupils</p> <p>Contact library for access to audio books.</p> <p><b>Numeracy</b> Critical friend visits with greater focus on <b>learning</b></p> <p>Mastery Approach to Maths</p>	<p>General improvement in literacy with increased attainment in reading and writing</p> <p>The transfer of writing skills evident across the curriculum and in extended pieces of written work</p> <p>Knowledge based evidence to support identification of learning barriers such as Dyslexia</p> <p>Effective support targeted to support individuals</p> <p>Staff confident and consistent in using a whole school approach to the delivery of numeracy/maths.</p>	<p>Evidence of higher quality of writing produced</p> <p>More consistency in Tools for writing assessment (SNSA) and teachers professional judgement of ACL</p> <p>Raised attainment evident from standardised assessment results (INCAS/SNSA) and teacher evidence.</p> <p>Tracking data Moderated evidence</p> <p>Feedback from pupils/parents via</p>	

<p>low, thus indicating that children are not as independent in their thinking as we would like and need to apply their knowledge and understanding in deeper thinking and problem solving.</p>	<p>Learning routines are embedded throughout the school creating a culture of thinking in our classrooms.</p> <p>Increased motivation and learner engagement</p>	<p><b><u>Making Thinking Visible Tapestry Programme</u></b>  Teacher (Christina Wells) to take lead on this. Authority training which will then be presented to school staff (via 5 collegiates). Continued engagement with HGIOS/TSISS</p> <p>Stakeholder working groups</p>	<p>Children feel challenged and motivated.  Raised attainment</p> <p>Increased attainment across the curriculum. Higher levels of pupil and staff engagement as leaders of their learning. Children take increasing ownership of their own learning and thinking</p>	<p>‘Numeracy working group’ and questionnaires</p> <p>Critical Friend visits to classes with focus on learning</p> <p>SNSA results  Tracking data</p>	
<p>Empowerment agenda/authority guidance on VSE model</p>	<p>Support network – colleagues sharing good practise leading to VSE</p>	<p><b><u>Validated Self-Evaluation (VSE)</u></b>  Engagement with Gourdon and Midmill Primary Schools to focus on SIP and QA</p>	<p>Robust and reliable QA  Staff feel supported  Robust self-evaluation</p>	<p>Classroom observations – using the Leuven Scale to measure with a baseline taken in August 2019 of a sample group of children (P1-P7 RS/OT/EE). This will be reviewed in June 2020.</p>	
<p>National educational priority -  Play based Approach –  Planning in the moment</p>	<p>Imaginative, innovative children in  Children leading their own learning through their play  Assessing individual levels of involvement  STEM coverage (P1-3 initiative led by EF/KS)</p>	<p><b><u>Planning in the moment – Play based approach to learning in P1-3</u></b>  Resourcing</p> <p>Training staff</p> <p>Training children</p>	<p>Engaged, motivated and independent children</p> <p>Greater ownership of learning</p>	<p>Feedback</p> <p>Individual assessments</p> <p>Transfer of skills</p>	
<p>Lack of consistency in using assessment data to inform planning</p>	<p>Support targeted effectively.</p>	<p><b><u>Analysing Data</u></b>  Staff training to support how data is used to inform next steps and ensure positive impact for learners</p>	<p>Raised attainment</p>	<p>Attainment tracking for individual pupils over time</p>	



Social and Emotional Wellbeing					
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Review of vision, values and aims in session 2018/19 – this now needs to be embedded.</p> <p>Feedback from stakeholders highlighting that some pupils need reminded of respectful behaviour.</p> <p>Feedback from parent questionnaires also highlights concerns around behaviour management.</p> <p>Dialogue with staff indicating that social and emotional issues are causing barrier to learning.</p>	<p>All stakeholders to have a shared understanding of our school vision, values and aims and what this looks like at Luthermuir School.</p> <p>School values are demonstrated in behaviour in and around school and wider community</p> <p>Stakeholders have a shared understanding of approaches to managing behaviour</p> <p><b>A positive and restorative school where children and staff feel safe and supported</b></p>	<p>Weekly focus on school values with recognition of good practise being celebrated and shared at home. (19/20)</p> <p>Restorative circles to be built in to the weekly routine (19/20)</p> <p>Working group to look at ways to embed ‘Positive Relationships’ policy and share approaches to managing behaviour with stakeholders – referring to Paul Dix <i>‘When the adult changes, everything changes’</i> (19/20)</p> <p>Work towards RRS Level Gold Award. Staff training. HWB group to take lead.</p> <p>A progressive Health and Wellbeing curriculum which develops learners’ understanding of their emotions and strategies to support their social and emotional wellbeing</p> <p>Whole school Nurture approaches – support staff to attend training Nov/Feb</p> <p>Collaboration with multi agency partners</p>	<p>Shared language used in school and wider community.</p> <p>Clear and consistent approach to managing behaviour</p> <p>All stakeholders understand the rationale behind restorative approaches</p> <p>Children are able to talk about their feelings</p> <p>Children have strategies they can use to help them deal with their emotions</p> <p>Decrease in behaviour issues</p>	<p>Ongoing observations</p> <p>Feedback from stakeholders</p> <p>Tracking data</p> <p>Class visits/observations</p> <p>Pupil HWB questionnaires – baseline and follow up</p> <p>Tracking info</p>	

Assessment of Children's Progress / Parental Engagement					
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21, 21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
Tracking discussions with staff have highlighted there is still variation in understanding of standards when considering achievement of a level, particularly in Listening & Talking and HWB.	<p>Shared understanding of standards to inform professional judgment of achievement of a level</p> <p>More robust recording of children's progress through a level (ie, See-saw, use of benchmarks, holistic assessments, formative assessments and observations)</p> <p>Staff can evidence attainment of a level for listening and talking (19/20) and HWB (20/21).</p>	<p><b>Moderation</b></p> <p>Staff to engage in the moderation process with colleagues to assist them in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level.</p> <p>Staff to moderate work and create sample folders evidencing achievement of a level at Early/First/Second</p> <p>Continue cluster working on achievement of a level.</p> <p>Cross cluster moderation in In-service (Oct)</p> <p>Work with cluster schools to plan and assess listening and talking (19/20)</p> <p>Use wellbeing indicators/benchmarks to plan and assess progress in HWB (19-21).</p>	<p>Staff using guidance from national moderation cycle alongside national benchmarks to develop confidence in professional judgements</p> <p>More robust data.</p> <p>Consistency across cluster in understanding of what achievement of a levels looks like.</p> <p>Increased confidence in professional judgement.</p> <p>Better understanding of how to evidence ACL in listening and talking (19/20) and HWB (20/21).</p>	<p>Tracking meetings</p> <p>Analysis of tracking data</p> <p>Staff questionnaire to evaluate progress in June</p> <p>Professional judgement data to be supported with valid evidence (Moderated evidence folios to be created)</p>	

<p>Feedback from stakeholders has highlighted that the PLPs are not an effective means of engaging parents in their child's learning and progress</p> <p>Feedback from staff highlights that children need to take more responsibility as learners</p>	<p>Better sharing of learning and progress</p> <p>Learners can demonstrate their understanding</p>	<p><b><u>Pupil Profiles-Seesaw</u></b></p> <p>See-saw will replace paper 'Personal Learning Plans' from P1-P7. Older pupils will support younger children to access See-saw and share their learning.</p> <p>Parents will be invited to attend an information evening to share See-saw, it's facilities and how it supports them to engage with their child's learning and progress</p>	<p>Increased parental engagement.</p> <p>Parents will have a greater understanding of teaching and learning and how their child is progressing in school.</p> <p>Parents will be more aware of how they can support their child with their learning at home. Homework will be more focused and meaningful.</p> <p>Independent learners – children taking more responsibility for their own learning progress</p>	<p>Feedback from stakeholders.</p> <p>Increased attainment.</p> <p>Pupil observations</p>	
--	--	---	--	---	--

- 4 working groups (Numeracy/Literacy/DYW/HWB) will be set up to support school development and evaluation with pupil, parent and staff representation. Each group will plan an assembly, focus week and will gather evidence to support improvement. Thus developing 'Leadership at all Levels' and 'Improvement through self-evaluation'