Rayne North School

Standards and Quality Report 2021-2022
School Improvement Plan 2022-2023

Head Teacher: Mrs Stephanie Stephen

Rayne North Vision

Be Active Learn Grow

At Rayne North, we all work together to be **R**esponsible, to **A**chieve in all areas, to care for **Y**ou and the community, to **N**urture each other and to always aim for **E**xcellence in a friendly and welcoming environment where Learning and Teaching is central.

We Value

Respect and Respecting Others	Positivity and Openness
Ambition and Achievement in all areas	Responsibility and Trustworthiness
Confidence and Feeling Safe	Inclusion and Our Community
Friendliness and Nurturing Others	Motivation and Active Involvement in Learning

We Aim To:

Ensure that all children respect each other and their rights and appreciate the diversity within their school, community, society and the world.

Have high expectations of all our pupils and to encourage them to strive for their ambitions, we will equip them with tools such as reflection and self-evaluation to help them succeed in the world of work and lifelong learning.

Have confident independent children who feel safe and healthy by building resilience to support children's self-esteem and self-belief.

Ensure everyone is friendly to each other and able to appreciate the feelings of others. A school where everyone nurtures each other's social development with the support of restorative approaches.

Encourage children to have a positive mind-set and be aware that progress can always be made.

Ensure children are responsible both in school and in the global community and are able to make informed choices.

Always ensure inclusion by working with the community and partners so children's experiences are equitable and there is understanding of fair not being everyone getting the same thing but everyone getting what they need to be successful.

Ensure children are active participants in their learning and the life of the school cultivating enquiring and open minds.

Vision
Be active
Learn
Grow

At Rayne North we can all work together to be Responsible, To Achieve in all areas, to care for You and the community, to Nurture each other and to always aim for Excellence in a friendly and welcoming environment where learning and teaching is central

Respect and Respecting Others
Ambition and Achievement in all areas
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Positivity and Openness
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Inclusion and Our Community
Motivation and Active Involvement

Clubs Outdoor Learning Relationships Culture
Digital Literacy Global Citizens Community Links Transitions
DYW GIRFEC

A CfE
Capacities: Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors
Principles: Challenge & Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance

Numeracy, Literacy, Health & Wellbeing, Social Studies, Technologies, RME, Sciences, Expressive Arts

Cycle of Improvement
Pupils will: have high expectations, make progress, feel safe and happy, know what they are learning and why, gain skills for life

Leaping into a Life of Learning

Rayne North School is 8 miles north of Inverurie. The main village in the catchment area is Meikle Wartle but other districts included are Kirkton of Rayne, Tocher and Warthill. The school opened in 1876 and at one time was a junior secondary. At present there are three classrooms, a large gymnasium, and a general purpose/dining hall. We have a large playing field, eco garden and tarred area.

Rayne North School is a non-denominational school with a role of 60 which provides education for children from 5-12 (P1-P7).

Rayne North currently has three classes. The school has 3 teaching staff and the HT also has teaching commitment. One additional part time member of staff delivers McCrone cover and supports delivery of the curriculum. We also have an ASN teacher one half day per week. The school also works with a range of other support services and volunteers in order to provide the best possible experiences for children with additional needs.

The staff are supported by 2 part time Pupil Support Assistants, 1 part time School Administrator/Clerical Assistant, 3 Catering Staff, 1 Cleaner and 1 Part Time Janitor.

On leaving Rayne North the pupils transfer to Meldrum Academy, Oldmeldrum. Rayne North is part of the Meldrum Community Schools' Network and works closely with the other 12 schools in the network.

Community links are a valued part of school life. The school is used for a range of community activities. The school has a very supportive Parent Council. The council support school improvement activities and raise additional funds to provide many extras for the pupils. Regular coffee mornings are organised withing the school to maintain good community links and relationships.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

At all stages, children are enthusiastic about their learning and, as a result, they learn and achieve well. Relationships amongst children are extremely positive. They treat each other with respect and support each other well both in and out of the classrooms. HMIe 2013

Considering the current position of the school this will be considered a working document and continually updated as strengths and further evidence develop.

Overall Strengths of the School

Range of experience of staff, staff professionalism and commitment to pupils and families. The staff know the children very well and work closely with parents to ensure we are aware of circumstances which might impact children and their learning. Support staff are effectively deployed and work as part of the core team to ensure the needs of all children are met.

Enthusiastic pupils who are engaged in and committed to their learning. Staff, pupils and parents are motivated to work for the continual improvement of the school.

Staff are committed to CLPL to enhance their own practice and maximise impact for learners.

Warm, caring and nurturing ethos

Wide range of curriculum enhancing experiences across the school

Well-resourced school with a good range of facilities including outdoor space

Quality learning experiences, staff consider carefully the interests, knowledge and experiences of the children in order to plan and deliver quality learning experiences.

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
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Ensuring wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement	Satisfactory

## SIMD (Scottish Index of Multiple Deprivation)

The SIMD quintile profile for Rayne North School ranges from quintile 4 to quintile 5 - no child at Rayne North School lives in an area of deprivation (quintile 1); The majority of children are in quintile 4.
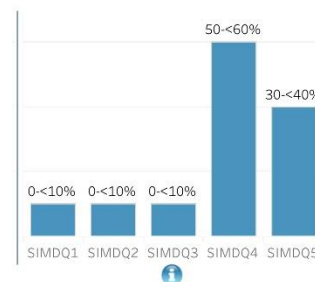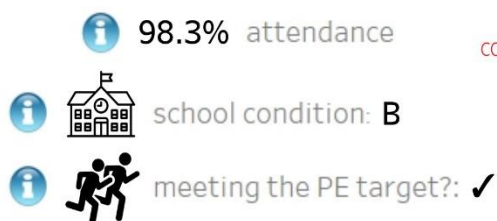
Free School Meals & Pupil Equity Fund Allocation

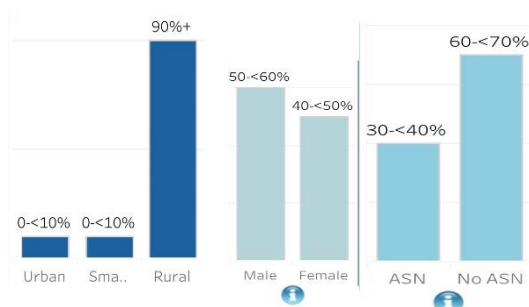Less than 10% of pupils at Rayne North School are registered for free school meals.
PEF Allocation received April 2022 = . Details of intervention contained in School Improvement Plan section
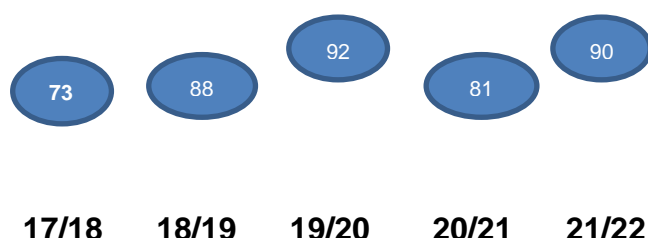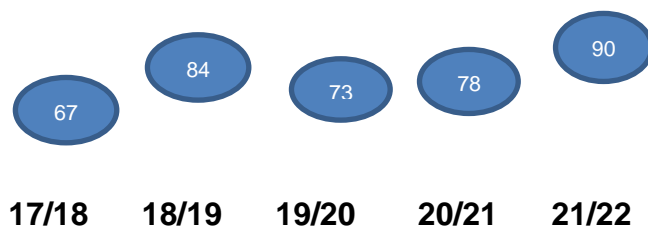
Other School Data

98.3% attendance

school condition: B

meeting the PE target?: ✓
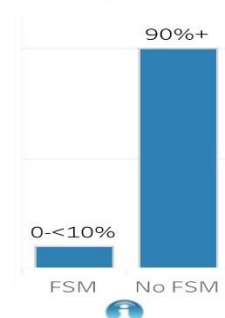
Public tableau School Info Dashboard

Pupil Characteristics

Reading Attainment % Achieved

73	88	92	81	90
17/18	**18/19**	**19/20**	**20/21**	**21/22**

Writing Attainment % Achieved

67	84	73	78	90
17/18	**18/19**	**19/20**	**20/21**	**21/22**

Listening and Talking Attainment % Achieved

83	91	89	100	100
17/18	**18/19**	**19/20**	**20/21**	**21/22**

Numeracy Attainment % Achieved

83	90	72	87	75
17/18	**18/19**	**19/20**	**20/21**	**21/22**
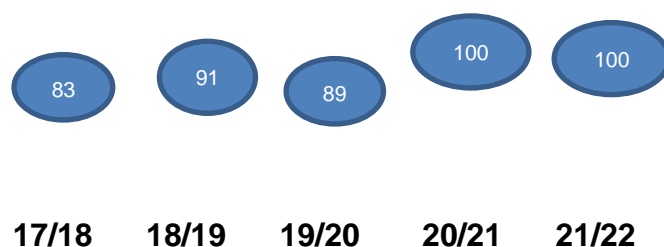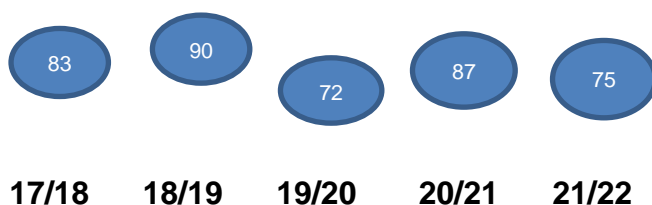
Attainment Over Time

It is important to note that the number of children in each year group is variable and often small, therefore, overall statements about progress have been made to ensure the anonymity of individuals. Also when looking at big swings in data we are mindful this can equate to one or two children before making big judgements on Learning and Teaching and progressions.

School data taken from the average percentages across P1,4 and 7 in professional judgement tracking indicate there have been improvements in Curriculum for Excellence levels across stages from 16/17 and 17/18. This can be attributed to a strong focus on supporting individual need and addressing concerns around dyslexia and the ongoing focus on professional discussion, tracking and the build-up of progressions for learning within the school which is an ongoing target. There have been subsequent dips We need to take time to consider whether this is a true reflection, a lack of professional confidence due to the lockdown period or a wider issue within the school.

In 2021 and 2022 attainment has shown that overall there has been a maintenance of the majority of children achieving but there are still fluctuations and there is consideration being given to Numeracy to unpick whether it is indivudaul fluctuation with small numbers, a pandemic impapct or a need for further review and development of our L and T. We are focused on this as an improvement which is ongong with maths development work looking at mastery.

Overall, children's attainment in literacy and numeracy is satisfactory and the majority of children make appropriate progress and those who need additional support with their learning are recognised and supported to make progress.

Regular meetings between practitioners and the Head Teacher focus on tracking attainment in each class. The school has developed a tracking tool to monitor a range of data that impacts on children's progress over time. This data is helping the school to analyse and look at the bigger picture across the school and engage in professional discussion around the effectiveness of interventions to inform future improvement work. In raising attainment further, the school will continue to focus on the build-up of clear progressions across ACfE and build professional capacity and pupil engagement through visible learning. The Head Teacher will continue to work with teachers in accurately identifying achievement of a level to ensure overall attainment data is more robust. We are aware of and discussing that we may be lacking in confidence to give a level and further moderation is needed to support this.

Quality of Learner's Achievements

Children achieve across the school within the experience provided to them. The school recognises and celebrates children's achievements in a range of ways, including assemblies, displays, newsletters and in Learning Journey Folders. As a school, children work together to raise funds for local and national charities and are developing their skills as responsible citizenship in areas such as Bikeability, Nature Club, Code Club, Outdoor Learning and Fairtrade. Children are developing confidence through participation in an annual school performance and local competitions and sharing learning in school events and regular coffee mornings. They are proud of their individual achievements in and out with 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 2021-2022.

Covid absences and restriction continued to impact a large percentage of the 2021 -2022 session

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
Play Pedagogy	Norther Alliance Play Pedagogy professional learning cohort undertaken by two staff Meetings throughout the session Mentors allocated Action plans made Enquiry undertaken in classroom Feedback delivered Reading undertaken Resources bought	More awareness of and interaction with play and its significance in learning among staff Reading undertaken by staff More access to play throughout the school and a commitment to continue this learning process with pupils and staff
Learning and Teaching Review and Progression Development	Maths Mastery Training 6 sessions Maths delivery Evaluation Resources evaluation Professional Dialogue Draft of Aberdeenshire Progression and statement for school ongoing Modern Languages Review and progression grid established in draft some fine tuning to do	Mastery beginning to impact, and steps seen in classroom monitoring session Promoted a lot of dialogue and thinking about what we do and has created a desire to further examine how we deliver mental maths Consideration of all modern languages resources more purchased to support delivery and confidence in staff creating progression which will filter through the school
Learning Teaching and Assessment Policy **Rationale** **Policy Statements**	LTA Policy completed In-service professional discussion around policy with staff, revisited quality lesson and assessments within policy. Policy statement on Internet Safety completed	Further work on staff self-evaluation and action planning around the LTA policy needs to be done Communication work with the wider school community needs to be tackled Impact not apparent yet as more work required

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

NIF Priority	Aberdeenshire Priorities
1. **Improvement in attainment, particularly in literacy and numeracy** 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Relevant NIF driver(s): School Leadership, Teacher Professionalism, School Improvement, Assessment of Children's Progress, Parental Engagement, Performance Information

Level of quality for core QI: 3 Satisfactory Reviewed 21/22 some adjustments made need to consider that some elements need to be re-established post covid but and aim is to do so left as positive comments currently but will face ongoing review.
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing? What has taken place?
What's working well for your learners?

- There is a positive and caring ethos within Rayne North School. Staff worked as a team to keep an element of joy and have opportunities to foster a sense of togetherness during covid home learning. Process of rebuilding links and building up ethos has begun with open building – coffee mornings, sports day, ceilidh, art gallery and end of term service bring a positive vibe.
- Staff know the families within the school very well and are aware of socio economic and emotional need within families. There are good relationships across the school community and staff are very focused on meeting pupil needs. There was a strong commitment to learn, build skills and strive to meet needs in lockdown. In session 21/22 this continued with the strengthening of relationships with a face to face return and clear focus on positive outcomes and relationships
- Through engagement with stakeholders the school has established a shared Vision Values and Aims, Curriculum Map and Learning Teaching and Assessment Policy. Pupils refer to the vision in class and through assemblies, communication reinforces the Vision. Self-Evaluation through questionnaire in 21/22 found many positives within the school community and a clearly shred evaluation was made with next steps.
- School Vision Values and Aims feed into the School Charter and Class Charters which are reinforced through assemblies.
- Staff are reflective and motivated to improve the school. They are aware of what needs to be done to improve the school.
- The school is working on a School Rationale to support our current curriculum map and new Learning Teaching and Assessment Policy which we continue to work to embed.
- Children have shared their views through the Pupil Council and roles such as house Captains – this needs to be expanded and greater more meaningful involvement worked on.
- HGIOS?4 has been introduced and now needs to be focused on more and built into practice including the pupil friendly version
- Monitoring of plans and classroom practice is designed to have an impact on the quality of learning and teaching for learners and are supported by a QA calendar
- Engagement with stakeholders was good pre covid; open sessions, coffee mornings, sharing learning events, parental council engagement, good parental engagement in learning – code club, nature club, keyboarding, STEM Events. The build back has begun with online concerts, code club, Lego club and nature club and the use of togetherness activities during lockdown. This continued throughout the session as the school was able to open up more and invite parents into the building.
- Engagement with stakeholders through family learning events opportunities Dyslexia Event, Library Service event, Dark Sky Astronomy Session, Recycling Event, \building Resilience and Addressing Anxiety Session.

- Consideration of DYW with access to parental occupation list and hosting of a business breakfast in school which needs consideration to be built on. Next steps are the beginning of a skills focus within learning and teaching.
- Staff engage with professional learning CPL opportunities through Aberdeenshire Events and Cluster Planned Events. This has been a positive of covid and staff have been able to widen links and take advantage of much more CPD in online formats such as a programme of MLPS Spanish through Northern Alliance.
- PRD and EAR events contribute to focused professional development in line with needs of the school
- Pre covid staff continued to engage with Visible Learning through Reflective Language, Feedback and the use of LI and SC and are focused on improving their confidence in engaging pupils in reviewing and being involved in their learning. This has been strengthened by the introduction of Learning Journeys and involvement in Visible Learning Development Work. Learning Journeys now have capacity for recording of personal achievements and set targets. This is something we are refocusing on now.
- Staff have peer observed Lessons across three school in the mini cluster and shared and developed knowledge on LI and SC. This is being built back up after covid and face to face and mixing schools is now possible.
- Staff have worked with A CFE to produce progression which will impact on Learning and Teaching in RME, Science, Learning Across the Curriculum, Spelling and Phonics, Grammar and are beginning to look at Numeracy, Modern Languages and Listening and Talking.
- Consultation on lockdown HWB, the return to school and arrangements for school approaches reinvigorated consultation with stakeholders which needs to be build on. Previous consultation looked at Vision and Open Days/ Sharing the Learning events. We began the process of QI questionnaires and introduced the move to small focused consults in a two to three weekly format via text or email in 21/22.
- Staff are continually self-evaluating classroom progress, pupils, school development and wider vision through professional conversation and some engagement with QI's this needs to build into more formal recorded activities. This was planned in as a next focus for our Aberdeenshire Trio Schools.
- Staff have worked on moderation of writing through the creation of a cluster assessment and moderation tool followed this with moderation cross cluster session. Staff have also moderated the use of LI and SC through the peer observation across schools of teaching. Staff are beginning to moderate achievement of a level through professional discussion of key pupils and tracking meetings. This needs to be built on.
- Rayne North School works well within Meldrum Cluster and has formed good working relationships with its two closest neighbours Old Rayne and Logie Durno. Cluster HT work on cross cluster development and professional development
- Prior to lockdown Rayne North school made initial contact with two schools across the wider authority. There is a positive will for this to continue although difficult in the current educational environment. New Trios have been established in 21/22 and Rayne North has had several meetings with King Edward and Kininmonth Schools. These focused on covid recovery discussions and an evaluation of our Standards and Quality and School Improvement Plans.

How do you know?
What evidence do you have of positive impact on learners?

- Professional discussion with staff in development time to evaluate practice, the impact of change and to remove barriers to learning
- Professional tracking and monitoring discussion sessions
- Cross cluster moderation and professional development sessions organised as a cluster
- Informal and formal classroom observation
- School Improvement Plan
- Parental feedback from learning Events
- Parental consultation feedback and resulting action
- Newsletter indicating progress in school and learning events which is indicated by reporting symbol
- Minutes of Parent Council
- Reporting Format and Calendar
- Quality Assurance Calendar
- Evidence of family learning opportunities (need to build into routine again post covid)
- Mini Cross Cluster Team on Microsoft Teams
- Final Vision, Values Aims, Learning Teaching and Assessment Policy, Curriculum Map and Evidence of collaboration and consultation
- Social Media use to share events and opportunities in school
- Planned Shared Learning Events taking place in school

- Teachers have the opportunity to take the lead in areas of development – IT code club which could now be expanded into digital leaders, Play Pedagogy was an achievement in 21/22
- Staff have led work across pupil groups in Eco RRS and Fair Trade this needs to be reinvigorated and built up and include a digital focus and worked on each term on a rotating basis with house teams.

Next Steps to inform Improvement Plan
What are you going to do now?   What are your improvement priorities in this area?

- Further engagement with HGIOS?4 and Self Evaluation –
  - Cluster QI Moderation
  - Aberdeenshire Trio Work
  - Use of pupil book in school
  - More regular short simple interactions school community and staff
- Continued work on newly established Learning, Teaching and Assessment Policy to communicate it further to all stakeholders, embed it is school and allow staff to professionally evaluate themselves against this and in conjunction with this and PRD have a personal focus. Engage in evaluation of the policy with pupils.
- Continue to review policy and procedures in line with reviewed vision values and aims
- Increase moderation activity through planned mini cross cluster peer observation and team teaching and professional development opportunities.   HT attended at QAMSO sessions in 21/22 to enhance this.

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

NIF Priority	**Aberdeenshire Priorities**
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Relevant NIF driver(s): School Leadership, Teacher Professionalism, School Improvement, Assessment of Children's Progress, Parental Engagement, Performance Information

Level of quality for core QI: 3 Satisfactory Reviewed 21/22 some adjustments made need to consider that some elements need to be re-established post covid but and aim is to do so left as positive comments currently but will face ongoing review.
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing? What has taken place?
What's working well for your learners?

- The ethos of the school is warm and caring and promotes respect. Almost all pupils engage well with learning experiences and are eager to learn motivated and involved.
- Pupils are more able to articulate what they are learning and why and know what they need to do to be more successful – we continue to work on this through visible learning work on Reflective language and feedback
- More effective use of LI and SC are being seen in classroom monitoring sessions and this is being worked on to ensure further consistency across the school
- Children are safe treated fairly and are protected by appropriate child protection measure – Staff are very aware of all pupils in the school their needs and their family backgrounds
- Education Scotland Benchmarks and Aberdeenshire Frameworks are used to inform planned learning and assessment and support the identification of next steps – this is being built on with the creation of Rayne North progressions considering our resources and our context. Planning methods are also being considering in light of this.
- New progressions for RME, Science, LAC, Phonics and Spelling and Grammar are being implemented – Work continues on other aspects of Literacy, Numeracy and Modern Langauges.
- Transitions are well supported with good use made of additional support opportunities when required such as enhanced transition and pupil support workers.
- Child Protection, use of chronology, communication with parents and links with partner professionals form part of the fabric of the school's everyday work
- Parental engagement pre covid was good with nature club, coffee mornings, school events, PC, support with teaching inputs and after school clubs and sessions of outdoor learning. Positive Impact on Ethos of the School. This is being rebuilt with code club and nature club re-establishing.
- Good parental engagement with and support of learning events within the school, those sharing the pupils learning and those that provide a learning opportunity for the whole school
- Parental support for dyslexic children in the build-up of touch typing and keyboard skills to support progress impacts on the school ethos

- Staff have engaged with quarterly tracking sessions with professional dialogue around children to plan next steps – a electronic record is established and a proforma for next steps to record interventions and progress is available. SIIMD, FSM, Leuven Staged level and HWB are considered. Some work has been undertaken looking at progression across sessions and year groups as well as looking at a way to baseline and involve pupils in the tracking of their health and wellbeing.
- Pupils can share personal achievement in learning journey and house achievement boards within the school which are maintained by house captains. This is also shared at assembly and the whole school community enjoy our record over time through whole school photo albums
- Pupil Learning Journey allows for pupil voice, reflective language and parental involvement
- Pupil Council and Pupil Consultation Groups have allowed pupil involvement in school life and ability to influence decisions – this needs to be built on and given greater clarity as there is not a clear understanding in consultation with children highlighted in this plan with 24% saying don't know. More meaningful involvement is needed.
- Newsletters share wider learning opportunities clearly indicated with a reporting symbol
- Class Curricular newsletters share learning experiences
- Pre Covid Learning Events in the classrooms shared approaches and increased interaction with parents. This is something we very much hope to re-establish moving from session 21/22 into 22/23.
- Staff committed to undertake CPL and work to improve the school, staff attend cluster events and small school trio cluster events to give wider feedback and reflection looking outside a small school –Aberdeenshire trio established in 21/22 this will build and give opportunities for staff to be evaluated and evaluate other looking outward more and growing professionally.
- Clear understanding of all for the need for improvement and change
- Through significant staff knowledge, dedication and personal will alongside regular tracking there is clear information and understanding of pupils and need which is supported by targeted PSA work in short term memory, phonological awareness, additional PEF time on Numicon and Highland Literacy, additional support through SFL IPT PSW school Doc (and resulting referrals), Nurse and Ed Psych and where possible targeted use of core staffing
- Majority of pupils attain nationally expected levels and staff are becoming more confident in making the professional judgement when a level has been attained through tracking discussion – we need to build on this through professionally drawing out and moderating across the school attainment of a level in key children
- Pupils have had wide experience of extra-curricular opportunities and activities, trips, visitors and opportunities to perform throughout the year. This began to build up again throughout 21/22 with song for Haddo, Ceilidh, Art Gallery and visits to the science centre and a variety of online talks and visits in classes we hope this continues to thrive.
- Staff use a range of assessment approaches in line with our Learning Teaching and Assessment Policy.
- High Quality assessments have been looked at and introduced – further work needed on understanding, creation and building into continuing practice. HT QAMSO training 21/22 supported this and information will be shared with staff.
- Digital technology is being used more frequently and approaches such as code club support this- parental support has put the school in a good place with regard to Digital technology and we need to build up use to support learning across all classrooms to make full use of the resources we have and their potential to support learning. Future progression work will consider this.
- Parents share learning through the use of learning journeys, social media, learning events in classrooms and online classrooms established in lockdown.
- Increased use of outdoor environment is enhancing learning and parental input in blocks of outdoor learning has supported this.

How do you know?
What evidence do you have of positive impact on learners?

11

- HT and Staff monitor progress of children collectively and plan next steps and interventions through monitoring professional dialogue and tracking meetings
- Informal and formal classroom monitoring
- Collegiate Professional dialogue and learning on Visible learning – feedback, reflective language, and LI and SC – links across cluster schools
- Moderation activities across cluster and trio school group – significant build up needed here
- Assessment expectation identified in Learning Teaching and Assessment Policy more professional learning, dialogue and focus needed to buiod quality and understanding
- Professional Discussion of standardised assessments and professional judgement
- QA Assurance processes in the school
- Aberdeenshire frameworks outcomes and benchmarks inform planning and creation of progressions to ensure progression across the school
- National benchmarks, local frameworks and professional judgement inform tracking judgements made on pupils
- PEF is used to target areas of need withing the school emergent literacy interventions in early years and targeted literacy and maths support throughout the school as well as cluster PSW work
- Ongoing professional dialogue
- Quarterly tracking meetings
- Staff are building up use of reflective language and feedback to ensure pupils know what they are learning and why how they have been successful and what they need to do next
- Twitter is used to promote everyday learning an achievements

Next Steps to inform Improvement Plan
What are you going to do now? What are your improvement priorities in this area?

- Continue to review Literacy Curriculum to create whole school progression – significant work already complete on Grammar and Phonics and Spelling – Continue to look at Listening and Talking and move towards Reading and Writing
- In conjunction with work on progression using A CfE and benchmarks in line with Aberdeenshire Frameworks ensure policy and procedure work accompanies this to give clear position statement
- Continued focus on the use of LI and SC reflective language and feedback to ensure children know what they are learning why, how they are doing and how they can progress – reference to learning teaching and assessment policy and effective lesson model - build up engagement with co construction of LI and SC with pupils
- Further engagement with HGIOS?4 to improve self-evaluation and moderation cycle understanding and interaction across the whole school
- Continue the monitoring of lessons with the inclusion of pupil conversation to inform the wider picture of learning in the class – look to build pupil involvement in QA process
- Build up wider staff professional discussion of and interrogation of SNSA data and how it can be used to inform learning and teaching in classes

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

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

How well are you doing? What has taken place?
What's working well for your learners?

- Rayne North School works to ensure pupils are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the care and nurture provided. Staff are committed to ensure everyone is treated equitably and with respect.
- All staff have a very good knowledge of learners, families and their community
- The efforts of all staff ensure positive relationships with all pupils allowing staff to identify and support need
- A supportive ethos exists across the school for all pupils
- The school has used its PEF to engage more with Bounce Back to look at resilience and to support equity of outcome for individual learners through targeted interventions with a focus on Numicon which the resourcing of and training for were funded through PEF increasing teacher confidence and understanding thus impacting on pupil experience
- PEF funding has also given targeted PSA hours to look at short term memory activities, Phonological awareness training and mental maths support
- PEF funding has given targeted slots on Highland Literacy focused activities in P1 which is enhanced by approaches in class this allows for baseline assessments and targeted pupils on pre writing and reading skills – some work has also been done to improve the quality of the reading resources available in P1
- Older children with dyslexic tendencies have benefited from a PEF funded synthetic phonics programme with higher age interest level to support reinforcement and understanding of early sounds – Word Blaze. There has also been targeted allocation of Nessy Spelling and Reading for key pupils.
- PEF funding has also been allocated on a cluster basis to support the provision of a PSW to benefit children who have significant need in relation to engaging with learning or social need which is impacting on ability to learn. We currently have play therapy sessions for children with trauma as a result.

- All staff are up to date with GIRFEC and child protection procedures and show great commitment to the welfare of the children. Staff are updated annually on child protection
- The majority of children are enthusiastic and engaged learners when appropriate supports are in place.
- Standardised data and professional judgements are being used to track progress and identify areas requiring targeted support
- The school as a whole reviewed and created a Positive Behaviour Policy with the pupil council feeding into the school charter held within the policy – communicate wider
- Wider achievement is celebrated and shared within school. Consideration is being given on how to track this and initial steps have been taken with achievement records in learning journeys
- The school is improving its inclusive approach by having overlays, coloured paper, coloured jotters and where required writing slopes, wiggle cushions, ear defenders, fidget toys, Nessy typing licences and assessments. This has been furthered with kits created with "things that may help me learn" where all pupils are encouraged to give them a go.
- The attainment of our learners has been maintained and the majority achieve expected levels
- Those who are not predicted to achieve levels on track are identified in tracking and support is in place
- Pupils have some understanding of wellbeing indicators this is being built on in vision focused assemblies and class reinforcement. 21/22 assemblies once allowed focused on SHANARRI
- The school tracks health and wellbeing in tracking meetings this is currently through professional judgement and detailed knowledge of families – discussion is happening around a GIRFEC based wellbeing baseline input which can track pupil personal perception
- Assemblies focus on Vision and Values, SHANARRI alongside school charter and encourage the living and displaying of these values in the actions of the school community
- Staff are aware they can use professional team discussion and procedures to support pupils from looking at strategies in class, ASfL, IEP, MAAPM process and awareness of all professional partners that can support pupils from PSW, IPT, Ed Psych, School Doctor and Nurse – Procedures required are in place for children
- Chronologies are in place in all PPR files – Pastoral notes is being considered to support this
- Termly tracking meetings allow for professional discussion and class teachers have a focus on pupil need and discuss targeted interventions. This informs deployment of pupil support and ASfL staff
- Class teachers work closely with ASfL staff to plan intervention areas and ASfL teacher offers direct involvement and interaction with other agencies.
- Transition programmes are in place for early years/primary/secondary transitions to ensure the wellbeing of pupils and the consideration of enhanced transitions where appropriate
- Professional discussion and handover is undertaken between classes
- Teaching and PSA staff willing to undertake appropriate training for specific need with recent indepth training in diabetes allowing all staff trained to administer finger prick testing and calculate pump settings to meet pupil needs in school. This has also been the case with epi pen and catheter training.

How do you know?
What evidence do you have of positive impact on learners?

- PEF Plans
- School Improvement Plans
- Highland Literacy Interventions – fine motor finger boxes, rhyming resources, formation activities, Phonological awareness assessments
- Ethos in the school – welcoming and encouraging of parental involvement in supporting learning
- Annual updates and willingness to attend training on identified learning need such as ADHD ASD and Dyslexia
- Restorative approaches and relationships-based approach with respect between pupils and staff
- Annual Child Protection Training

- Positive feedback from parents on their child's specific individual needs being met so they feel confident
- Swimming Block allowing achievement in a new way with pupils – pre covid will re-establish
- Bikeability supported by staff and parents gives a key skill to pupils
- Dyslexia support touch typing group – re-established with PSA staff in 21/22
- Staff complete data protection and equalities training
- Well-being survey carried out in lockdown
- Bounce Back used across school. Consideration being given to Zones of Regulation in 2022 as a further tool for emotional health.
- Effective relationship with local church and regular services held there as well as charitable food bank and harvest collections
- Pupils have all undertaken recent CPR training with sandpiper trust and have undertaken first aid blocks in previous sessions
- Annual Living and Growing inputs across school
- Dyslexia friendly and autism friendly approaches encouraged with the use of specific resources such as coloured individual whiteboards, ear defenders, cushions etc
- PSW and IPT are involved with pupils to support emotional need and ASD diagnosis
- Outside agencies are used to support pupils and develop professional knowledge where required
- Staff visit partner providers and invite children to become part of the community before starting p1 attending coffee mornings. Lunch story sessions, sports day and class visits.   This is supported by parent workshops and learning packs for pupils
- P7 pupils act as buddies to support P1 pupils and older children act as reading buddies for younger children
- Strong links exist with academy staff to support transition to S1 with work activities, staff visits in both directions and referral and information sharing to ensure support and consider enhanced transition. All prior to final block pupil visit

Next steps to inform Improvement Plan
What are you going to do now?
What are your improvement priorities in this area?

- Continue to fund targeted interventions through PEF or make plans to continue withing school
- Contribute to funding PSW through PEF
- Fund targeted dyslexia interventions through PEF/ Per Capita - Nessy
- Enhance the learning tools we encourage for pupils – overlays, coloured whiteboards and jotters, ear defenders, cushion, writing slopes, feet fiddlers and fidget toys so all children can try strategies
- Attend further Numicon training to continue to enhance that introduced through PEF – in-service session and two twilights
- Continue to look at emotional and social aspects of health through bounce Back, Cool in school and Living and growing but look at how we can enhance HWB further with further engagement with ALEC SCARF Resources and consideration of Zones of Regulation
- Continue to work on our use of and impact of tracking, professional judgement and SNSA results to look for patterns and trends which can in turn inform development and self-evaluation of the school
- Health and well Being Baseline for tracking to involve pupils in their emotional place

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

NIF Priority	Aberdeenshire Priorities
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Relevant NIF driver(s): School Leadership, Teacher Professionalism, School Improvement, Assessment of Children's Progress, Parental Engagement, Performance Information

Level of quality for core QI: 3 Satisfactory Reviewed 21/22 some adjustments made need to consider that some elements need to be re-established post covid but and aim is to do so left as positive comments currently but will face ongoing review.
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing? What has taken place?
What's working well for your learners?

- There is a positive picture of attainment at Rayne North School with the majority of pupils attaining expected levels in Literacy, Numeracy and Health and Wellbeing
- There is a tracking system in place which is looked at termly with professional dialogue and review of interventions, progress and next steps
- Universal supports are in place and a number of targeted interventions for identified pupils and groups – PAT, Short term memory, Word Blaze, Numicon, Highland Literacy
- Moderation and professional development links made across cluster with Logie Durno and Old Rayne which we continue to build on looking at Visible Learning through peer monitoring and team planning to impact on practice
- Staff have a good understanding of expected standards in Literacy and Numeracy which is supported by frameworks and benchmarks this is increasing as we work through the creation of Rayne North specific progressions. Further work on the moderation cycle will build this confidence.
- PEF has been used to support development of phonological skills and basic numeracy skills which in turn will impact on Reading Writing and Numeracy attainment
- Staff practice is being supported and developed through interaction across visible learning areas such as feedback and LI and SC
- As a staff our judgement of attainment of a level is conservative but staff are discussing this more and becoming more confident through professional discussion and moderation. We need to challenge our thinking and increase our moderation of achieving a level to continue to build this area our mini trio work and our authority trio work will support this giving development opportunities and some challenge
- Children have the opportunity to participate in nature club and gardening, code club , Lego club and baking sessions
- The school has strong relationships with parents to maximise opportunities for pupils.
- DYW has resulted in a log of parental occupations and resulted in parental visitors and a business breakfast this needs to be sustained and progress made in focusing on skills for life and work in context of school and beyond only initial steps have been made
- The school has worked hard within Aberdeenshire GIRFEC frameworks to break down barriers to learning for a number of pupils

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- Across the school there can be leadership opportunities through buddies, paired reading, pupil council, house captains
- Pupils deliver fantastic class assemblies each session and have performed well in recent sessions in the rotary quiz, rotary photo competition, recorder festival, pipe band competitions, Gamescon, Taste of Grampian, Doric Film Festival, John Muir Award, University maths challenge and Meldrum Numeracy Challenge and Song for Haddo which has happened 20/21 and 21/22 despite covid
- Pupils are offered a wide range of curricular experiences offering opportunities across the breadth of the curriculum recently with AFC, Clan Lighthouse and Haddo House and Scottish Opera Collaboration
- Some of our children are high achievers and every effort is made to ensure that sufficient challenge and depth of experience is offered to such pupils as well as appropriate support to a wide range of ASfL needs
- Pupil achievements are shared on house displays, social media and in Learning Journeys – discussion is ongoing as to whether responses in Learning Journey will highlight those missing out. Offers made in school through Lego, nature and Code club give an opportunity o everyone
- Attendance levels are high and exclusion rates are very low and inclusion, support and quality relationships is the focus for every child at Rayne North School

How do you know?
What evidence do you have of positive impact on learners?

- Tracking Evidence and Notes
- Achievement Opportunities for pupils
- Parental Feedback
- Continued training and interaction with Numicon and Highland Literacy
- Visible learning opportunities and interaction across schools
- Strong Parental involvement
- SNSA
- Professional Judgement of CfE levels
- Cluster attainment review
- Parent run and parent supported clubs within the school
- Tracking of attendance and contact made around concerns- monitoring highlighted in newsletters

Next steps to inform Improvement Plan
What are you going to do now?
What are your improvement priorities in this area?

- Achievement of a level across schools-moderation work
- Increased pupil involvement in leadership and development of school
- Continue to look at moderation cycle and moderation within and out with school
- Interrogation of SNSA data
- Continued work on the development of Rayne North specific progressions across Literacy, Numeracy and beyond
- Continued focus on Visible Learning withing three school mini cluster to allow professional development and moderation of practice
- Build up of Self Evaluation through authority trio focus and involving all in meaningful work

The Views of Learners at Rayne North School

I enjoy being at school

43% strongly agree
54% agree
3%   don't know

Adults treat me with respect

31% strongly agree
67% agree
2% don't know

I know how to make progress

54% strongly agree
46% agree

If I felt unsafe, I could tell an adult

39% strongly agree
52% agree
9% don't know

I can influence decisions

26% strongly agree
48% agree
2%   disagree
24% don't know

Capacity for Continuous Improvement

The overall capacity for improvement at Rayne North School is good. The school has moved forward from an unsettled period in its history and challenges around staffing. The school now has the opportunity to focus on improvement. The school's capacity is growing. There is a significant amount to do but a will to do it.

- High levels of commitment by all staff who are dedicated to improving outcome for all learners.
- All staff are committed to change.
- All staff have high expectations of all learners.
- Learners at Rayne North School show an enthusiasm for learning
- School is working together to promote understanding of the new vision, values and aims of the school.
- All stakeholders promote a climate where children and young people feel safe and secure.
- Staff are committed to professional learning supported by the cluster
- Good relationships with parents through a supportive Parent Council and through parents leading many activities for our learners which has a positive impact to the life and ethos of the school.
- Increasingly advised by data to inform next steps. This is something we need to keep building on
- Focused on meeting needs and GIRFEC

SCHOOL IMPROVEMENT PLAN 2021-2022

Rayne North School

Improvement Priority 1 Remaining, Reviewed and Adapted for 22/23

To ensure a relevant Learning, Teaching and Assessment policy reflects Rayne North School is well communicated and embedded in what we do and is supported by a Curriculum Rationale allowing practitioners to know where we are going.   To support further confidence in staff judgements through moderation activities and skills in delivering quality learning and teaching through collaboration.

NIF Priorities

1. **Improvement in attainment, particularly in literacy and numeracy**
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information
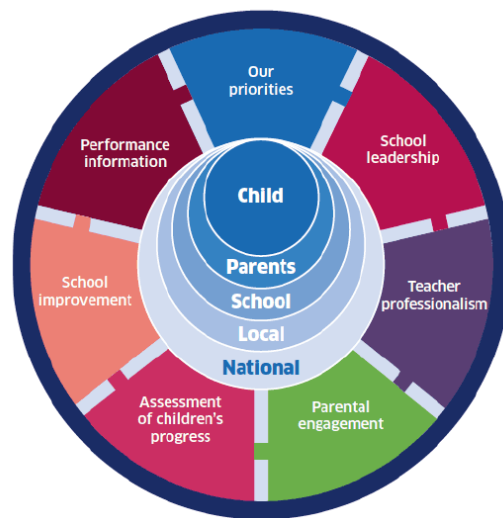
Data / Evidence that informs this priority?

Rayne North School has worked together to create a Vision, Values and Aims and Curriculum Map to strive to and inform school progress.   The next steps to support and underline this are a Learning Teaching and Assessment Policy and a Curriculum Rationale.

A Learning Teaching and Assessment Policy has been worked on by staff and now needs further work to deepen understanding of the created policy, self-evaluate against it and communicate it to all stakeholders. In addition, some work has been undertaken on a Rationale to underpin our new curriculum Map this needs to be taken to completion.

As highlighted within the policy moderation is a key area and part of a cycle. Staff discussion points to further moderation around achievement of a level to increase validity of professional judgement around achievement of a level – working on this in school and across schools is a next step with professional dialogue around key children.

Creation of whole school progressions continue to support this ongoing work on Learning Teaching and Assessment

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

1.1	Self-evaluation for self-improvement, **1.2** Leadership for learning
1.3	Leadership of change, **1.4** Leadership and management of staff
1.5	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	Improving/ ensuring wellbeing, equality and inclusion, **3.2** Raising attainment and achievement
3.3	Increasing creativity and employability

Improvement Priority 1 Intended Outcome(s):

- **ALL** practitioners report that they have contributed to creation of learning, teaching and assessment policy.
- **ALL** learners will experience a range of assessment approaches as laid out in policy.
- **ALL** practitioners report that moderation activity has supported them to make robust judgements of achievement of CfE Levels in Literacy and Numeracy
- Monitoring sessions show increased use of LI SC and co construction in line with LT and Assessment policy lesson model
- Finalised Curriculum Rationale supports Curriculum Map and LTA Policy

Improvement Priority 1:
To ensure a relevant Learning, Teaching and Assessment policy reflects Rayne North School is well communicated and embedded in what we do and is supported by a Curriculum Rationale allowing practitioners to evaluate against.   To support further confidence in staff judgements through moderation activities and skills in delivering quality learning and teaching through collaboration.

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog.	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time Resource			
Continue to strengthen familiarity and understanding of Learning, Teaching and Assessment Policy within Rayne North School and Community. This was touched on last session but with covid disruption did not achieve depth. Share with school community and gain feedback through short self-evaluation questions.

November Inservice 2022 - All staff to self-evaluate against Learning, Teaching and Assessment Policy to give action focus, discuss what we said a quality lesson was.

Support Nov In-service with Reading- Outstanding **Teaching Engaging Learners A Griffith and M Burns** – promote more in depth self-reflection and quality discussion.
Practitioners to look in detail at quality lesson within LT and A policy in conjunction with self-evaluation and collaborate on lesson planning across mini cluster trio and engage in professional moderation and evaluation after. We will begin this process with a repeat of the LI and SC focus from pre covid.

HT to monitor lessons in line with the Learning Teaching and Assessment Policy, practitioner personal focus and improvement focus areas such as maths mastery, Feedback LI and SC and play. Initiate Pupil involvement in this process- meaningful

Finalise Curriculum Rationale to sit under Schools recently completed Curriculum Map. Involve All and Communicate to All

Possible QIO class/ school visits to look at policy and evaluate staff understanding and evaluate progress
Continued Focus on do they know what they are learning, why they are learning it ,how they are doing and how they can progress. Self – Evaluate this with house hub conversations based around pupil HGIOS? Being established this session. | All Staff | X | Curriculum Development Meetings

In-service November | **ALL** practitioners report that they have contributed to and have an understanding of the Rayne North Learning teaching and Assessment Policy.

ALL practitioners have an awareness of their personal areas of focus to develop practice and cluster trio activities support this development alongside CPD personal focus

ALL staff have engaged in some reading to add to professional dialogue and self reflection | By June 2023 | Feedback from Parental Engagement

Classroom monitoring

Professional Dialogue

PDRS Meetings

Self Evaluation |
| Take forward HT QAMSO training to enhance professional understanding and give resources to support staff development in curriculum development meetings.
Increase opportunities for moderation and L and T development activities at School level as well as mini Trio level (Old Rayne and Logie Durno) to support staff to build confidence to make valid and robust | HT All Staff Cluster HT and Cluster Staff | X | Cluster Mini Trio Development Meetings | **ALL** practitioners report that moderation activities and L and T focus has supported them to make more robust judgements of their teaching and pupil progress. | By June 2023 | |

|					
judgements of learner progress and achievement of a level and build skill in what a quality lesson is. Plan for 4 sessions with planned activities between in personal CPD and McCrone time across Old Rayne, Rayne North and Logie Durno. Meeting 1- LI and SC recap and peer monitoring follow up Two curriculum Development Meeting dedicated to presenting and talking through a pupil at each level within our school. Moderate with professional dialogue. Consecutive meetings in Term 4 Early, First and Second. Proforma for thoughts *Use National and Authority online resources to develop moderation practices.* *https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle*			**Whole Cluster Collegiate Sessions**	**ALL** practitioners report improved confidence in assessing pupil progress and achievement in Literacy and Numeracy.	
Continue work on Rayne North Progressions Listening and Talking, Modern Languages and maths are current focus areas looking at resources we have, approaches we take in conjunction with experiences and outcomes, frameworks and benchmarks.	All Staff	✗	**Cluster Development Meetings** **In - service**	**Progressions in place**	By June 2023

Continue to focus on developing practitioner skills, understanding of and interaction with Visible Learning through continuation of linked development activities in three school mini cluster. Continued engagement impacting on professional practice and monitored in lesson observations

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information
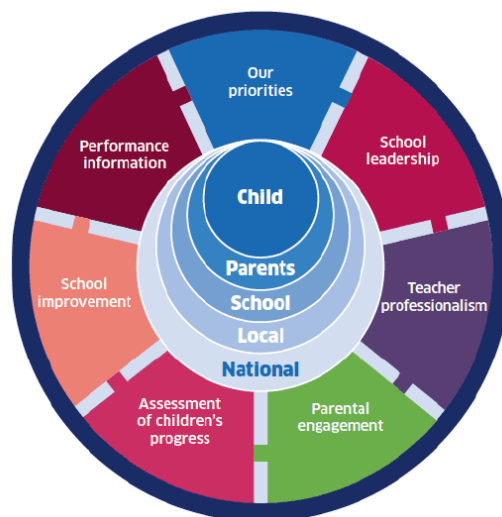
Data / Evidence that informs this priority?

Over recent sessions staff have had opportunities to attend Ed Psych and Osiris training to introduce Visible learning. Initially focus was feedback and use of reflective language when talking about learning. Staff engaged with this and this is an area we still need to keep working on to increase pupil awareness of what they are learning and how they are doing and how they can make progress.

Pre COVID staff worked in groups with staff from two local schools looking at LI and SC and co constructing these with pupils.   Practitioners visited across schools to peer monitor lessons and comment on engagement with LI and SC. This was an excellent opportunity which we want to re-establish and progress with a continued focus on LI and SC and looking into feedback and quality lessons.

Aberdeenshire Priorities	Relevant HGIOS 4 Quality Indicators
1. **Improving learning, teaching and assessment.** 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.	**1.1** Self-evaluation for self-improvement, **1.2** Leadership for learning **1.3** Leadership of change, **1.4** Leadership and management of staff **1.5** 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** Improving/ ensuring wellbeing, equality and inclusion, **3.2** Raising attainment and achievement **3.3** Increasing creativity and employability

Improvement Priority 2 Intended Outcome(s):
- **Majority of learners** understand and can discuss what they are learning and how they can be successful as a long term goal gradually improving.
- **ALL** practitioners engage in professional dialogue to plan quality lessons for learners using LI , SC, reflection and quality feedback.
- **Links are developed across three schools and staff are able to plan collaboratively.**
- Moderation opportunities within and across schools' increase
- HT attends QAMSO training to further understanding and moderation opportunities
- HT attends Authority TRIO training and Universal offer Core Business Training to further moderation opportunities.

Improvement Priority 2: Continue to focus on developing practitioner understanding of and interaction with visible learning through continuation of linked development activities in three school mini cluster. Continued engagement impacting on professional practice and monitored in lesson observations

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? *Use Education Scotland Terminology*	Progress Complete Ongoing No Prog.	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time Resource			

	3 School HT All Teaching Staff 3 Schools	✗	Curriculum Development Meetings		By June 2023	
Three HTs to re-establish staff working groups across the three local schools and allow curriculum development meeting time for staff to work together and therefore look outward and grow professionally. To plan an initial opportunity to review previous progress as a 3-school Mini Trio with Old Rayne and Logie Durno - looking at LI and SC Recap and plan for peer monitoring and evaluation as follow on – Create staff groups across the three schools -Staff records shared across Mini Trio Microsoft Team. This will be Built on with a second session focused on use of feedback in lessons. Recap previous work on feedback, professional dialogue across schools and follow up activity to look at how we use feedback in a given period of time – complete feedback checklist for discussion and evaluation. Look at a third and fourth sessions focussing on what a quality lesson is and get agreement across schools –Allow staff to plan a lesson together in detail, questioning, timing, pupil involvement etc Initially a writing lesson which each practitioner will then deliver in their classroom. A future meeting will be allocated for professional dialogue to evaluate and moderate the lesson. If possible, this will also be the focus of observed lessons during the session This will tie in with writing moderation started by the whole cluster with the creation of the new moderation and assessment tool for writing Reading offered for CPD Visible Learning Feedback J.Hattie	3 School HT All Teaching Staff 3 Schools	✗	Curriculum Development Meetings	All staff have the opportunity to look out with and discuss practice with other professionals All staff have the opportunity to peer monitor use of LI and SC All staff plan and deliver a lesson collaboratively across schools All staff continue to increase focus on LI SC, feedback and reflection and the importance of pupils knowing what they are doing why and how they can progress All staff continue to increase focus on and understanding of quality feedback and discussion of learning HT Monitoring sees progress in use of LI and SC and pupils ability to discuss what they are learning in observation linked to Imp Plan All have the opportunity to engage with reading and further professional development with Visible Learning All staff take a focus area back into their classroom practice and evaluate its impact through professional dialogue, monitoring and self evaluation	By June 2023	

Action	Who	RAG	Resources	Measure of Success	Timescale	
Aberdeenshire Trio HT to build on 21/22 initial trio work with Kinninmoth and King Edward Schools – Initial work looked at covid recovery and evaluation of Standards and Quality and Improvement Plans HT to arrange 22/23 initial face to face meeting informal start of year chat to solidify relationship HT to work on chosen focus of Self-Evaluation in school and the build-up of in conjunction with the three schools and create a plan/structure for the session to take this forward as a group with an initial meet and a minimum of three further meetings to begin the creation of a self-moderating and professionally supportive and challenging group. Within this allow for the set up of a school visit to one school as part of rolling programme to assess where each school is. **Self-Evaluation** – Build on initial reintroduction steps in 21/22 – communication with parents the shift of focus to little and often smaller questions throughout the session with feedback and action on points. Add in focused discussions. **Pupil** - draw away from pupil council model and have house hub meetings rotating through out the year looking at where they can really impact – Questions from pupil HGIOS? Linked to those being posed to parent, discussion od Imp plan and involvement in through lesson observation, discussing how they work in subject areas **Staff** - linking to these focuses as well and gradual work through QI in small manageable tasks throughout the year to build into Imp plan	3 School HT All Staff 3 Schools School Community	✗	HT Time Dedicated Protected time for timetabled meeting	.	By June 2023	
Build on this work in school with further engagement with HGIOS?4 and self-evaluation in a more meaningful ways. HT attend Universal Offer support sessions on core business to further school's self-evaluation in the core QI's using resources and frameworks delivered to support this. Taking forward questions and support documents offered by K MacDonald and team. Through HGIOurS?4 look at relationships within the school and within the school community and how we can build them up post covid. Involve the pupils in this with simple activities to encourage engagement at coffee mornings and school events.	All Staff All Pupils School Community	✗	Curriculum Development Meetings In-service time School Communication	**All staff report involvement in self-evaluation** **All staff can articulate at some level where the school needs to go and where we feel we are** **All staff are able to moderate and see our place in evaluation across the cluster**	By June 2023	

**Improvement Priority 3:** **Continuation from 21/22 Progress to date noted**
To ensure Rayne North's Numeracy provision is reviewed with consideration of learning and teaching methods, assessments, resources used and how we take forward the Aberdeenshire Numeracy Progression.

NIF Priorities

5. **Improvement in attainment, particularly in literacy and numeracy**
6. **Closing the attainment gap between the most and least disadvantaged children**
7. Improvement in children and young people's health and wellbeing
8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information
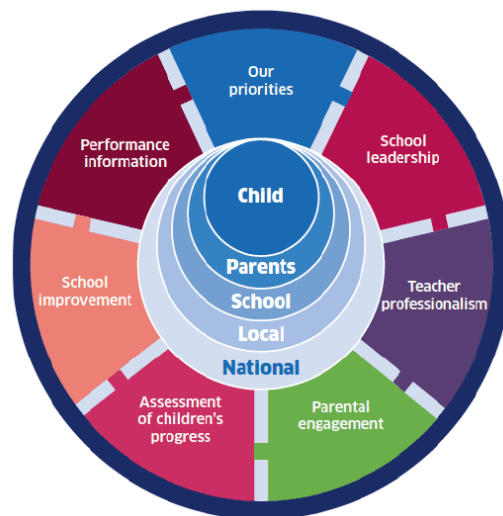
Data / Evidence that informs this priority?

Rayne North School has planned for Numeracy provision using the Education Scotland ACfE experiences and Outcomes and taken Benchmarks into consideration when considering progress. As a school we have been gradually working towards reviewing and strengthening areas of the curriculum and producing relevant progressions or approach statements. As a staff team we feel there is work needed to draw together our approach to numeracy to achieve the best for our pupils and meet needs ensure there is a shared understanding.

Staff want to consider new approaches and engage in professional dialogue around the resources we have and the resources we need to achieve this.

Professional dialogue has resulted in a strong desire to focus on Numeracy.

Several inputs on Numicon professional development and seeing the impact of using Numicon resources in the classroom has also impacted on the desire to look at mastery approaches.

The process of considering mastery approaches has begun with a focus on six in-depth sessions by Gemma Meharg and a lot of surrounding discussion. This is a journey we continue on and hope to progress further into a coherent statement of what we do.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

1.1	Self-evaluation for self-improvement, **1.2** Leadership for learning
1.3	Leadership of change, **1.4** Leadership and management of staff
1.5	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	Improving/ ensuring wellbeing, equality and inclusion, **3.2** Raising attainment and achievement
3.3	Increasing creativity and employability

Improvement Priority 1 Intended Outcome(s):

- **ALL** practitioners have engaged with six sessions of Maths Mastery Training
- **ALL practitioners have engaged with and had time to have professional dialogue around Maths mastery support manuals for Tee Jay**
- **ALL** practitioners have engaged in discussion how these approaches and manuals can also support use of Numicon and Heinemann resources
- **ALL resources have been discussed and a consistent core decision made to allow for a whole school policy statement**
- Aberdeenshire Maths Progressions have been looked at in detail and considered as part of whole school policy and Rayne North progression focus.

Improvement Priority 3: : Continuation from 21/22 Progress to date noted
To ensure Rayne North's Numeracy provision is reviewed with consideration of learning and teaching methods, assessments, resources used and how we take forward the Aberdeenshire Numeracy Progression.

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog.	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	**Time Resource**			
Staff engage with six one and a half hour sessions of Maths Mastery training delivered by Gemma Meharg, Scottish Teacher and author of TeeJay Maths Mastery manuals. Two staff engage with Edinburgh Uni Maths Circles. **COMPLETED WITH PROF DIALOGUE** Staff engage with newly purchased TeeJay Maths mastery Manuals purchased to support current TeeJay, Numicon and Heinemann resources. **ONGOING** Staff engage with new preview copies of Early level mastery workbooks in line with play-based mastery manual with a view to considering these as a new resource alongside Numicon and practical approaches. **ONGOING** Professional dialogue around mastery sessions, manuals and new resources around how this compares to current professional practice, pros and cons of approach, first steps in trying the approach and how our current resources support the approach. **ONGOING AND CLASSROOM MONITORING 21/22 FOCUSED ON THIS WITH POSITIVE EARLY SIGNS** Inservice time to gather all our current teaching resources and have professional discussion on what is relevant and what is our core. Time given to look at resources and have age appropriate discussion with pupils to evaluate. **ONGOING FURTHER FEB 23 IN-SERVICE** Consider Aberdeenshire Maths Progression which is currently used when planning alongside experiences and outcomes. Does this meet Rayne Norths needs and can it be our core progression supported by a policy and practice statement. **ONGOING AND WORKING WITH PROGRESSION AS CORE CONSIDERNING ADDITION OF MENTAL MATHS PROGRESSION** Find links across Aberdeenshire where we can look outward to Maths Mastery approaches and learn from colleagues Look at further reading and training to support professional development in this area. **ABERDEENSHIRE MASTERY GROUP**	All Staff	✗	Curriculum Development Meetings In-service	All staff engage with six sessions All staff engage with mastery manuals and professional dialogue Resources evaluated Maths progression evaluated by All staff Links made Majority of pupils involved in evaluation of numeracy experiences Policy statement drafted	By June 2023	

| FOUND WITH SIX SESSION UNDERWAY – ALLOCATED TO CD MEETINGS

Involve pupils in an evaluation of how they feel they learn best in maths, what makes it challenging and if they are experiencing new approaches how they are finding them in a stage appropriate way. ONGOING LINK TO NEW SELF EVAL PLAN

Bring all training, links, evaluation, professional development, progression consideration and resources together into a statement of policy and practice for Rayne North's Numeracy provision. DRAFT CREATED WORK IN PROGRESS

CONTINUATION OF PLAN 22/23
• Continue the Aberdeenshire Mastery Sessions and Prof Dialogue
• Continue Professional Dialogue around Maths and focus in monitoring
• Begin to focus in on Mental Maths how we deliver what we use, progression
• Finalise Maths Statement | | | | | |

**Improvement Priority 4:** NEW 21/22 continue into 22/23
To ensure Rayne North's commitment to it's vision to learn and grow by challenging our learning and teaching and considering approaches in our practice which will initially take the form of engagement with the play pedagogy.

NIF Priorities

9. **Improvement in attainment, particularly in literacy and numeracy**
10. **Closing the attainment gap between the most and least disadvantaged children**
11. **Improvement in children and young people's health and wellbeing**
12. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information
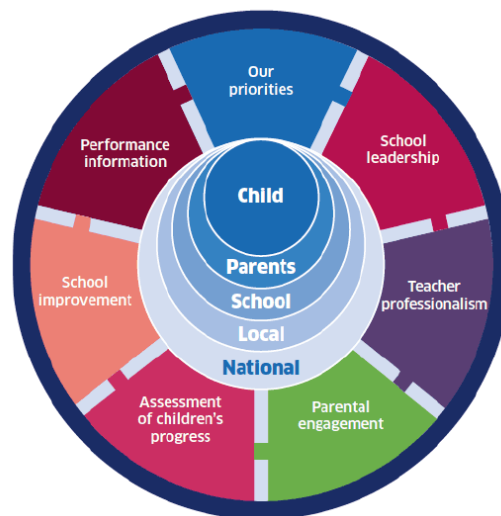
Data / Evidence that informs this priority?

Rayne North School has considered its approaches in early and early first level of A CfE over a number of years. This has led to engagement with Highland Literacy approaches, a more play and multi-sensory activity approach to early learning and consideration of readiness with fine motor work and targeted intervention.

This has seen positive impacts through HL phonological awareness and fine motor assessments and is an area we want to build capacity in, build links outside the school and learn from our wider profession so we can grow as professionals.

We want to focus our initial steps so we can either through qualitative or quantative data show impact.

A lot of reading and interaction with the introduction of more play in the classroom in 21/22 has shown the amount of creativity, imagination and thinking children put into their play which inevitably leads to learning opportunities. This is an area that as a school we want o continue to look at across the ages.

Aberdeenshire Priorities

1. **Improving learning, teaching and assessment.**
2. **Partnership working to raise attainment.**
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

1.1	Self-evaluation for self-improvement, **1.2** Leadership for learning
1.3	Leadership of change, 1.4 Leadership and management of staff
1.5	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	Improving/ ensuring wellbeing, equality and inclusion, **3.2** Raising attainment and achievement
3.3	Increasing creativity and employability

Improvement Priority 1 Intended Outcome(s):

- **ALL** practitioners are beginning to consider play pedagogy and recognise what they do already and what next steps they can take to further their professional understanding and practice.
- **ALL** learners are experiencing more opportunities to be creative and learn through play.
- Key practitioners have taken forward two cycles of practical play pedagogy research
- Staff have access to new books to encourage professional development around play pedagogy.
- Opportunities to visit other schools engaging within the play pedagogy have been undertaken to further professional learning and raise confidence.
- Learners in Key practitioners classes have engaged with the play pedagogy process in planning and evaluating experiences

Improvement Priority 4: NEW 21/22 Continue into 22/23

To ensure Rayne North's commitment to it's vision to learn and grow by challenging our learning and teaching and considering approaches in our practice which will lead to positive impacts for our learners. This will initially take the form of engagement with the play pedagogy.

What Specific Actions & Interventions				Progress	Actual Impact

(Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? *Use Education Scotland Terminology*	Complete Ongoing No Prog.	How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	Time Resource			
Continue professional conversations around play pedagogy looking to raise its profile, bring to staff awareness and allow them to consider what they do already, what they could do more of, what they could begin to introduce. Highlight purchased professional reading for staff on play pedagogy to allow the gradual build of understanding and reinforcement that some of it they may do but not by the same name – give the confidence to take steps forward in practice. Can I go play now G.Bottrill, Play is the Way S.Palmer, Blocks and Beyond M.Pollman among others.	All Staff	✘	Curriculum Development Meetings In-service	All staff aware of this as an area we are beginning a journey on All staff have opportunity to access reading around the subject	By June 2023	
Continue the positive progress made by staff who completed the Northern Alliance Play Pedagogy Collaborative Enquiry Programme by continuing this format again in school trying another aspect of play or continuing with the same to build up what we do into a Year 2. Share our progress with the staff as a whole and have professional discussion on how we can move this forward. Some links in reading referenced in L, T and A policy plan – Engaging Learners Continued informal Process of Enquiry will involve pupils use this to gather data and evaluate and plan with pupils to look at how this has impacted and how they feel it supports their learning Possibly make this a sustaining model in school with further Rayne North staff supporting each other through it within school.	Stephanie Stephen (Head Teacher) Kerry Mitchell-Moore CT	✘	CPD Time Curriculum Development Meetings	Staff who completed the Northern Alliance Play Enquiry continue to expand their thinking Rayne North Staff Collaborate together to support each others progress with play and encourage other staff to join the discussion Pupils involved in process of enquiry into play pedagogy	By June 2023	
Make links to allow us to look outward to enhance our understanding and practice • Kintore school Lir Kennelly Early and Upper links visit to see their journey • Oyne School Lindsey McBride -similar school size build links to visit compare practice and learn from each other Create a leaflet for parents to explain background and that it is a journey within school to build practice in this area. Share collaborative enquiry approach with Parent Council	All Staff	✘	Cluster Development Meetings In - service		By June 2023	

Improvement Priority 5: NEW
To ensure Rayne North's Listening and Talking provision is reviewed with consideration of learning and teaching methods, assessments, resources used and how we take forward a Rayne North Listening and Talking Progression.

NIF Priorities

13. **Improvement in attainment, particularly in literacy and numeracy**
14. Closing the attainment gap between the most and least disadvantaged children
15. Improvement in children and young people's health and wellbeing
16. Improvement in employability skills and sustained, positive school leaver destinations for all young people

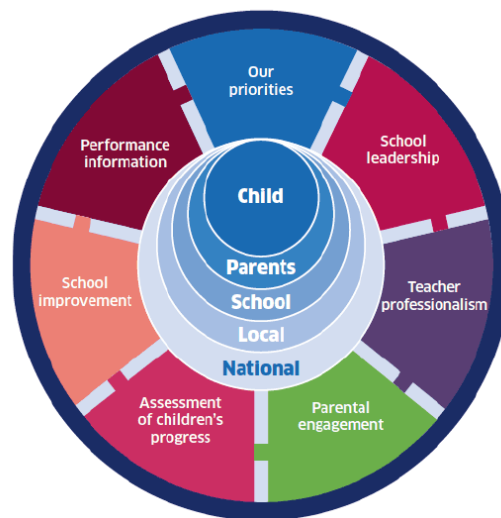### Linked to National Improvement Driver(s)

School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information

Data / Evidence that informs this priority?

Rayne North has focused of grammar, spelling, and phonics aspects of literacy over recent years and we are taking the next steps in reviewing what we do in Literacy.

We have discussed professionally the need to look at what we do in Writing and Listening and Talking and feel the priority for this next step is Listening and Talking as when making professional judgements it is the area that poses most challenge and concern around the quality of those judgements.

We want to look at what we do, what is out there in other schools, what there is nationally with regards to advice and guidance and how we can look at all this to bring together a stronger focus and progression that suits the individual needs of Rayne North School.

Aberdeenshire Priorities
1. **Improving learning, teaching and assessment.**
2. **Partnership working to raise attainment.**
3. Developing leadership at all levels.
4 Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators
1.1	Self-evaluation for self-improvement, **1.2** Leadership for learning
1.3	Leadership of change, **1.4** Leadership and management of staff
1.5	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	Improving/ ensuring wellbeing, equality and inclusion, **3.2** Raising attainment and achievement
3.3	Increasing creativity and employability

Improvement Priority 1 Intended Outcome(s):
- **L3 Language decision made**
- **Additional Staff Training Undertaken**
- **Rayne North Progression for L2 and L3 created**
- **Staff more familiar with Language Platform as a Resource**
- **Staff engaged in Cluster working in Modern languages Team**

What Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1)	Who will lead? Q.I. 1.3 Leadership of Change	Management of Resources to Promote Equity - Q.I. 1.5		What impact will be measured? *Use Education Scotland Terminology*	Progress / Complete / Ongoing / No Prog.	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)?
		PEF Utilised?	**Time Resource**			
In-Service Session WHERE ARE WE? **BASELINE DATA COLLECTION QI?OUTCOMES?BENCHMARKS** What do we see? What do we do? What do we have? What are our concerns? What are our next steps? Where are the gaps? Listening and Talking Brainstorm and Professional Dialogue Self- Evaluate where we are Look at A CfE documents outcomes and benchmarks		✗	CPD Time		By June 2023	
In-Service Session WHAT ADVICE/SUPPORT IS THERE? In-depth look at Ed Scotland, Highland Literacy, Education Authorities Regional Improvement Collaboration Information and Individual School Progress to allow us to **look outward** to further our understanding in Listening and Talking Consider resources that are available Professional Dialogue around what we want to achieve in our school		✗	CPD Time		By June 2023	
In-Service session WHAT DO WE DO NOW? Plan to collaborate with school community on their understanding of listening and talking in school and how they feel its should be delivered in school. Pupils what the understand and how they learn in this area. Staff prof dialogue around embedded skills through all learning and standalone listening and talking activities and how we build a progression around a focus on both Begin to pull together a plan for a progression of skills and consider how this will be delivered, resourced and assessed Dialogue around key skills and when they are appropriate considering all A CfE documentation Create a policy/ progression around what and how we will deliver to accompany progression of listening and talking		✗	Cluster Development Meetings In – service Additional Days out of Class		By June 2023	
HOW DO WE USE WHAT WE HAVE DONE? Implement new progression/ resources with planned review involving whole school community? Continue to assess in conjunction with ACfE outcomes and bechmarks to ensure it meeds Rayne North Needs						

PUPIL EQUITY FUND OVERVIEW

Rayne North School

Pupil Equity Fund Allocation April 2021

Rayne North School received an allocation of **£1225**.

Data / Contextual analysis (what is the gap?)

Tracking data, professional dialogue and detailed knowledge of pupils and families have highlighted a number of areas where as a school we feel there are gaps for our children. This is against the backdrop of SIMD average of quintile 4 and 5 and being situated in an affluent area. However in-depth knowledge allows us to see areas of need:

For a small school we have over a number of sessions had quite a significant need among our pupils in areas such as SEBD, Dyslexia, ASD anxiety and ADHD and to support these children we have drawn on our practice and adapted approaches, developed individual strategies and offered supports in class. We have also made extensive use of cluster support opportunities such as the Intervention Prevention Teacher and Pupil Support Worker at key times such as transition where anxiety is heightened. Therefore we see Cluster support as a vital tool within our school to meet need.

From detailed assessment (e.g., dyslexia toolkit and health assessments) and pupil knowledge we are aware of these children and have supported their progress with partner agencies such as CAFMH. We are always looking at ways to support these children and meet their needs whether that be through teaching approaches, classroom organisation or through physical resources or as we have recognised over a number of sessions the importance of targeted interventions (previous PEF funding has secured Numicon Resources for intervention) This continues to be an area where we feel there is a need and the investment in targeted time is beneficial to individuals and their progress.

We have a number of children within the school who have required or still require individual approaches or support strategies at times. These have been well used where they are physical resources and often move through the school with individual pupils as they are of benefit. This can be ear defenders, screens, foot stands, wobble cushions, writing slopes, individual-coloured whiteboards and coloured jotters. These due to their specialist nature are expensive but vital resources to meet children's needs and can be seen to have a significant impact.

They have highlighted the different learning styles of many children regardless of need who have often asked if they can try the strategies as they have become the norm and part of school life.

Targeted interventions are always being reviewed for impact and to consider new possibilities to further meet pupils needs.

This session with a significant drop in funding and increasing reduction in PSA hours we will work as a school to see how we can continue to offer the interventions we have but have prioritised what we have to ensure the continued employment of a pupil support worker for the cluster as our only expenditure this session.

Proposed Intervention and Expenditure

With this in mind, Pupil Equity Funding at Rayne North School will support interventions to address the following key points
1. Continued support of the Meldrum Cluster Pupil Support Worker to allow the emotional needs of pupils across the cluster to be met. £1000
2. £225 – any overspend in last sessions PSA hours and PSW hours

Impact Measurement

Impact measurement will be individual progress and emotional wellbeing of pupils targeted by the PSW.

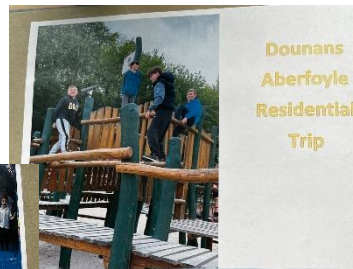# Wider Achievements / Memories are made of this/ Wider Community Links

Clubs back in school as restrictions ease, great to be back

Experiences back for pupils – residential, fun day and house activities

Opening Up the school to the community again – Jubilee, coffee morning, ceilidh, art gallery, sports day and end of term service

Developing play pedagogy

Parent supported experiences

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