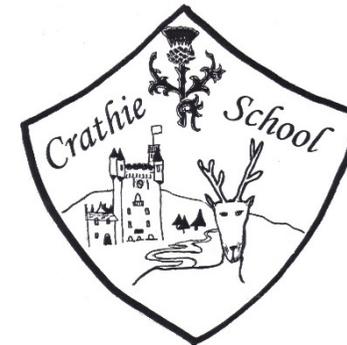




STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

For

Crathie Primary School



LAST UPDATED:
04 April 2017, 10 Sept 2017, 20th November 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Values and vision of the school

We have adopted 'respect' as our key value.

Crathie School is a place where everyone is valued and respected in a vibrant, inclusive learning community.

Staff members are very willing to take on leadership roles within the school and regularly contribute to whole school decision making.

Learning experiences are designed to develop skills and personal qualities enabling preparation for the world of work and to support everyone to become effective global citizens.

Ethos, community links and partnerships

We believe that our children are entitled to high quality care and education through the provision of a broad, skills based, balanced curriculum.

We deliver this in a way that recognises the needs of our pupils and encourages each individual to achieve their full potential.

Our children are prepared for their future within a rights respecting ethos that promotes respect, caring attitudes and a willingness to help others.

We have forged excellent links with parents and the wider school community. Regular community events ensure that the school has a high profile within the local community and events are always well supported. The school regularly engages with, and is supported by, members of the wider community e.g. at after school multi sports club.

Excellent links exist with other schools within the Aboyne Network and regular opportunities are arranged for collegiate interactions.

We work in partnership with a range of agencies to ensure our children and staff are well supported and valued.

SIMD profile

Detail and allocation of PEF

1. Planned Expenditure School/Cluster Crathie Primary / Aboyne Network

	Details	FTE/Hours/ No.	Cost 2017/18
Teaching staff	Attendance at Maths No Problem CPD		£200
Support staff			
Supported study			

Transport	To day of dance on 30/11/17		£200
Resources/Equipment/ Materials	'Bounce Back' Resource		£250
	'Maths No Problem'		£300
	ASDAN LifeskillsnResource		£350
Commissioned/purchased services/partners	Positive Movement x6		£300
	Sports Training AFC x6		£300
	Swimming Tuition x 6		£650
Other	Attending annual Day of Dance to celebrate St. Andrew's day with partner school in Strathdon. Contribution to afternoon entertainment		£50
Total			£2400

Overall strengths of the school

- Good teamwork at all levels
- Equality of provision
- Rights Respecting ethos
- Active Learning
- Community engagement
- Partnership with parents

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

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

The staff are committed to engaging in a rigorous process of self - evaluation through regular collegiate discussions, learning visits, staff briefings and moderation involving partner school.

An annual quality assurance calendar is in place and regularly referred to.

Staff, pupil and community involvement in school improvement is very important and opportunities are given to everyone to 'Have their say'.

The schools commitment to its status as a Rights Respecting establishment impacts on the ongoing self- evaluation and development of a purposeful respectful ethos throughout the school.

All school staff promote equality and social justice.

Developing a shared vision, values and aims relevant to the school and its community

The school community has been involved in the review of the vision, values and aims through discussion at Parent Forum meetings, questionnaires and 'have your say' boards. We recognise this as an important process that can be impacted by changes in staff and families and ensures that we are meeting current needs.

Strategic Planning for continuous improvement

All stakeholders are consulted on and are encouraged to initiate change through discussions, have your say boards and parent forum.

Improvement plans are used over a three year period to manage developments successfully. They are regularly updated to reflect changes.

Actions and impact are reflected on during PRD discussions and at Parent Forum meetings.

Tracking of attainment through PIPS/ INCAS and moderation using benchmarks assists us to evaluate the impact of our work and plan for future improvements.

Implementing improvement and change

All staff are involved in the process of change recognising the need to engage in regular practitioner enquiry and to engage with teacher learning communities.

Innovations and new ideas are always welcomed and discussed with the school community.

Opportunities are given to staff to engage with PRD and EAR meetings annually.

Key strengths:

- School ethos
- Outward looking, embracing opportunities for learning activities
- Children's understanding of the UNCRC
- Engagement with local community and its historical and cultural identity
- Child centred learning, embracing Curriculum for Excellence
- Data collection indicating overall on-going improvement in attainment in key subjects
- School staff valued and encouraged to engage in shared leadership

Identified priorities for improvement:

- **Numeracy / Maths** - Enhance approaches to teaching maths by trialling 'Maths No Problem' resource. Complete pilot phase by July 2018 and evaluate impact on attainment and application in new contexts.
- **Health and Wellbeing** - Focus on 'Active', 'Achieving', 'Included' and 'Healthy' wellbeing indicators
- **Literacy** - Raise standards in writing across the school
- **Peer Classroom visits** – local cluster schools (across the sectors)

In relation to the priorities listed above the following action plans have been confirmed:

Actions/ Roles / Timings / Completed	Expected Outcomes/Impact on learners	How will success be measured?
Introduction of 'Maths No Problem' resource HT and PT Term 4 2018	Raised attainment in Numeracy and Mathematics Pupils able to apply their learning in new contexts	<ul style="list-style-type: none"> • Data collection through SNSA comparison with previous trends in data • Use benchmarks to compare progress in specific topics using MNP methodology • Teacher questioning and observation/dialogue with pupils
GIRFEC Questionnaires School community Term 3 and 4 2017 CPD on 'Bounce Back' in connection with Cluster PEF priority School Staff and cluster guests Term 4 2017 Positive Movement / Mindfulness Visiting tutor and school staff Term 4 2017 Introduction of after school football club. Parent volunteers	Improvement in general health and wellbeing of school community Staff overview of the extent of the resource Improvement in relation to mental health / resilience Improved physical and mental health of all participants Improved physical and mental health for all involved. Increase in ball skills and teamwork.	<ul style="list-style-type: none"> • Analysis of staff, pupils and parent GIRFEC questionnaires completed in term 3 2017 • Use of baseline resilience tool • Self-reporting by pupils • School community motivation to take part in further physical activities • Pupil and staff motivation for learning opportunities and further physical fitness opportunities

<p>Increased attainment in writing by consistent use of Active Literacy supported by use of other appropriately selected resources School staff Session 2017/2018</p>	<p>Increased enjoyment, confidence and independence in writing across a range of meaningful contexts.</p>	<ul style="list-style-type: none"> • SNSA data • Moderating writing against benchmarks • Moderation with partner school
<p>Peer Classroom visits Cross sectoral engagement Teaching staff Session 2017/2018</p>	<p>Links forged across the schools with a focus to improve and develop practice</p>	<ul style="list-style-type: none"> • Professional dialogue • Observation records
<p>Increase Digital Literacy for all pupils by using a range of appropriate software and teaching approaches. Introduce coding. Teaching staff Terms 3 and 4 2018</p>	<p>Children will be confident users of a range of digital media software and hardware.</p>	<ul style="list-style-type: none"> • Children able to apply their skills • Increase attainment. • Present work in a variety of formats • Have experience of coding
<p>Evidence of progress/comments/identified next steps:</p> <p>Date: September 2017 – Class teacher illness HT covering class Date: November 2017 – CT moved to another school network. New PT appointed, starting in Jan 18. Improvement plan has been put on hold until Term 3. Changes may be made to focus for improvements. Date:</p>		

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Discussions and target setting with staff at PRD meeting and EAR meetings
- Have your say boards at school events to allow participant feedback
- GIRFEC questionnaires
- Class Dojo in place for reporting, quality assurance and to strengthen home/school links
- HT/peer Classroom visits

Overall evaluation of level of quality:

- Discussions and target setting with staff at PRD meeting and EAR meetings takes place as per QA calendar
- School promptly reacts to feedback on have your say boards and appropriate actions discussed with pupils
- Class Dojo being used regularly in a 2 way process between home and school
- Staff have a clear focus on improving outcomes for learners.

Level of quality for this QI: 4

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:

School staff know the learners and families well and are able to focus on providing good levels of support when necessary. All staff are regularly trained in Child Protection and all have current First Aid qualifications. Restorative approaches are used to resolve any issues that may arise in connection with behaviours.

Children's learning is assessed and tracked throughout the year.

Good communication system to link with parents e.g. class dojo'

Effective partnerships with other agencies.

Aberdeenshire curriculum frameworks and benchmarks have been introduced.

Children's rights are at the centre of everything that we do. Our ethos throughout the school reflects this and is often commented upon by visitors. The school has achieved recognition as a UNICEF Rights Respecting School at level two. Children are able to talk about their rights and are all developing a greater understanding of global citizenship through working with the Sustainable Development Goals.

Children are given opportunities to work collaboratively and as individuals. Mentoring of younger members of the school is well established through a buddying system.

Parents are informed of class activities through the posting of class stories on the class dojo system and school news updates.

All children are offered opportunities to develop their talents and wellbeing through the provision of tuition in piano, mindfulness and multi sports.

Families are encouraged to engage in learning new skills.

Key strengths

- School staff know the learners and families well and are able to focus on providing good levels of support when required
- Children's learning is assessed and tracked throughout the year
- Good communication system to link with parents and highlight the learning e.g. class dojo
- Partnerships with other agencies

Identified priorities for improvement:

- More consistent use of tracking tools
- More consistent teaching of digital literacy.

- Use of Benchmarks to plan, assess and moderate learning and sharing this with children and parents.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<ol style="list-style-type: none"> 1. Progressive planning using frameworks and benchmarks. 2. Staff familiarisation with SNSA materials. 3. Implementation of new assessments during 2017/18 	<p>Teachers will be confident to use the benchmarks, frameworks and assessment tools to monitor pupil progress and inform next steps in learning journey.</p> <p>Pupils will develop a sense of their individual progress and learning journeys.</p>	<p>Successful use of assessment tools with evidence in teachers planning of data being used to inform pupil targets.</p>
<ol style="list-style-type: none"> 2. Staff familiarisation with Benchmarks provided by LA and Ed Scot. 3. Benchmarks used as tools to assist planning and moderation of learning. 	<p>Teachers using benchmarks consistently to measure impact of learning activities and to monitor pupil progress across the curriculum. Benchmarks used as part of school and Network wide moderation meetings.</p> <p>Learners will become aware of the progression within different subject areas and the success criteria for achieving different levels.</p>	<p>Learners will be clear about what they have to do to achieve success in their learning.</p> <p>Comparison of data collected will show consistent improvement.</p>

<p>4. Introduction of 'Bounce back' resource to assist in the development of resilience and improve mental health.</p> <p>5. Programme of visits from Mindfulness /Yoga Tutor as part of PEF funding.</p> <p>6. A diagnosis of Epilepsy in a child requires staff awareness training provided by specialist nurse at ARCH.(Jan 9th 2018)</p>	<p>Pupils will become more emotionally literate and be able to discuss their anxieties and emotions. They will have a more positive approach to learning and have coping strategies when finding things challenging.</p> <p>Staff will have a good understanding of the condition and how best to support the child.</p>	<p>Baseline questionnaire using 'Bounce Back' materials then re-check after six months.</p> <p>Daily/weekly feedback from children.</p> <p>Child will be well supported and be able to access the curriculum fully. Progress will be monitored using summative data and teacher observations.</p>
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Evidence of progress/comments/identified next steps:

Date: July 2017 – Benchmarks printed and shared with staff as they became available during session 2016/17. Discussions held during collegiate meetings. HT attended meetings in Network in connection with moderation and use of benchmarks. More focussed sessions to be arranged with other cluster schools next session.

Date: November 2017- finally have access to the SENSA website.

Class teacher left to take up new post. New PT appointed, starting Jan 18. HT + supply covering class until then.

Staff attending Network wide workshops on children's mental health/moderation and The Art of Brilliance at Alford Campus on 14th November.

Child identified with Epilepsy following school alerting parent to possibility. Staff training event arranged with specialist nurse.

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Classroom learning visits - HT/PT
- Conferences with parents/children
- Data comparisons
- HGIOS 4 audit results

Overall evaluation of level of quality: 4

(brief description)

- We are working on embedding our approaches to moderation and assessment during session 2017/2018. A number of meeting opportunities are arranged within the local schools network to further discuss and share practice.
- Learners' achievements in and out of school are celebrated regularly.
- Learners all play an active role in making school wide decisions and relate these where appropriate to the sustainable development goals.
- Standardised data is used to give support to those who require it and helps to prioritise learning time between individuals and PSA/Teacher.
- Teaching staff have been trained in 'Maths No Problem' and this is being piloted in the school during terms 3 and 4 2018.

Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

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

Overview:

- All school staff work extremely hard to ensure positive outcomes for all learners. This is both in terms of their health and wellbeing and academic attainment.
- All staff are regularly updated on child protection.
- All school staff are first aid trained.
- Teacher and parents training during 2017/2018 in orienteering skills.
- Good communication links exist between school / home/wider community for sharing learning.
- Children are all positive, enthusiastic learners. A variety of learning approaches are used to engage the children.
- Opportunities to enhance learning are taken regularly e.g. visiting a film set recently whilst a film company were filming near partner school.
- A buddying system is in place and this runs successfully for paired reading, games and other aspects of day to day school life.
- The school enjoys very good support from the wider Crathie Community.

Key strengths:

- Very good support for those who may be facing barriers to learning
- Children have a strong voice in school business and matters that affect them.
- Class charters assist children to be respectful of themselves and others.

Identified priorities for improvement:

- Update and amend school policies as required

- Develop a transition policy for new staff members.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Update and amend school policies by HT and staff as approaches change through research/classroom enquiry/national legislation. HT and PT 2017 / 2018</p>	<p>Clear guidance for staff on their role in developing curricular areas and raising attainment for all.</p>	<p>Clear policies in place that include reference to the UNCRC where appropriate.</p>
<p>2. HT and staff to discuss and agree appropriate and helpful information to be contained within a staff transition file.</p>	<p>New members of staff clear about their roles and the day to day workings of the school.</p>	<p>Staff will be efficient and will not need to ask for some forms information.</p>
<p>3. Orienteering training with Sarah Dunn (MAROC)</p>	<p>Teachers will be confident at leading orienteering with their classes. Teachers will be able to organise orienteering events.</p>	<p>Pupil questionnaires / discussions Feedback from teachers/parents.</p>

Evidence of progress/comments/identified next steps:

Date: Orienteering training completed in November 2017

Date:

Date:

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- Assessment and attainment data
- Discussions with teachers/children/parents.
- Accreditation as a Unicef Rights Respecting School Level 2

Overall evaluation of level of quality: 4

Our status as a Unicef Rights Respecting school has ensured the Crathie Community has a shared understanding of children's rights. The community regularly attend events and activities we have organised to promote the children's understanding of their rights under the UNCRC. We regularly report our activities in the local area magazine, The Ballater Eagle, also showcase in the outdoor noticeboard.

Children in the school have taken action to help to promote the rights of others and will openly challenge breaches of rights or racism.

The children experience activities to promote an understanding of different faiths and cultures, e.g. a recent focus on Diwali was enhanced by a visit from a party of visitors who belonged to the Hindu faith.

We are a Green Flag Eco School and regularly experience outdoor learning activities.

School staff engage in professional update training ensuring they keep up to date with local and national legislation.

Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Attainment data
- Pupils personal achievements
- Teachers CPD

Overall evaluation of level of quality: 4

- Data from summative and teacher assessments are used to inform planning for learning
- Good progress is made by some children
- Personal achievements are recognised weekly and also shared on personal Dojo profiles.
- Regular input on resilience and mental health support
- Teachers, support staff and other agencies provide regular support to ensure barriers to learning are minimised. IEPs in place as appropriate.
- Pupils have areas of responsibility which increase as they move up through school.
- All children have a voice in matters that affect them and in improvements to the school community.
- A new mathematics approach is being piloted to enhance and deepen mathematical thinking.
- The school engages with partner school to support mental health awareness and strategies to support this.
- Opportunities are taken in connection with developing the Young Workforce, enterprise projects are regularly built in and connected to IDL.

Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

What is our capacity for improvement?

Teacher professionalism

- Teachers encouraged to regularly update GTCS website on professional learning.
- All staff expected to follow the QA calendar
- Moderation activities with Network colleagues
- Introduction of 'Bounce Back' resilience programme
- Evaluation of pilot study in 'Maths No Problem'
- Attendance at Network Nov In Service 'The Art of Brilliance'

Leadership at all levels

- Staff take on leadership roles which are aligned to personal interest / skillset.
- Children take on leadership roles when required.

Engagement with parents

- Further involvement with parents on school governance.
- Regular 'have your say' opportunities throughout the school year
- Reporting and sharing the learning through agreed calendar and class dojo

6. Record of updating

Date	Amendment made	By who	Comment

8/11/17	Additional information will be added at various points throughout the year. Changes may be made following new PT starting work in January 2018.	LF	
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