



**Crathie School**

**Standards & Quality Report**

**2018-2019**

**&**

**School Improvement Planning**

**2019-2020**



We are pleased to present both our Standards and Quality Report for Session 2018– 2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Crathie School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

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

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

At Crathie School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

We look forward to your support to help us to achieve the best possible outcomes for the children within our school community.

Lilian Field

Head Teacher

**The School and its context**

Crathie School is a place where everyone is valued and respected in a vibrant inclusive learning community. A place where learning experiences are designed to develop everyone’s skills and personal qualities enabling us to prepare for the world of work and to become effective global citizens.

**Values that underpin our work**

We have recently surveyed children, parents and staff to establish fresh aims and values for Crathie School.

At Crathie School we value:

* Honesty
* Respect
* Care
* Achievement
* Happiness

At Crathie School we aim to:

* Inspire
* Challenge
* Prepare

We have also come up with a school slogan which was chosen by a parent and voted for from a range of options:

“Small school, big dreams!”

**Context**

Crathie Primary is a small school in the heart of the Cairngorms National Park. Built in 1873 it has one classroom and two generous general purpose room and a separate building to facilitate dining. The roll is currently 9 pupils (August 2019) organised as one multi composite class. The school is part of the Aboyne Network of schools. We work closely with our neighbouring primaries and Aboyne Academy.

We meet regularly with pupils from Strathdon, Ballater and Braemar Schools who are part of the Alford and Aboyne Schools Networks to have chess tournaments, problem solving days and sports events.

**What is the community context of our school?**

Crathie School is attractively situated in Upper Deeside. It serves the rural communities of Balmoral, Abergeldie and Invercauld Estates. The Estate owners are very interested in the activities of the school and often support our fundraising events.

We have a strong presence in the community and are well supported by parents and local residents who are always happy to attend school events.

The school makes use of the school playground, sports area, wild garden and wooded hillside which provides a rich environment for learning.

The school has attained Unicef Rights Respecting status at Gold level and Eco schools Scotland Green Flag status.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018-19.

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| **Priority 1 –** Improvement in attainment, particularly in literacy and numeracy. **Priority 2 –** To establish school vision and values.**Priority 3 -** To improve employability skills and increase awareness of working life.Action planning  |
| Progress | 1. Literacy: We have established a weekly library routine with creation of Dewey system arranged books, done by the pupils. We have regular ERIC (Everyone Reading In Class) sessions in class as well as reading books using both e-readers and paper books. We have begun tracking reading ages to chart progress and have 3 children taking part in toe-by toe sessions twice a week. We have been on a session to the local library.

Numeracy: Crathie Cash introduced to allow children to save for and spend earned dollars on class rewards. Each child has played role of banker. Weekly mental maths sessions in place. Investment in mental maths resources and introduction of White Rose Maths resources. Children using individualised apps and games on their own ipad to develop mental agility. We have partnered with a local school and the children now have learning partners who they meet with regularly to share progress.1. Consultation process with pupils, staff and parents to refresh school vision and values. We gathered words and phrases and voted on key aims and values to be taken forward.
2. The children have been working through the year to achieve their John Muir Explorer Award. This has entailed working with local partners to investigate local employment avenues such as the local ranger service, path and river maintenance. In addition, the children attended a ‘Be a ranger’ day organised through the Balmoral Estate. The children have gone on a visit to the library and local dentist. The children have also used local facilities such as a nearby hotel for swimming as well as skiing. We received a visit from HRH Duchess of Rothesay with which the children prepared and managed a presentation showcasing their learning from working with local partners. Within this the children also displayed an interview that they conducted with a local worker of their choice. We have initiated the integration of children into our Parent Forum meetings to give them an insight into how meetings operate. The children work regularly with the admin team to write letters, make phone calls and write articles for local publications.
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| Impact | 1. Literacy: Children are using resources more regularly and are reading on a regular basis both in and out of school. This has seen improvement in P5 in particular where they have showed increased reading fluency and progress through reading scheme. Evidence shown in school created trackers.

Numeracy: Two children have achieved first level for maths. P7 pupils achieved well above average SNSA results. Evidence shown in school created trackers. Continue our learning partnership with local school.1. We have ensured visibility of our aims, vision and values through in school display and on social media. The children now have sports t-shirts and sweatshirts highlighting our school vision – “small school, big dreams.”
2. The impact has been increased confidence, improvement in talking and listening skills as well as an awareness of work that can be sought in their local area: The Cairngorms. The children have presented to a variety of audiences and the children are more confident at speaking to adults from all walks of life.
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| Next steps | 1. Literacy: Continue to track and monitor reading and spelling ages. Investigate investing in the use of INCAS data to inform planning. Continue to use school made trackers that use benchmarks to track progress and inform next steps.

 Numeracy: Investigate ways of tracking and monitoring mental  maths to inform planning. Continue to use school made trackers that use benchmarks to track progress and inform next steps.1. Continue to review and refresh these aims, visions and values to reflect ongoing school evolution. Ensure these aims, visions and values are promoted and highlighted on a regular basis to continue to foster a positive school ethos.
2. The children will investigate working life further as they have chosen topics that will link well with developing the young workforce. They will, for instance investigate The Police.
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2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: AllRelevant NIF driver(s): School leadership, Teacher professionalism, School improvementLevel of quality for core QI:  |
| * Overview:

[1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:* School staff engage in a ‘shared leadership’ approach and regularly take on roles in connection with the school improvement plan.
* Open dialogue between leadership, children and parents that share, discuss and plan school improvement.
* Commitment to personal and professional learning.
* Change has been led through dialogue and planning between PT and HT and has been enacted through PEF and curricular changes.
* A range of standardised assessment as well as benchmarks and formative assessment have been used to inform next steps.
* ***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 school assessments, SNSA and moderation using benchmarks assists us to evaluate the impact of our work and plan for future improvements.
* Moderation meetings have been attended to stay informed regarding national developments.
* Partner schoolwork has assisted with moderation.
* ***Implementing improvement and change***
* All staff are involved in the process of change recognising the need to engage in regular practitioner enquiry and, for some, 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.

Identified priorities for improvement:* Have regular opportunities through parent forum to inform parents of teaching approaches/resources used and share information on benchmarks, Aberdeenshire progressions and aspects of data collection.
* Teaching staff to continue to engage with colleagues re-focused monitoring visits by HT and PT, peer classroom visits and moderation activities.
* Investigate additional tracking and monitoring resources.
* Produce a collegiate calendar which contains opportunities for teachers from both Strathdon/ Crathie to work in each others classrooms as well as meet after school.
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3. How good is the quality of care and education we offer?

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| Relevant NIF priority: AllRelevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progressLevel of quality for core QI: (HGIOS?4 1-6 scaleThe school has a strong commitment to children’s rights and ensures all children understand their entitlements under the United Nations Convention on the Rights of the Child. Children have a clear voice in all aspects of school that affects them. They have been recently included in the Parent Forum.The children are eager participants in working to achieve the Sustainable Development Goals and sharing their commitment with the wider community.Children take on citizenship responsibilities throughout their school life.Digital Literacy has been embedded in learning and teaching throughout the school. The school achieved a Digital Schools Award.In analysing results of parental questionnaire, the work of teaching and support staff has been praised. |
| Overview: The ethos of the school is very positive and respectful. * 1. [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:
* Feedback methods, such as trackers, peer feedback, target setting and verbal discussion has led to a clearer vision for pupils as to their next steps for learning in literacy and numeracy.
* Daily mental maths sessions established using a variety of active resources.
* Enriched reading timetable put in place. Including ERIC time, reading tasks, guided reading and a refreshed library which is used on a weekly basis.
* The UNCRC is at the heart of everything we do. It informs class, school and parent charters and provides an effective guidance tool for ensuring good health and wellbeing. Children watch BBC Newsround regularly which provides an appropriate springboard for developing and understanding a range of world issues.
* Children feel secure in their ability to discuss personal and sensitive aspects of their lives.
* Staff are regularly trained in Child Protection procedures.
* The school is committed to the entitlement of a mainstream education for all pupils as appropriate to their needs.
* The children have many opportunities to develop personal health and fitness as outlined in Aberdeenshire Council’s Play Policy (May 2018)
* Digital literacy is now an embedded feature of teaching and learning with thanks to PEF and Parent Forum funding. This has led the school to achieving a Digital Schools award.
* Outdoor learning is a key feature of our curriculum with many opportunities sought with a range of outside agencies e.g. John Muir Award, Balmoral Ranger Service, River Dee Trust.
* Collaboration has taken place with other schools e.g. Class learning visits to Lumsden School, orienteering visit to Ballater, teacher observation sessions at Ballater, Lumsden, Strathdon and Transition Day focus group with Aboyne Academy.
* Childsmile offering termly input and whole school partaking in tooth brushing.
* Children in P5-7 are all First Aid trained.
* All children have achieved Bikeability level 1 and children in P5-7 have achieved level 2.
* Children in P4-7 receive weekly piano tuition.
* Children receive annual swimming and skiing tuition.

Identified priorities for improvement:* Investigate and invest in INCAS as an assessment and tracking tool.
* Teacher to continue to visit local schools as part of ongoing professional development.
* Pupils to continue to take a lead role sharing information with the school and wider community

 About the sustainable development goals.* Develop moderation practices with schools in ASG.
* Transfer our knowledge and skills as a Digital School to other schools in ASG.
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4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance informationLevel of quality for core QI: (HGIOS?4 1-6 scale) |
| Overview:Staff at Crathie School have a strong knowledge of all learners, families and the local community. The school uses the UNCRC to ensure that rights of all are upheld and respected. Pupils and staff regularly reflect upon their development and establish next steps. Each child has an individualised learning programme and interventions are made through local partners when required. Progress is shared termly through progress jotters, digital portfolios and conferences.[3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:* Learners enjoy being at school and the staff are committed to their care and wellbeing.
* Staff are trained in child protection procedures and are regularly updated.
* The school has reached Gold standard Unicef Rights Respecting school Award.
* The school has an ECO Schools Scotland Green flag Award.
* Creative approaches to the provision of support through community links have been positive.
* HT and staff regularly engage in moderation activities within the local cluster of schools to develop the validity of professional judgement.
* The school has a tracking and monitoring system that utilise the national benchmarks.
* Transition is prioritised due to the low number of pupils transitioning and so enhanced transition is made possible if required as well as regular liaising with academy staff e.g. transition focus group.
* All staff have completed annual update of Child Protection Training.
* Individualised approach has led to interventions such as toe-by-toe and ASN support staff for pupils.
* Holistic assessment has been established and used to inform next steps.

Identified priorities for improvement:* Improve opportunities for play and active learning in the early years.
* Encourage engagement with other schools and partners to improve collaboration with pupils of similar age and ability.
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| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)Level of quality for core QI: (HGIOS?4 1-6 scale)Sources of evidence/ evaluation activities undertaken:As per QA calendarTMR system Key strengths:* HT and staff regularly engage in moderation activities within the local cluster of schools to develop the validity of professional judgement.
* The school has an improved tracking and monitoring system providing a clear overview of attainment and next steps using local authority templates. This tracks attainment, ASN, GIRFEC and wider achievement.
* Attainment Overview has been used to track and predict attainment. An improving picture is emerging.
* Literacy and numeracy tasks are a daily part of the working day. Support is given additionally on a one to one by PSA or PT as and when required.
* Individualised resources e.g. toe-by-toe are used to support development.
* Work on Children’s Rights, Sustainable development Goals, Eco and Digital learning are embedded in the life of the school.
* Children interact with local community and have made contact with a variety of partners including, Craigendarroch Hotel, Taste of Grampian, Balmoral Estate, Scottish Orienteering.

Identified priorities for improvement: * Investigate and initiate use of INCAS or similar to informs next steps.
* Continue to engage in cluster moderation activities to ensure staff become increasingly confident in scrutinising and analysing data.
* Use data to evaluate the impact of interventions put in place to improve outcomes for all learners and plan next steps
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PEF 2019-20

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| Identified gap | * Literacy and numeracy resources to be purchased in anticipation of new P1 pupil. In addition, targeted resources to be bought to improve decoding and comprehension in reading.
* Collaboration with Lumsden school was a success both socially and academically as it enabled children to see how other pupils of their age were performing and so will be continued.
* There is a requirement to increase collation of data and so money will be invested in INCAS to assist with this.
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| Expenditure | Transport for link between Crathie and Lumsden - £300Literacy and Numeracy Resources - £600INCAS Testing - £150 |
| Expected outcomes | * Clear evidence of attainment for each learner
* Increased resilience and motivation
* Children with a clear understanding of their learning journeys
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| Impact Measurements | * Tracking and monitoring and data sets.
* Analysis of questionnaires for staff, pupils and parents
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**Capacity for improvement**

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

**Key priorities for session 2019-20**

**Priority 1 –** Improvement in attainment in reading – decoding and comprehension.

**Priority 2 –** Improvement of tracking and monitoring infrastructure.

**Priority 3 -** Establishment of critical friendship- collegiate culture.

Action planning

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) |
| * 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.
* Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement  School leadership  Teacher professionalism  Parental engagement   Assessment of children’s progress  School improvement  Performance  | 1.1Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 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 Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children’s progress 3.3 Developing creativity and skills for life  |
| Improvement Priority | Outcomes for learners | Impact Measurement | PEF |
| Priority 1 | Children at Crathie School will:* Improve decoding skills through toe-by-toe and increase in use of phonics.
* Improve comprehension skills by focussing on inference, concluding, summarising, questioning and analysing skills.
 | Evidence of impact:* Improvement of reading ages.
* Development of toe-by-toe for 3 pupils.
* Development of skills mentioned through ongoing daily reading tasks.
 | Literacy resources - £300 including comprehension box and Jolly Phonics Scheme for P1 |
| Priority 2 – | * Increased tracking and monitoring will help to inform next steps to enhance understanding of each child’s learning journey.
 | Evidence of impact:* Ongoing improvement in data and achievement of benchmarks.
 | INCAS Testing - £150 |
| Priority 3 -  | * Teachers and support staff will make links with staff in other schools to share expertise and focus on agreed aspects of practice.
 | Evidence of impact.* Continued partnership with Lumsden for pupils and staff to work together in expanded classes.
* Shared practice to be agreed with Strathdon and Lumsden staff to influence teaching practice.
 | Transport for link between Crathie and Lumsden - £300 |

***Wider Achievements***

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

Sumdog 1st place in Aberdeenshire.

After School football club

Piano Lessons

Cairngorms - John Muir Day activities

Madlabs Science Workshop

Swimming Lessons

Christmas performance

Run Balmoral

Orienteering festival

Childsmile

John Muir Award

Collaboration with Lumsden School.

Taste of Grampian Finalists.

Dentist visit.

Visit to Aberdeen Science Centre.

‘Be a Ranger’ day.

Day of Dance.

HRH Duchess of Rothesay visit.

Cairngorms Learning Parental visit.

Visit from Scottish Opera

Kodaly

Pantomime Visit.

*Wider Community Links*

Working with Balmoral Estate on John Muir Award.

Working with Cairngorms Learning Team on John Muir Award

Using local suppliers for Taste of Grampian.

Visiting Tourist Information Office.

Working with local schools e.g. Orienteering festival.

Visit to Ballater Library.

Writing for Ballater Eagle.

**Action in the community**

* Creating dog poo bag dispensers and posters following a local survey.
* Writing to Local Area Manager to highlight and propose improvements

 to parking and access adjacent to school.

* Litterpicking in local area.