



Redmyre School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020

School Forward

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 schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Redmyre 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 Redmyre 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.

Judith Grönneberg

Head Teacher

School and its context

Redmyre School is a non-denominational, co-educational school which currently has three class rooms but four full time equivalent teaching with one of our classes working on a team teaching basis due to our increasing roll. The school serves the village of Fordoun near Laurencekirk and the surrounding rural area. Our curriculum is well supported by Visiting Specialist staff in the teaching of Drama and Art. The Active School Coordinator provides a range of additional sporting experiences. This year we have had increased Additional Support for Learners bringing us to two days of ASL support. The teaching staff are further supported by three, part time Pupil Support Assistants for 17 hours per week, 13 hours per week and 3.5 hours per week. This year, after consultation with parents and staff, we have chosen to allocate part of our PEF funding to having an extra 10 hours of PSA time per week. The school also has one administrator for 13 hours per week, a clerical assistant for 9.9 hours per week, two members of kitchen staff and a cleaner. We have janitorial services for one hour per week.

Vision for the school

At Redmyre School we aspire to work in partnership with parents, carers and the wider school community to provide a nurturing and secure learning environment where our children are ambitious about what they can achieve and where each and every child is supported to realise their full potential.

Values that underpin our work

Our starting point for learning is a positive school ethos and a climate of respect and trust based upon our shared values of Respect, Enthusiasm, Ambition, Confidence and Honesty.

What do we aim to achieve for our children/pupils

At Redmyre we aim to ensure that:

- **Achievement**, both in school and out of school, is recognised and celebrated.
- **Curricular Studies** fulfil the criteria and entitlements of A Curriculum for Excellence laid down by the Scottish Government and Aberdeenshire Council.
- **Health and Wellbeing** is actively promoted. This includes physical, social, spiritual and emotional Health and Wellbeing.
- **Involving Parents, Carers and the Wider School Community** as partners in learning is encouraged and welcomed.
- **Everyone** is included and valued equally within the school.
- **Variety** in the learning experience is offered to create a stimulating learning environment.
- **Evaluations** are rigorously applied by staff and pupils to inform the next steps in learning and teaching.
- **Mutual trust, respect and tolerance**, forms the ethos of the school.
- **Encouragement and appropriate support** are given to pupils to ensure that they achieve their full potential
- **Numeracy, Literacy and Health and Wellbeing** form the core elements of our curriculum.

- Teaching and Learning are to the highest standard to ensure that our pupils become successful learners and confident individuals who develop as responsible citizens making an effective contribution to society.

Strengths of the School

Strengths of the School

Children behave well and work hard.

Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. Our evidence of this come from our most recent QIV during which it was noted that ‘Almost all pupils are motivated and eager to fully engage in the learning opportunities offered.’ Visiting staff also comment frequently on how well behaved and engaged our pupils are.

High levels of performance

Children are making good progress in their learning across all curricular areas – we have shown a 13% (now at 80%) increase in children who have either achieved, exceeded or are on track to achieve expected levels in numeracy and maths and a 2% (up to 82%) increase in reading. There is a slight decrease of 3% in writing (now at 78%) on last year although we are still sitting above our levels for 2017. Our decrease of 9% in listening and talking could be attributed to the fact that we have been working with 3 of our cluster schools on moderation of listening and talking and this increased understanding of the expectations has brought this to a more realistic level of 83%. Our evidence for this comes from our termly tracking conversations based on teacher judgements and engagement with the benchmarks and from our SNSA results.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone’s right to feel safe, valued and included. The evidence to support this are the frequent comments regarding our positive ethos we get from visitors to the school and the fact that we have applied to be re-evaluated to maintain our status as a Level 2 RRS. A survey carried out at a Fairtrade Community Café by the Pupil Council gave us some very positive feedback about how welcoming the ethos is at Redmyre. *‘I think there is a warm, friendly, welcoming atmosphere at Redmyre. Staff are approachable and pupils are polite and friendly’*. Comments slips were also filled in during our meet the teacher night- *‘there was a real openness and friendliness in the classroom’*

The quality of support provided






Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. All staff are now making use of latest Pastoral Notes on Seemis to record any changes in circumstances or behaviour in children. Support staff and partner agencies, are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. Children were all recently surveyed by the pupil council using a SHANARRI wellbeing web. The results which are very positive are shown below. When we dug deeper into why there was only a result 76.1% of the primary 5 for SAFE, we found that a number of our pupils feel unsafe at the park in the village in the evening as there are older children there.

	Responsible	Active	Respected	Nurtured	Achieving	Safe	Healthy	Included
P1	100	91.8	100	100	100	89.9	90.9	100
P2	97.2	99	93.6	95.4	97.2	90.9	97.2	85.4
P3	97.2	97.7	95.5	98.3	98.3	96.1	96.6	97.2

P4	96.6	98.3	93.3	98.3	96.6	93.3	91.6	95
P5	84.6	99.2	85.3	83.8	83	76.1	88.4	82.3
P6	82	90	76	92	86	92	90	74
P7	85.5	92.2	82.2	87.7	83.3	82.2	95.5	82.2
w/s	92	95	89.4	93.6	92	89	93	88

LAC are tracked particularly closely in the interests of closing the attainment gap.

The results of a parental survey, shown below, indicate that parents would welcome a move towards a more effective system to support ongoing reporting of pupil progress.

	 Strongly agree	 Agree	 Don't know	 Disagree	 Strongly disagree	Other comments
1. My child likes being at this school	27/33	6/23				
2. I feel that my child is safe at the school	24/33	8/33	1/33			
3. My child receives the help he/she needs to do well	22/33	10/33	1/33			
4. My child is encouraged by the school to be healthy and take regular exercise	24/33	9/33				A few people commented on their approval of the dolly mile.
5. My child is making good progress at the school	27/33	6/33				Difficult to judge.
6. I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports, Pupil Learning Profiles, open days, school shows.	19/33	14/33				
7. The school gives me advice on how to support my child's learning at home ok in the Pupil Learning Plan and through the OPT in Tasks.	20/33	12/33	1/33			
8. The school takes my views into account when making changes	19/33	11/33	3/33			
9. I feel comfortable approaching the school with questions, suggestions and/or a problem	22/33	10/33	1/33			
10. I feel encouraged to be involved in the work of the Parent Council and/or parent association	20/33	10/33	3/33			
11. The school encourages children to treat others with respect	24/33	9/33				
12. The school is well led and managed	25/33	7/33	1/33			
13. Overall, I am satisfied with the school	25/33	8/33				

We asked about the online profiling app to gauge interest in this 28/33 said this would be very much welcomed, 4/33 said this sounds ok and 1/33 said they didn't fancy it.

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

Leadership and Management

<p>We wanted to continue</p> <ul style="list-style-type: none"> to offer opportunities for staff to further engage with HGIOS4 for self -evaluation purposes. to produce a child-friendly version of the school improvement plan using the new 'How Good Is OUR School' to ensure all children can share in the development of the school. <p>We wanted to</p> <ul style="list-style-type: none"> develop opportunities for staff to lead areas of work relating to the improvement Priorities become involved in piloting Validated Self Evaluation as a model for supporting school improvement. 	
Progress	<ul style="list-style-type: none"> Pupil Council involved in creating a child friendly version of the improvement plan. Pupil Council beginning to engage with Wee HGIOS- Introduced our Kindness awards as part of their plan to focus on relationships and carried out pupil survey based on SHANARRI indicators. Staff all involved in evaluation of core Qis, using the 'unpacked' Qis provided by QIOs. All staff are confident in using HGIOS 4 and GTC Standards for self-evaluation Miss Forster led discussion around Maths Mastery at November in service. All staff attended Maths Mastery in service and twilights throughout the year. Homework procedures have changed to reflect consultation which was held with parents last session. HT has been involved in the pilot of the Validating Self Evaluation and has attended a number of meetings with HT colleagues from our school's trio. Early stages staff continue to attend Emerging Literacy twilights and training. All staff attended in service training on Reflective Reading. An open day for parents focused on reading and involved a presentation for parents regarding our approaches to the teaching of reading. Parents were all provided with Highland Literacy leaflets with advice about supporting their children with reading. We held a sponsored read in conjunction with Usbourne books and raised £900 to buy class novel sets All staff re now using Pastoral Notes within SEEMIS
Impact	<ul style="list-style-type: none"> The Developmental approach to Emerging Literacy has had benefits with almost all of our P1 pupils achieving or exceeding Early level in literacy. Children are developing an understanding of the SHANARRI indicators and the introduction of their kindness awards is opening many conversations regarding the importance of good relationships. All Staff are now confident in the use of HGIOS4 for Self- Evaluation purposes and have an excellent understanding of their responsibility in improvement through self-evaluation. Staff confidence in using a much more active and enquiry based approach to teaching maths is growing. Involvement in the VSE pilot is in its infancy however HT is developing confidence around approaches to self- evaluation Our attainment in reading continues to rise and we have seen a marked rise in enthusiasm for reading amongst children in the upper stages.
Next steps	<ul style="list-style-type: none"> To continue to have staff taking leadership roles. Miss Forster to take lead in moving forwards the Making Thinking Visible programme. School to continue with the Validated Self Evaluation Model in partnership with Dunnottar and Hillside Primaries. To provide further leadership opportunities for pupils in working to refresh our Vision, Values and Aims using Wee HGIOS as a framework.

Learning Provision

<p>We wanted to continue</p> <ul style="list-style-type: none"> to adopt the Emerging Literacy programme which will impact on attainment in the Early Stages <p>We wanted to develop</p> <ul style="list-style-type: none"> our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards. and explore how we can offer children opportunities to demonstrate and apply their learning within planned Holistic Assessments our approach to the teaching of reading Staff understanding of an activity based approach to numeracy through involvement with Maths Mastery and use of Numicon resources 	
Progress	<ul style="list-style-type: none"> Early stages staff continue to attend Emerging Literacy twilights and training. Staff have worked with colleagues from Marykirk, Luthermuir and St Cyrus Primaries in a series of twilight collegiate meetings Staff are gaining a shared understanding of standards and expectations of achievement of a level in listening and talking after working with our cluster colleagues to plan and implement holistic assessments in listening and talking. All staff attended in service training on Reflective Reading. An open day for parents focused on reading and involved a presentation for parents regarding our approaches to the teaching of reading. Parents were all provided with Highland Literacy leaflets with advice about supporting their children with reading. We held a sponsored read in conjunction with Usbourne books and raised £900 to buy class novel sets. All staff attending an in service day and three twilight collegiate on Maths Mastery. Our team teaching has allowed us to take a creative approach to grouping our children in maths. Groups can be taken from across both the upper stages class and the middle stages class to allow for teaching which is more focused on needs. In consultation with our P7 class it was decided that instead of using part of our PEF to fund forest schools for another year, it would be more prudent to develop our own wildlife garden on the school grounds which would ultimately benefit all of our children for years to come. Some of our children were involved in the design of our garden and work is now underway. It was agreed that part of the PEF would be put aside every year it continues for further development of the garden. The wildlife garden has been started with the initial groundwork having been completed, woodchips laid and furniture ordered. PEF used to have an additional 10 hours of PSA time every week to target extra support at individuals in every class. Child Protection was updated at August in service. Early stages staff continue to attend Emerging Literacy twilights and training. Work has been done with Milltown of Arbutnott on the willow dome and garden.
Impact	<ul style="list-style-type: none"> The Developmental approach to Emerging Literacy has had benefits with almost all of our P1 pupils achieving or exceeding Early level in literacy Staff confidence in using a much more active and enquiry based approach to teaching maths is growing and attainment in maths is up 13% on last year. More focused group teaching is reaping rewards in maths attainment. Our attainment in reading continues to rise and we have seen a marked rise in enthusiasm for reading amongst children in the upper stages. Staff confidence in assessing progress through a level in listening and talking is much improved through having planned and implemented holistic assessments in this area with cluster colleagues.
Next steps	<ul style="list-style-type: none"> Continue in using PEF to target additional PSA support at identified pupils. Continue to use PEF to develop the wildlife garden. Continue to implement a maths mastery approach Continue to implement the reflective reading approach Continuation of moderation of learning teaching and assessment with colleagues from Marykirk, Luthermuir,

Successes and Achievements

<p>We wanted to develop.....</p> <ul style="list-style-type: none"> • a more consistent approach to feedback across the school by reviewing how feedback is provided to ensure appropriate pace and challenge for all learners. • increased pupil involvement in reviewing their learning and becoming more able to articulate their progress and identify next steps. • further links with local businesses and the local community 	
Progress	<ul style="list-style-type: none"> • All staff engaged with extracts from Outstanding Formative Assessment by Shirley Clarke and we audited our current feedback practices and tried some of the different ways of feeding back which are suggested in the book.. • In engaging with local businesses, P 3/4 had a visit to the local pub and had a visit from a member of staff from Neptune. • Neptune donated hi -viz vests to the children who walk to and from school to ensure safety whilst crossing the road which comes into the village. • School newsletter is now posted every month on the What's On In Fordoun FB page. • Community cafes have been well attended and a survey done by the Pupil Council showed that people felt there was a welcoming and positive atmosphere in the school. • Children and HT sang carols at Castleton to raise funds for the Parent Council • Some headway has been made into forging links with Milltown of Arbuthnott as a few of their members came to help with gardening and the willow dome on a few occasions. • A sponsored read with Usbourne books raised £900 for us to spend on class novels.
Impact	<ul style="list-style-type: none"> • Children beginning to engage more with their local community • Children are showing signs of being more able to reflect on their own learning in class but there is still a lack of engagement from parents and children in our home/school PLPs. A survey indicates parents will be more likely to engage if we offer an on line alternative to our PLPs.
Next steps	<ul style="list-style-type: none"> • Continue to forge more sustainable partnerships with local businesses and organisations. • Work with Parent Council to Organise a World of Work Week. • Trial See Saw to more effectively provide a focus for reflective discussion about learning and next steps and to provide more timely feedback to parents on their children's progress.

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

Relevant NIF priority: All

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

Level of quality for core QI: 1.3 - 4

(HGIOS?4 1-6 scale)

Overview:

(narrative across this theme and various QI's)

All stakeholders have a shared understanding of the vision values and aims at Redmyre School. There are clear tools for consulting with all on school improvement. Leadership roles are undertaken by both staff and pupils. There is a clear drive for school improvement and team work/sense of collective responsibility is evident across the school. The strategic direction of the school is based on a sound analysis of data and other feedback.

1.3 Key strengths:

- The school has a clearly stated vision, values and aims which have been developed in consultation with staff, parents and children. Our vision is ambitious, focuses on improved outcomes for all and learners are supported to understand it through learning experiences across the school and assemblies.
- A clear Curriculum Rationale is in place based on shared values of the school.
- The school engages in rigorous self -evaluation through ongoing consultation with pupils, staff and parents. This informs our future priorities. Staff are regularly involved in self-evaluation using HGIOS 4 to support this work.
- Children are engaged in reviewing their own learning and the work of the school. The Pupil Council work with the Head Teacher to produce a child friendly version of the improvement plan and have been involved in evaluation of this.
- There are opportunities for staff and children to take on leadership roles across the school.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- Team work is evident across the school and staff have ongoing opportunities to share ideas and practice and to learn from each other.
- A clear calendar of QA activities is adhered to, to support ongoing school improvements.
- Regular CLPD opportunities are offered to staff. Staff are actively involved in CLPD activities linked to improvement planning.
- Staff are engaged in moderation exercises with cluster schools in order to share practice and develop a shared understanding of progression in Literacy and numeracy. This has included a number of peer observations.
- Planning and Tracking Meetings give teaching staff an opportunity to discuss improvements/next steps for each child. These are carried out three times per year during which reference is made to the Benchmarks.
- Staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge has increased.
- All staff have a very clear understanding of the community and circumstances which affect children's lives and learning.

Aspects for Improvement.

- Miss Forster to lead the roll out of the Making Thinking Visible Programme. Mrs Warden to take the lead in gaining reaccreditation of our RRS level 2 award.
- To support the pupil council to refresh our Vision, Value and Aims in consultation with the wider school community. .
- Continued involvement in the Self -Validated Evaluation model to increase confidence in the validity of our own evaluations.
- Introduction of See Saw to support children in evaluating their own learning and next steps and to promote further parental engagement in children's learning.

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

Relevant NIF priority: All

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

Level of quality for core QI: 2.3 - 4

(HGIOS?4 1-6 scale)

Overview:

The ethos of Redmyre School is positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all. The quality of teaching is good. The school continues to develop the use of IT to support learning appropriately. Staff use assessment information in order to track progress and identify next steps in learning.

2.3 Learning, Teaching and Assessment

Key strengths:

- The ethos of the school is one of mutual respect and reflects a commitment to children's rights.
- Almost all pupils are motivated and eager to fully engage in the learning opportunities offered.
- Effective use of feedback in writing work across the school.
- Explanations and instructions are clear and Learning Intentions and Success Criteria are used to support learning across the school.
- Learning experiences are differentiated appropriately to meet the needs of all learners across the school. Staff observe learners closely to inform timely and appropriate interventions.
- Staff make good use of national advice (Es and Os and Benchmarks) and local progression frameworks when planning learning, teaching and assessment.
- Opportunities for moderation within the school and cluster are being explored to support shared expectations and understanding of standards.
- Regular discussions between teachers and HT around planning, attainment, interventions and achievement to support ongoing progress for each learner.
- Pupils develop their skills for learning life and work through our Skills Programme, Golden Groups and through involvement in JRSO, Pupil Council, Librarians, Wow Board Administrators Group and the Fairtrade Community Café Crew.
- Increasingly, there are opportunities for pupils to lead their own learning.

Identified priorities for improvement:

- Continuation of Moderation and Assessment in partnership with cluster and cross cluster colleagues to improve confidence in arriving at valid and reliable decisions on learners' progress towards achievement of a level.
- *Continue to adopt a Maths Mastery approach and to take advantage of our team teaching to allow us to group children from across both the upper stages class and the middle stages class to allow for teaching which is more focused on needs.*
- *Continue to adopt the reflective reading approach.*

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

Relevant NIF priority: All

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

Level of quality for core QI: 3.1 - 4

(HGIOS?4 1-6 scale)

Overview:

Staff at Redmyre School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

3.1 Ensuring Wellbeing, Equality and Inclusion

Key strengths:

- Staff know children and their families well and are aware of the needs and circumstances of individuals.
- The staff team are very supportive of learners and of each other. They promote positive relationships through their interactions with all children and each other.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The Aberdeenshire Dyslexia friendly toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and well being using the wellbeing indicators as a framework.
- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- We have strategies in place which help to improve attainment for those children who are looked after and who have additional support needs. Regular dialogue between staff ensures that support is fluid and always targeted at those who require it most.
- We have, in previous years, made use of a Flexible Pathway and IEPs with CTs, SFL teacher and HT being involved in the process. There has been no requirement for this this session.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Learners feel well-supported by their teachers to do their best. The school is promoting a growth mindset and building resilience in learning in order to support this work.
- PEF resources have been used effectively to target interventions with specific pupils.
- The school have been recognised at Level 2 by Rights Respecting Schools.
- The school is providing outdoor learning experiences, drawing on the Forest Schools approach.

Identified priorities for improvement:

- *Continue to use PEF to gain additional PSA support and to develop our own wildlife garden.*
- *To increase community engagement by making further links with local businesses and organisations and by planning a World of Work week.*

Evaluation of QI 3.2 Raising attainment and achievement**Level of quality for core QI: 3.2- 4**

(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

As per QA calendar

TMR system

Key strengths:

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Rigorous tracking and monitoring of attainment highlights that most children at Redmyre School attain or exceed expected levels for literacy, numeracy and health and wellbeing across Early, first and Second levels.
- The school has established a clear system for tracking and monitoring pupil attainment which includes the ability to consider standardised assessment information/predict attainment and identify trends as appropriate.
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Whole School data is shared biannually with staff in order to ensure they have awareness of trends in attainment and can input to plan future interventions/priorities for improvements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school through our Pupil Council, JRSO, Library Group,
- Wider achievement is celebrated and shared within individual classes, at whole school assemblies and on our WOW board.
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve
- Staff engage in moderation activities both in school and with other schools in the cluster in order to improve the consistency, validity and reliability of professional judgements made.
- Pupils have profiles to share their learning and achievements and support discussion of learning, progress and next steps.

- Skills for learning life and work are also being promoted through our Skills for Learning, Life and Work Programme and through Golden Clubs.

Identified priorities for improvement:

- Continue to promote the use of our Skills for Learning Life and work programme through our OPT homework.
- Introduction of See Saw to support children in evaluating their own learning and next steps and to promote further parental engagement in children's learning
- Continue to encourage children to complete 'I am an Achiever' sheets by having them readily available in class and putting them on the WOW board.

Capacity for improvement

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

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

Key priorities for session 19/20

Priority 1 – Developing Leadership at all Levels

Priority 2 – Improvement Through Self-Evaluation

Priority 3 - Improving Learning, Teaching and Assessment

Priority 4- Partnership Working to Raise Attainment

Improving Learning, Teaching and assessment

QI 2.3 (Learning, Teaching and Assessment) and 2.2 (Curriculum) 3.1 (Ensuring, Wellbeing, Equality and Inclusion)

What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Assessment and Moderation dialogue with staff and a recent staff questionnaire at cluster collegiate highlighted that there is still a lack of confidence in evidencing achievement of a level.</p>	<p>Increased confidence in professional judgements about achievement of a level and more robust recording of children’s progress through a level ie through See Saw, Use of benchmarks, formative assessments and holistic assessments.</p>	<p>Staff to engage in the moderation process with cluster colleagues to assist them in arriving at valid and reliable decisions on learners progress towards and achievement of a level. Staff to create sample folders evidencing achievement of a level at Early First and Second. Moderation event to be held with Stonehaven cluster colleagues during October in –service.</p>	<p>Consistency of understanding of what achievement of a level looks like across the cluster. More robust, reliable data</p>	<p>Staff questionnaire to monitor progress in June. Professional judgement data to be supported with valid evidence</p>	
<p>PEF Attainment evidence is telling us that having additional PSA support in classes is having a positive impact. A recent comment from a parent also indicated that the extra support is having a positive impact for her child. As yet, it is too early to tell if the creation of the wildlife garden is having an impact as it is still under construction.</p>	<p>Additional support for children within classes.</p>	<p>Continue with 10 additional hours of PSA support for 32 weeks of the school year. Continue to build on our wildlife garden.</p>	<p>Children will feel supported and will be making appropriate progress.</p>	<p>Attainment review SNSA data Children’s survey in May to establish whether they feel they are achieving.</p>	
<p>Numeracy- maths mastery ongoing Attainment review shows that attainment in numeracy is up 13% across the whole school. Monitoring of the continuation of a maths mastery approach.</p>	<p>Staff confident and consistent in using the maths mastery approach.</p>	<p>Critical Friend visits to classes throughout the session.</p>	<p>Children who are more able to apply their learning in a range of problem solving contexts.</p>	<p>Attainment in numeracy and maths will be up to 83%. This will be discerned from tracking meetings and SNSA data.</p>	
<p>Literacy – Reflective reading- on going Attainment review shows that reading is up by 2% across the whole school. Monitoring of a continuation of the reflective Reading approach.</p>	<p>All staff to be confident in delivering the Reflective Reading approach consistently.</p>	<p>Dedicate part of November In Service day to revisit the approach.</p>	<p>Children will demonstrate improved comprehension in reading.</p>	<p>Attainment in reading across the school will increase to 85%. This will be discerned from tracking meetings and SNSA data.</p>	

Partnership Working to Raise Attainment	QI 3.2(Raising Attainment)3.3 (Increasing Creativity and Employability) 2.7 (Partnerships) 2.6 Transitions				
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Introduction of See Saw There is a lack of engagement from parents and pupils in our Pupil Learning Plans. Feedback from parent questionnaire indicated that almost all parents would welcome the introduction of an online learning journey to more effectively provide a focus for reflective discussion about learning and next steps. Through jotter sampling it is also apparent that we still need to achieve more consistency in feedback to learners.</p>	<p>Almost all families to engage with See Saw as a tool for reflecting with their children's learning.</p>	<p>Part of 1st August in service to be dedicated to how we will use See Saw and agree upon what constitutes an appropriate piece of evidence to be posted. Parent Council have agreed to pay for 4 new iPads to assist with this. Staff to begin by posting up 2 pieces of evidence per week. One class and one individual. Open evening in September to introduce See Saw to parents and distribute log in details.</p>	<p>Children more able to reflect on their own learning and next steps. Parents more engaged and informed about their children's learning and next steps.</p>	<p>Children's survey in September and issued with the same survey in May. Parent's survey in September and issued with the same survey in May.</p>	
<p>Developing Partnerships/DYW From self -evaluation of QI2.7 with staff it is clear there is work to be done in developing partnerships with local businesses and organisations in the community.</p>	<p>Robust and sustainable relationships with local businesses and organisations.</p>	<p>A world of work week is to be organised next session during which parents and members of local businesses will be invited in to speak about their jobs. Class trips to Burnside Breweries, Castleton and Neptune to be arranged. (Parent council have indicated that they would be willing to pay for transport) Class trip/invite residents of Burnside Care home for singing/games.</p>	<p>Higher levels of pupil engagement. Increased community involvement in the work and life of the school.</p>	<p>Classroom observations using the Leuven scales to measure. Baseline taken in Aug (2019) of a sample group of children (3 at each stage) which will be reviewed in June. (see below)</p>	
<p>Transitions There is a need to build on the work which has been carried out this year with colleagues from Mearns Academy on transitions focussing on the progression in learning across all area of the curriculum.</p>	<p>Progressions in learning across all curricular areas to be in place across the cluster.</p>	<p>Four twilight collegiate sessions have been arranged across the session during which staff will meet in their curricular groups.</p>	<p>Consistent and continuous progressions to improve attainment cluster wide</p>	<p>Improved cluster wide attainment data.</p>	

Developing Leadership at All Levels					
QI 1.2 (Leadership of Learning) 3.2 (Raising Attainment) .					
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p><u>Making Thinking Visible</u></p> <p>SNSA results have highlighted that inference in reading (only 17% could Identify the main point of an argument that considers multiple perspectives in a persuasive text)and word problems in maths are low thus indicating that children are not as independent in their thinking as we would like and need to apply their knowledge and understanding in deeper thinking and problem solving.</p>	<p>Learning routines are embedded throughout the school creating a culture of thinking.</p>	<p>Teacher (Sophie Forster) to take lead on this. Authority training which she will then present to school staff (via 5 collegiate).</p>	<p>Increased attainment across the curriculum.</p> <p>Higher levels of pupil and staff engagement as leaders of learning</p> <p>Children take increasing ownership of their own learning and thinking.</p>	<p>SNSA results and tracking data.</p> <p>Classroom observations using the Leuven scales to measure. Baseline taken in Aug (2019) of a sample group of children (3 at each stage) which will be reviewed in June.</p>	
<p><u>Refreshed Vision, Values and Aims.</u></p> <p>VVA have not been updated in the last 3 years. During our most recent QIV it was advised that we review these in session 19/20.</p>	<p>Refreshed Vision values and Aims for which the whole school community has ownership.</p>	<p>HT to work with Pupil Council to assist them in engaging with the wider school community to develop our refreshed VVA.</p>	<p>Whole school community with a shared aspirational vision which underpins everything we do.</p>	<p>Pupil Council to gather comments from a sample of children from each stage to ascertain understanding of refreshed VVA in June. Use Wee HGIOS to assist.</p>	
<p><u>Right Respecting School Level 2 Reaccreditation</u></p> <p>We require to have our level 2 accreditation renewed.</p>	<p>Children will have a refreshed awareness of the UNCRC and how the associated values are embedded across our school.</p>	<p>Raise the profile of the UNCRC during weekly assemblies and raise understanding of how these relate to the work we do in school.</p>	<p>Whole school community with a raised understanding of the UNCRC.</p>	<p>Reaccreditation of Level 2 status.</p>	

Improvement Through Self-Evaluation	QI 1.1 (Self -evaluation for self -improvement)				
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p><u>Involvement in Validated Self Evaluation Model</u></p> <p>The current educational landscape is such that the political direction of travel is towards a change of school governance. Educational guidance highlights expectations around collaboration and moderation at all levels of the system and planned reduction of support from the centre require us to identify alternatives to the current QIV model.</p>	<p>Opportunities for leaders across the system to collaborate in moderation of school practices.</p>	<p>Liaise with HTs from Dunnottar and Hillside Primaries in VSE activities throughout the year.</p>	<p>Increased confidence amongst all stakeholders in the validity of our own self evaluations.</p> <p>Significant and sustained improvement and raised attainment (2019-2021)</p>	<p>Minutes of meetings with trio partners.</p> <p>Self -Evaluation report/feedback from trio partners following minutes.</p>	

Wider Achievements

Memories are made of this:

Charities supported by the school over the last session included:

Traidcraft
Children in Need
PILLAR
Save the Children
Blythswood

Our curriculum has been complimented by the range of visitors which we have had to the school. These have included:

Police Scotland
Mackie Rugby club
Aberdeenshire Life Education Centre
Generation science
Work experience pupils from Mearns Academy
RSPCA

Mearns Community Librarian did six Book Bug sessions with our P1/2 class.

Members of the Youth Music Initiative spent 2 and a half days making music with our P5/6/7 class

A pair of Oyster catchers who made their nest just outside our playground and raised their chick.

Young Mearns Sports Leaders worked with our P5/6/7 class.

A representative from the RNLI

This session children have had many opportunities to experience the wider curriculum.

All P5/6/7 pupils had certified First Aid training.

A group of upper stages pupils led an assembly about the dangers of Plastic Pollution

P7 children enjoyed a residential trip to Dalguise with all the other P7 children in the cluster.

We had a whole school trip to the pantomime at Websters theatre in Arbroath

Each class was allocated a flower bed to tend.

P3 and 4 pupils took part in the inaugural Multisports pathway event at Mearns Academy

All of our classes held open afternoons for parents and carers

All of our P4 pupils had a series of Swimming Lessons

Pupils have benefited from having netball and football, basketball and summer sports activities organised by our Active School Coordinator.

Our P5 children had a trip to the forest at the House of Dunn for an outdoor careers event.

Our P7 went on a trip to ABSAFE

Some of our children did some carol singing at Castleton to raise money for Parent Council.

Our sponsored read raised £900 for books for the school.

Wider Community

P7 children took part in the annual rotary quiz.

We went on a whole school sponsored walk to St Cyrus Beach and Nature Reserve in September and raised £2500 and bought a new Smart board for the middle classroom.

P3/4 got to know our community a bit better by visiting The Red Hall Arms and by asking a representative from Neptune to talk to them.

Members of the Milltown Community helped with our garden and willow dome.

