 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Macduff Primary School**

**LAST UPDATED: 15th April 2019**

**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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  Macduff Primary school is a large coastal primary with 358 children and 75 in Nursery. We operate extended hours in our Nursery to meet the needs of our families who have a need to have child care to return to work. In school we celebrate the large number of different cultures and backgrounds our children come from and this makes our school very inclusive in ethos. We have a high mobility rate with 10 children this year leaving primary 7 who did not start with us (25%). As the group has stayed roughly static we have a similar outflux. This is the nature of our area. Our major employers are agriculture, food and drink, hospitality, fishing, science and engineering. We try to reflect this in our curriculum and work hard to help our children move on to positive destinations when leaving high school. Almost all of our children go on to Banff Academy and this means we can work effectively in improving this experience without any detriment to other pupils. For the last two years we have had a three week extended transition for all primary 7 pupils which has had a great impact socially. We work effectively with cluster schools.  At Macduff Primary School and Nursery our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world.  **Responsible Citizens Effective Contributors Successful Learners Confident Individuals**   * Whilst Analysis of the current **SIMD data** shows the majority of children are living in decile 5 with a minority in decile 6 there are children living in poverty which is effectively masked by the way the data is sought with many children living in poverty and using foodbanks on a regular basis to survive. Although Macduff Primary School does not appear have any children who are classed as living in an area of deprivation, we have 66 families applying for clothing grants. We believe that all children are entitled to the best education and to be the best they can be. There is significant housing poverty and with the introduction of universal credit many families are suffering financial hardships. Many of our children have ICT poverty with no internet access in the house. * The use of the **PEF** will be targetted towards; giving everyone the best start to the day with a free breakfast club, giving everyone the best start in their education throughg early interventions to reduce the attainment gap in initial reading and numeracy and to improve digital literacy. The school has a clear commitment to excellence and equity and values the learning of all children. We are looking to improve the learning of all pupils by the development of Visible Learning and nurturing approaches to improve chidlrens health and wellbeing.   **Strengths of the school include:**  **High quality, active learning experiences**   * The headteacher and staff have created a positive, calm learning environment that reflects the school’s vision and values. * Across the school, children are polite, mannerly, and talk about their school with pride. * Almost all children are engaged and interested in their learning. * Children interact well with staff and each other and they demonstrate high standards of behaviour in class. * Children are consulted regularly and their views are sought in a range of ways. * Almost all children feel their views and opinions are valued and most can give examples of when their suggestions have been acted upon. * Children recognise that their contributions are important, for example, through their membership of the pupil voice groups. * The school has identified that a next step is to ensure children can lead and bring about change in the school and local community through these groups.   **High levels of performance**   * Most children are making appropriate progress in their learning across all curricular areas. * Areas of strength are inconsistent across the school but we are putting systems in place to address this. * Nearly all children (95%) achieve Early level maths. * Some work is required to raise the number achieving Early level in reading (76%). * In Primary 4 most children are achieving first level in maths (81%) with lower levels in reading (73%). * In Primary 7 we have a number of children who score very highly on the SNSA tests but this is not demonstrated on our school tracking. This means we need to improve our understanding on assessment and achievement of a level further. * In Primary 7, 78% of children are achieving second level in reading, writing and maths.   **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. * We are working towards a rights respecting school award. * We have developed our school Relationships Policy with the children to reflect their rights under the UNCRC and to more effectively value achievements from children of all abilities. * Positive behaviour is supported by restorative approaches. * We promote leadership for all * We now need to develop our growth mindset in all classrooms.   **The quality of support provided**   * Key staff know children, families and community very well. * Staff 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 across the curriculum, most effectively in Literacy and Numeracy, assessing whether children are making progress and providing appropriate support and challenge as required. * Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. * There are effective partnerships in place to support children with Family Centre, Social Work, Health and Police. * We use our ASL staff effectively to support individual children and to address gaps in learning.   **The engagement of all staff, pupils and partners in improving the school.**   * Staff, pupils and parents at Macduff school demonstrate a commitment to continual improvement. * School Values have been reviewed and updated in consultation with the whole school community. * School works well with locality planning group and GIRFEC group. * Children and staff work together in skills groups on Friday afternoons * Partners report that children are well supported by school at MAAP meetings and Child Protection Panels. * Staff are committed to CLPL to enhance their own practice and maximise impact for learners. * Children are active leaders through our Pupil Council and have many projects on the go. These have included; the introduction of school houses, the rewriting of our positive behaviour policy to link with UNCRC and reflect children’s ideas, introduction of prefects etc. |

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

Q.I 1.3 Leadership of Change

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * All staff have been involved in improvement planning at relevant levels. * Staff have used the challenge questions in HGIOS4, have discussed where they believe this school is and have identified ways in which we can improve. * There are opportunities for professional dialogue during collegiate meetings. * There is time spent on managing the strategic direction and pace of change. * Staff at all levels are encouraged to take responsibility for implementing change and promoting equality and social justice across all their work. * Time is set aside to reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. * Parents views are sought on a regular basis. They are listened to and acted upon.   **Key strengths:**   * Most staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. * Most staff have a clear understanding of the social, economic and cultural context of the local community. They use this knowledge well to inform the vision for the school. * Most staff are committed to change which results in improvements for all learners. * Pupil voice has a high profile.   Identified priorities for improvement:   * All staff will demonstrate a commitment to shared educational values and professional standards. * Development of more opportunities for distributed leadership (staff and pupils) to allow the pace of improvement to increase. * Providing staff with protected time in line with the working time agreement to evaluate their practice using challenge questions from HGIOS4 |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| * Staff and children given increased opportunities to lead areas of development and improve the curriculum in their stage. In working groups, skills groups, training and school events. | * Improved staff understanding of whole school picture. * Development of a high quality curriculum using strengths of all staff. * Children have higher quality opportunities. | * **Evidence of leadership within children and staff activities** * **Pupil questionnaires** * Attainment in all areas |
| Evidence of progress/comments/identified next steps:  Date: Nov 2019 Staff leading Visible thinking tapestry project. Stage planning meetings take place. Stage moderation meetings have taken place for tracking. Curriculum group have developed a curriculum rationale reflecting revised school values. Staff leading working groups on Friday pm  Date:  Date: | | |

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| Evaluation of QI 2.3-Learning, Teaching and Assessment:  Sources of evidence/ evaluation activities undertaken:  Overall evaluation of level of quality : 3  Level of quality for this QI: 3 |

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

Q.I. 2.3 Learning teaching and Assessment

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * The ethos and culture of our school encourages a commitment to children’s rights, restorative approaches and positive relationships. * We encourage our children and young people to be eager and active participants, be fully engaged, resilient, highly-motivated and to interact well during activities. * Most learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. * Children have opportunities to present their learning in a variety of ways. * Most children understand the purpose of their learning and have some opportunities to lead the learning. * We provide opportunities for our learners to be successful, confident and responsible. * Children increasingly contribute to the life of the school and wider community in a range of activities. * Children know that their views are sought, valued and acted upon. * The quality of teaching and learning is inconsistent across the school. * We have access to a range of learning environments and teaching approaches. * In most classes explanations and instructions are clear. * In most classes assessment is used to inform appropriate interventions and future learning. * feedback is used effectively to inform and support progress in learning in writing but needs to be effectively used in all areas of the Curriculum. * The quality of assessment and moderation is improving with more experience of moderation and confidence working with others. * Differentiation is provided through adult support and varying activities. * In almost all lessons observed, support staff were deployed well to provide effective assistance for children who need additional support. * The school has identified the need to increase the level of challenge in lessons, particularly for high-achieving children. * There is scope to increase children’s independence and responsibility. * Children would benefit from leading their own learning more consistently across the school.   Key strengths:   * The learning environment is built on positive, nurturing relationships * Planning is proportionate and manageable and identifies what is to be learned. * Cluster working at SMT level * Increasingly children understand the purpose of their learning.   Identified priorities for improvement:   * To plan a range of activities for children to contribute to the school and the wider community. * To improve the use of skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. * Assessment and moderation needs to be integral to our planning of learning and teaching. * The intention of learning needs to be more visible. * Across our learning community we are developing shared expectations for standards to be achieved, and are developing moderation across stages and across the curriculum. * Professional judgement is underpinned by the effective use of data which improves outcomes for all learners. |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| Assessment is integral to our planning of learning and teaching. Collegiate time will be set aside to moderate and evaluate plans and work at a school and cluster level. | Assessment approaches are matched to the needs of the learner.  Planning will identify what is to be assessed and the key learning experiences.  This will be moderated across classrooms | Use of ES benchmarks and appropriate progressions  Staff are more confident in their professional judgements through their shared understanding. |
| to develop shared expectations for standards to be achieved, and are develop moderation across stages and across the curriculum. | Moderation between teachers and schools ensure that clear assessments are made. | TA and SNSA are more closely aligned. |
| Evidence of progress/comments/identified next steps:  Date Assessment evidence is stronger due to enhanced whole school testing in accelerated reader and in Big maths. Evidence for speaking and listening be  Date:  Date: | | |

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| Evaluation of QI 2.3-Learning, Teaching and Assessment:  Sources of evidence/ evaluation activities undertaken:  Question level analysis of SNSA  Holistic Assessment moderation cluster and school  Benchmarks in planning folders alongside Aberdeenshire frameworks  Following meetings and twilights staff have a better understanding of achievement of a level.  Overall evaluation of level of quality :3  Level of quality for this QI: 3 |

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

Q.I 3.1 Ensuring Wellbeing, Equality and Inclusion

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| Relevant NIF priority: All | | | |
| Overview:   * We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Relationships across the school community are very positive and supportive. * Children follow a programme of health and wellbeing supported by SCARF and Bounceback materials. * We consider each child and young person as an individual with his/her own needs, risks and rights. * We comply and engage with statutory requirements. * Most children feel well supported to do their best. * Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. * Children in MAAP/LAC/CP system have access to ‘My Voice’ questionnaires.   Key strengths:   * Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. * Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. * All stakeholders promote a climate where children and young people feel safe and secure * Children report an inclusive ethos especially when new to school- good systems are in place to support new children in school. * Children are well supported through transition into and out of school and nursery. Some children receiving a highly individualised transition programme to meet their needs. * Children go to High School with three weeks left in summer term to ensure a smooth transition.   Identified priorities for improvement:   * All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. * PEF will improve attainment and achievement for children and young people facing challenges * Outdoor spaces to be used more effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. | | |
| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| Staff engage in training in Nurturing approaches to support development of Nurturing room and ethos.(at least 2 years to implement) | Children become more resilient  Children with ACEs/ASN have secure environment in school  Promote wellbeing of pupils.  Ensuring equity for all. | Works completed  Training completed and implemented  Attitudinal survey  Improved behaviour reported. |

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| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:  Overall evaluation of level of quality :  Level of quality for this QI: |
| 5. What is our capacity for improvement?  The overall capacity for improvement within cluster schools is good.  Aspects that could impact adversely on the capacity for further improvement include:   * Shortage of core and supply staff availability * Lack of ICT hardware * Budgetary constraints regarding extending availability of differentiated resources * High turnover of staff at all levels * Headteacher availability to carry out self evaluation activities. |

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| .2 Raising Attainment and Achievement |
| Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Most Learners make good progress from their prior levels of attainment in literacy and numeracy.  Based on CFE Benchmarking tool school attainment is in line with best comparator school.  Progress is demonstrated through tracking of attainment over time.  The school provides opportunities for children to have a say in the quality of their learning experiences and how to improve.  We have systems in place to promote equity of success and achievement for all our children and young people.  There is evidence that children and young people are applying their skills and achievements through active participation in their local community.   * All staff are involved in attainment data analysis at agreed points in the year. |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| All staff to engage in Tapestry project around visible learning. Staff leaders deliver training and lead project. | Children have clear LI and SC to guide their learning  Children have access to visible learning strategies which increase depth in learning. | Children able to say when they have met their success criteria. |
| To ensure all children have appropriate access to emergent literacy program to support literacy development. | Children have access to appropriately differentiated literacy work. A structured approach to literacy supports children in their early stages of development. | Emergent literacy assessments  SNSA |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.2- Raising Attainment and Achievement:  Sources of evidence/ evaluation activities undertaken:  Overall evaluation of level of quality :  Level of quality for this QI: |
| 5. What is our capacity for improvement?  The overall capacity for improvement within cluster schools is good.  Aspects that could impact adversely on the capacity for further improvement include:   * Shortage of core and supply staff availability * Lack of ICT hardware * Budgetary constraints regarding extending availability of differentiated resources * High turnover of staff at all levels * Headteacher availability to carry out self evaluation activities. |

6. Record of updating

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