

# Standards & Quality Report

## At Inverallochy School this session...

Some of our good news stories include: We have continued to develop our playground and outdoor learning areas. We received a generous donation from the Invercairn Gala which has allowed us to buy and plant more bushes which we hope will continue to grow for years to come. We have also extended our willow area and increased the variety of plants in our nursery garden. Inverallochy School continued to celebrate its cultural heritage with a two week Tak a Beat doric festival. Now in its 8<sup>th</sup> year! Our school flute band continues to flourish and played at various events throughout the year. They particularly enjoyed playing at the Aberdeenshire Awards ceremony at Haddo house and they were very well received. A group of 8 youngsters from our school joined another local Fraserburgh school on a residential trip to Dalguise. A great experience for all pupils and staff involved!

P1-7 pupils had 3 opportunities to showcase their learning at Fit like Fridays. They were focused on literacy, mindsets and a reflective look at their learning. Nursery parents also had the opportunity to attend Sharing the Learning days with their child. Parental support has continued this year resulting in fundraising for library resources and furniture and also to pay for the Christmas Parties. Parents continue to support snack attack, cycling training, helping in the classrooms.

We raised money for the school through our annual book fayre, coffee morning, and our annual sponsored event: this year we had a 'rap doon i rak!' We also donated money to Comic Relief, Reality Gives, The Poppy Appeal and we took part in the local Christmas Parcel Appeal in Fraserburgh.

We enjoy great links with the community which involve: annual walk to St Combs with parents, Scottish SPCA, Cotton and Belger Walk Committees. We also have connections with local employers Score, Excelsior fishing company and Whitelink. The 'Auld Fowk' in the village are also involved in our school and are welcomed in to help the children learn about the past. This year we had many of the villagers in to school, particularly enjoyable was an occasion in which a group of ladies gave up their time to make traditional pancakes with the Primary 1 children.

## 2014 / 2015



## Inverallochy School

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**Aberdeenshire**  
COUNCIL



### **Our Vision and Values**

Working Together for Excellence  
 Everyone's a Learner  
 Be Happy  
 Do your Best

Our vision is that we are always striving to improve; we believe that learning is a life long journey and that we are all learners: from the three year olds in nursery right up to the head teacher. We know that learning is emotional and want our children to be happy. We have high expectations and want everyone to do their very best.

In line with Rights Respecting School work, all classes have a charter negotiated with the pupils. We have a school charter which outlines our aims in terms of universal rights and responsibilities. This underpins our approach to learning and establishing positive relationships.

Our Charter = Our Aims

#### **We have a right to...**

Be treated equally and fairly with respect  
 Be special and unique  
 Be listened to and have our say  
 Fell safe  
 Make mistakes  
 Learn

#### **We have a responsibility to...**

Respect each other and staff  
 Be a good team member  
 Listen to others; let them have their say  
 Not to bully or harm each other  
 Learn from our mistakes  
 Achieve our full potential.

### **The School in Context**

Inverallochy School is a village school which serves the historical twin fishing villages of Cairnbulg and Inverallochy, locally known as Belger and Cotton. The original school was built in 1842 with an extension in 1915. A larger building completed in 1964 houses the main teaching areas. Inverallochy is part of the Fraserburgh Community School Network.

This session the school had 6 teachers (including nursery), one nursery nurse, four pupil support assistants and two office staff. The school pupil role was 106 with 16 transferring to Fraserburgh Academy at the end of the session. The school had 5 primary classes and two nursery sessions of 38 pupils. The head teacher was non-teaching. The school had a number of visiting specialists over the session including art and design, physical

education, drama and health and wellbeing.

The school has an active Parent Council and fundraising committee.

Pupils had the opportunity to attend multi sports and basketball clubs provided by Active Schools. Flute tuition was given by the bandleader of the Cairnbulg Walk in partnership with the head teacher. A knitting club was ran by a member of staff alongside a parent helper.

<b>Key Developpment</b>	<b>Progress during year/year</b>
Learning and Teaching  Mindsets in the classroom	All staff and pupils aware of the imprtance of having a growth mindset. Children shared this with parents at Fit like Friday. They highlighted the power of the word 'yet!  Key work in this area has allowed some of our less reluctant learners focus their attention on what they could achieve rather than things they cannot do.
Rights Respecting Schools	Continued to embed rights respecting behaviours within the school. Resotorative practices shared among new staff and children. Children and Adults in the school are aware that everyone is treated equally and with a sense of fairness and justice.
Policy and Procedures	Many school policies have been up-dated/renewed. Staff all have colour coded copies to make access straight forward. Categorised into Relationships and Partnerships (yellow cover), Corporate (lilac), Health and Safety and Medical (blue), Curricular (green).
Responsive Planning in Nursery	This is now established in our nursery. The children have an input into what they are learning and what activities they can do to achieve the learning. They have developed this by adding life skills, allowing the children to take part in ordering snack alongside the staff members.



## **SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015 / 2016**

### Improving our Curriculum

- Planning for progression. Develop the use of Local Authority Progression Frameworks in numeracy and literacy and health and wellbeing.
- Continue to develop our use of 'Bundles' of experiences and outcomes for Interdisciplinary Learning.

### Self-Evaluation

- Staff are to use GTC website to document their professional development.
- Continued use of questionnaires/fit like Fridays to engage with parents and pupils to ensure that we are always evaluating our school and making improvements.

### Learning and Teaching

- Consolidate practices with new staff, revisiting techniques which enhance learning and continue to promote outdoor learning opportunities.
- Develop the power of a learning mindset with all stakeholders.
- Revisit guided reading across the school to ensure a consistent approach.

### Review of Policies and Resources

- Continue to review and update outstanding policies
- Up-date risk assessments and procedures in school from Nur- P7
- Playroom and Library areas to be developed, resources updated where required.

#### 4. How do we ensure equality and inclusion, and promote diversity across the school?

##### In arriving at these evaluations, we considered the following evidence

- All our learners and parents are welcomed into school
- We welcome diversity and look for opportunities to involve parents from other cultures into the school
- Pupil and parent feedback

##### Our key strengths in this area are

- .Quality of relationships and mutual respect among all stakeholders
- Differences are celebrated
- Excellent attendance by parents at parents' evenings
- Learners feel valued and supported
- Staff model compassion and empathy for others
- Pupils have a strong sense of fairness and equality

##### We have identified the following as priorities for improvement in this area

- .Continue to promote Rights Respecting Schools initiatives
- Engage with parents on our work on developing mindsets
- Continue to develop global citizenship
- Identify possible links to different culture in Nepal (Link to Eunice Stephen)

#### Key

**Evaluation – Excellent** -outstanding, sector-leading important strengths with some areas for improvement  
**very good** - major strengths  
**Good** - strengths just outweigh weaknesses  
**Satisfactory** - strengths just outweigh weaknesses  
**Weak** - important weaknesses  
**Unsatisfactory** - major weaknesses

#### 1. How well do our children learn and achieve?

Evaluation

Good

##### QI 1.1 ~ Improvements in Performance

##### QI 2.1 ~ Learners' Experiences

V. Good

##### In arriving at these evaluations, we considered the following evidence.

- Data from standardised testing (PIPs and InCAS)
- Monitoring pupil progress through class teacher tracking sheets
- Parent and pupil feedback both formal, through questionnaires and informal.
- Classroom observations, learning conversations with pupils and professional dialogue with staff.

##### Our key strengths in this area are

- Pupils feel safe and valued in school. There is a strong learning culture where mistakes are a learning tool.
- Strong Pupil Council and Pupil voice in the school.
- Genuine learning partnership with parents in which the power of three is promoted.
- Quality of feedback given to pupils from staff using a variety of approaches
- AifL established in all classrooms to ensure continuous assessment and evaluation of pupils' immediate progress.
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##### We have identified the following as priorities for improvement in this area

- To further develop understanding of PIPs and InCAS data to identify key areas for improvement.
- To incorporate the research of John Hattie and Visible Learning into the school.
- Develop moderation to ensure tracking is consistent across all stages within the school.

## 2. How well does our school support children to develop and learn?

### QI 5.1 ~ The Curriculum

Evaluation

Good

### QI 5.3 ~ Meeting Learning Needs

V Good

**In arriving at these evaluations, we considered the following evidence.**

- Professional dialogue and staff reflections with SMT
- Weekly/term plans monitoring
- Current records of ASN/attainment trackers
- Liaison with all stakeholders regarding pupil progress/learning needs

**Our key strengths in this area are**

- Learners have a rich and varied learning experience
- Opportunities for outdoor learning encouraged
- High quality of support from PSA staff
- Partnerships strong between school, parents and outside agency providers.
- Heritage work completed each year providing rich local learning opportunities
- Responsive planning established in the nursery to allow for personalisation and choice.

**We have identified the following as priorities for improvement in this area**

- Use Education Scotland resources and consult with all stakeholders to improve our Curriculum rationale and design document.
- Develop pupil and teacher planning together, to allow for further personalisation and choice in learning
- Continue to focus on learning and teaching strategies to allow for all learners and learning styles.

## 3. How does our school improve the quality of its work?

### QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

V Good

**In arriving at these evaluations, we considered the following evidence.**

- Minutes from monitoring feedback/dialogue of an evaluative nature
- Collaborative work at collegiate time.
- Pupil Council Feedback
- Parental feedback/comments throughout the year at various events/parent council.
- Classroom monitoring and learning conversations with the pupils

**Our key strengths in this area are**

- Weekly plans incorporate daily evaluations and identified next steps
- Staff readily evaluate their practice both formally through PRD meetings and informally at staff meetings/professional dialogue.
- We are a listening school. Parents and pupils feel safe to make comments or suggestions and school welcomes and acts upon constructive criticism.
- Staff are willing to listen, make improvements and adapt their practice for the benefit of the pupils in their care.

**We have identified the following as priorities for improvement in this area**

- Develop the use of on-line resources from GTCS for staff to track and record their continuous professional development activities.
- Continue to follow up any self-evaluation activities and share this with parents and pupils to highlight the impact on our school