

Standards & Quality Report

2015 / 2016



Inverallochy School

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At Inverallochy School this session...

Some of our good news stories include:

- We have continued to develop our playground and outdoor learning areas. A generous donation from the local Invercairn Gala has allowed us to plan for our outdoor classroom area to be less muddy and therefore be used all year round.
- Inverallochy School continued to celebrate its cultural heritage with a two week Tak a Beat doric festival for the 9th time!
- Our school flute band continues to flourish with over 40 children and some parents participating. They played at various local events throughout the year including the unveiling of a local bronze statue created to remember the fishermen and women from Inverallochy.
- A group of 8 youngsters from P7 went on their 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. These events were all well attended by parents and carers and the feedback from each was highly positive.
- 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 school trips, resources and also to pay for and help at the Christmas Parties. Parents continue to support snack attack, cycling training and helping in the classrooms.
- We raised money for the school through our annual book fair, coffee morning, and our annual sponsored event: this year we participated in 'Sports for Champions' in which we had a sponsored exercise session led by a Commonwealth Gymnast!
- We also donated money to Comic Relief, The Poppy Appeal and The Archie Foundation
- Some excellent enterprise activities this session including selling Inverallochy jute bags to the local community, mindfulness colouring books and a story book created with small figurines to accompany the book. All developing skills for life and work!
- We continue to enjoy 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 and Whitelink.

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
 have their say
 Fell safe
 other
 Make mistakes
 Learn

We have a responsibility to...

Respect each other and staff
 Be a good team member
 Listen to others; let them
 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 112 with 16 transferring to Fraserburgh Academy at the end of the

session. The school had 5 primary classes and two nursery sessions with a total of 38 pupils. The head teacher was non-teaching. The school had a number of visiting specialists over the session including music, ICT, 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, lego club and choir were led by various members of staff alongside parent helpers.

Key Development	Progress during year/year
<u>Improving our Curriculum</u>	<p>A curriculum rationale has been created with staff. Hlghliting all areas of our curriculum, including our unique setting.</p> <p>Aberdeenshire progression frameworks are being used to inform planning to ensure progression and clear pathways through learning.</p> <p>3 year rolling programme has been introduced to aid planning of experiences and outcomes in 'topic' work. Increased pupill involvement in planning learning opportunities.</p>
<u>Self-Evaluation</u>	<p>All teaching staff are using online GTC website to track and document their own professional learning. This is used to form discussion and targets for Professional Review and Development meetings between HT and Staff.</p> <p>Feedback from parents and pupils from school events/ questionnaires/surveys have been postivitive and we have continued to find other ways to evaluate our work including online questionnaires.</p>

<u>Learning and Teaching</u>	<p>The power of a growth mindset embeded within the school. This concept was shared and highlighted with parents during all inductions for both nursery and P1.</p> <p>Reading resources have been reviewed and refreshed at the upper stages and new resources purchased to encourage reluctant readers and pupils requiring support with dyslexia.</p>
<u>Review of Policies and Resources</u>	<p>Risk assessmentds in Nursery have all been reviewed and up-dated.</p> <p>Policies continue to be reviewed and up-dated in line with Aberdeenshire Policy Guidelines.</p>

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016 / 2017

Improving our Curriculum

- Planning for progression. Continue to use Local Authority/Education Scotland Progression Frameworks in numeracy and literacy and health and wellbeing.
- Trial 3 year rolling program of experiences and outcomes for topic work – evaluate impact throughout the year.

Improving Self-Evaluation

- Staff to work with ‘How Good is our School 4’ Document to further develop self-evaluation practices and focus on the impact within the school
- To further develop recognition of wider achievement through Aberdeenshire Volunteering scheme and introduction of Children’s University Initiative.

Learning and Teaching

- Increase use of mobile devices and technology in learning.
- Improve staff skills and expertise in this area.
- Nursery to use mobile device for online profiling using ‘2build a profile’
- Implement French into all classes from P1 as part of the national 1+2 languages initiative.

Reporting to Parents

- Review current process of reporting learners’ progress to parents involving all stakeholders.

Raising Attainment

- Continual focus on National Priority of raising attainment and closing the attainment gap through rigorous tracking and monitoring of all learners.

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

In arriving at these evaluations, we considered the following evidence

- Professional dialogue with staff.
- Feedback from parent questionnaires in nursery
- Pupil and parent feedback from parents evenings, informal feedback

Our key strengths in this area are

- Feedback from parents' evenings, classroom visits and pupil dialogue with HT highlight positive relationships between staff, pupils and parents.
- Differences are celebrated through challenges in the classroom, assemblies and special achievements
- Pupils, parents and families are invited to share their culture through class visits or special celebrations.
- Staff and pupils have a clear sense of moral justice (through restorative practice) and strive to make our school community and our world a better place. Class charters are created collaboratively with pupils and staff and agreed at the beginning of each year and reviewed termly.

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

- .Continue to promote Rights Respecting Schools and work towards Level 1 in the Rights Respecting Schools Award Scheme.
- Continue to develop global citizenship by seeking out different opportunities to contribute to world events e.g. charity work.

Key

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

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

Good

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

- Detailed analysis and professional dialogue between HT, staff and ASN staff focused on attainment trackers is used to determine support/challenge for pupils to ensure attainment targets are reached.
- Strong Pupil Council and Pupil voice in the school.
- Pupils are encouraged to be responsible for their learning – Target setting is in place in both nursery and primary in collaboration with staff and parents.
- Pupils are actively involved in the life of the school. Their thoughts and views are sought and valued. Many pupils involved in school groups including pupil council, eco committee, golden gang, snack attack and mediation.
- AifL strategies present in all classrooms to ensure continuous assessment and evaluation of pupils' immediate progress.

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

- Continue to moderate 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	Evaluation 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
- Support for learners targeted through rigorous tracking and analysis of of standardised assessment data- Resources, PSA and SfL allocations are created using evidence from tracking/professional dialogue/assessment results and are reviewed termly.
- Staged intervention is used for ASN and incorporate partner agencies when required. Review meetings are organised regularly and all information is open and shared with all involved, including the pupil if age appropriate. Targets and strategies are revised/improved based on the impact on the learning.
- Lunchtime clubs established to encourage wider achievement- flute band, knitting, LEGO, choir. Supported by the local community members.

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

- Consult with all stakeholders to further develop our Curriculum rationale
- Continue to encourage pupil and teacher/s planning together, to allow for further personalisation and choice in learning
- Trial new planning format in the nursery to allow all staff and parents in the setting to contribute to the planning of learning experiences.

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

QI 5.9 ~ Improvement Through Self Evaluation	Evaluation Good
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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

- Quality Assurance Calendar is in place, detailing who is responsible for each QA activity and when it will be completed throughout the year. Links are made to GTCs teacher standards.
- Staff readily evaluate their practice both formally through annual 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 planning shows evidence of continual evaluation of their own teaching and learning and pupil work and shows evidence of next steps and improvements made.

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

- Continue to track the impact of self-evaluation activities and share this with staff, parents and pupils.
- Develop and up-date QA calendar for 2016/2017 as required.