 **Education and Children’s Services**

STANDARDS & QUALITY REPORT

**FOR**

**Inverallochy School**

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**2016-2017 Session**

**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”

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|  1. Context of the School **Our Vision and Values****Working Together for Excellence****Everyone’s a Learner****Be Happy****Do Your Best**Inverallochy School and Nursery is a village school which serves the historical, twin fishing villages of Cairnbulg and Inverallochy, locally known as Belger and Cotton. Our school building is Victorian and was a former junior/secondary school. It was extended in 1965.* Our current role is 115 primary pupils with a further 42 nursery pupils. We currently have 6 primary classes, predominately composite, apart from our P1 class of 18. Our staffing for this session comprises 7 teachers (1 probationer and 1 probationer cover (0.2 FTE), 1 SFL teacher (0.4 FTE), 4 pupil support assistants. Our Nursery team consists of an Early Years Lead Practitioner (1.0 FTE), an Early Years Practitioner (1.0 FTE) and 10 hours EYP lunch cover. The management team consists of a Head Teacher who is non-class committed. Other members of our staff team include 1 school administrator (20 hours) and 1 admin support assistant (14.23 hours). We currently have specialist teachers in P.E (0.2 FTE), Health and Well-Being (0.1 FTE), Art (0.1 FTE) and Music (0.2 FTE). The staff form a cohesive, supportive and effective team which aims to deliver high quality education.
* Partnerships are vital in achieving our vision for Inverallochy School. We strongly believe in the ‘Power of Three’ and aim to establish positive and supportive relationships with parents. We encourage parents to participate in their child’s education. We have an active and supportive Parent Council and an enterprising fundraising committee, to which everyone is invited to take part in. They organise various events throughout the school year and offer enthusiastic support to pupil organised events.

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| **Our Whole School Charter** |
| **We have a right to:**Be treated equally and fairly with respectBe special and uniqueBe listened to and have our say Feel safeMake mistakesLearn | **We have a responsibility to:**Respect each other and staffBe a good team memberListen to others; let them have their say Not to bully or harm each otherLearn from our mistakesAchieve our full potential |
| **At Inverallochy School every child matters!** |

* Inverallochy has adopted a restorative approach to behaviour, encouraging the children to be aware of their own behaviours and how they affect others. The UN Rights of the Child are embedded across the school, with an emphasis on linking rights to responsibilities. In line with this, our school aims have been revised in consultation with all stakeholders, to create our school charter. We are currently working towards our level 1 in the Rights Respecting Schools Award.
* Analysis of the SIMD data shows that no child at Inverallochy Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 6 and 7 (97%). Although our School does not have any children who are classed as living in an area of deprivation, we are aware of pockets of hardship within our school community, which are continually changing, and we strive to remain aware of changing circumstances to ensure that the school supports these families.
* Inverallochy School was allocated £13200 Pupil Equity Funding. The use of the PEF will be targeted towards raising the attainment in literacy and numeracy with targeted individuals and increasing the opportunities available to our youngsters in the community e.g. coastal schools programme and the ibike programme. We plan to introduce family learning opportunities and encourage as many of our children to partake in the bi-annual P6/7 residential trip without financial barriers. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school Include * High quality, active learning experiences

At Inverallochy 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. The staff team work collaboratively to share ideas and resources and strive to ensure high quality experiences for all of our youngsters.* High levels of performance

Children are making strong progress in their learning across all curricular areas. Our attainment date shows that the majority of or children are reaching CfE levels at P1, P4 and P7. Those who are not achieving these benchmarks are identified and support in in place for them.* The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Our children are patient, caring and work well with each other and adults within the school. All staff model and encourage a nurturing approach within 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. Rights and responsibilities and restorative approaches throughout the school encourage a cohesive, supportive environment.* The quality of support provided

All 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. Classes often work together collaboratively to allow staff to build relationships with youngsters out with their own class. Staff track children’s learning in literacy, numeracy and Health and Wellbeing. Progress in other curricular areas is measured using benchmark documents. Staff are continually assessing, through their daily planning/evaluations whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed, based on evidence gathered and data where appropriate and work closely as part of the core staff team to ensure the needs of all children are being met. * The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Inverallochy school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CPD to enhance their own practice and maximise impact for learners. We have active pupil groups throughout the school: Pupil Council, Eco Allochy, Rockin Rights Respecters, Daring Digital Leaders, Groovin’ Gardeners, French Fires and Belger Bikers, who all have a part to play in developing our school. Parents are active in giving their opinions and feedback through class visits, parent’s evenings and questionnaires. Our staff work together as a team and take pride in our school. There is a strong sense of shared leadership which focuses on the different skills of individuals; staff, pupils and parents. |

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

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| Relevant NIF priority: AllRelevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview: (narrative across this theme and various QI’s)* The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values.
* Staff have been committed to taking lead roles in school improvement initiatives such as Highland Literacy, 1+2 Languages and i Bike. All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes.
* Parent feedback highlights that staff are approachable and they feel confident to express their feelings and to voice their opinion in school initiatives.
* Pupil voice is a strong within our school. Children have opportunity to give their views and ideas about the school as part of pupil groups and they take responsibility for improvements.
* HGIOS4 has been introduced and relevant Quality Indicators and Challenge Questions used to inform monitoring and evaluations.
* Termly monitoring of plans and collaborative planning has an impact on the quality of learning and teaching for learners, with links to quality indicators, benchmarking and improvement plan priorities.
* Engagement with all stakeholders through a range of evaluation methods e.g. Parent’s evening comments, Fit like Friday comments and questionnaire feedback.
* Staff engage with professional learning/CPL opportunities through Aberdeenshire events/ALDO. Shared Leadership roles are encouraged and taken on by a range of staff e.g. Highland literacy and pupil groups. Professional Review and Development (PRD) procedure is fully implemented as per GTC guidance and time is allocated for staff during collegiate time to update and review professional learning.
* Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, Learning logs and IEP.

Key strengths:* Sense of shared leadership across the school – We are all part of the school journey and we all add value to it.
* Professional engagement within school and with partners to evaluate and ensure impact on learning and teaching and attainment.
* Focus on planning for all areas over a 3 year cycle – Allowing staff to de-clutter the curriculum and focus on rich teaching and learning experiences linked to CfE progressions and local and national benchmarks
* Continued focus from all stakeholders to ensure that youngsters at Inverallochy School experience a great education in line with our vision and values.

Identified priorities for improvement:* Further develop a working knowledge of HGIOS4 and continued use of challenge questions in improvement plan developments
* Introduction of Scottish National Standardised Assessments (SNSA) linked to new whole school tracking formats being developed and used in school.
* Continued work on understanding the data and using these alongside profession judgement
* Continue to develop sharing learning opportunities and review/update new reporting format as appropriate.
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| Evaluation of QI 1.3 - Leadership Of Change:Sources of evidence/evaluation activities undertaken:* Self-Evaluation at school level using HGIOS 4 QI’s and local authority benchmarks
* Discussions with staff at PRD
* HT monitoring weekly and termly forward plans and classroom visits.
* School Improvement Plan
* GTC Profiles for CLPL Activities
* Feedback from parent council discussions
* Parent evaluations at Fit Like Friday/Parent’s Evenings
* Questionnaire feedback
* School Vision displays and recognition of attainment and achievements
* Class and school charters

Overall evaluation of level of quality:(brief description)* School improvement takes place in the context of the school’s vision and values
* The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
* All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Shared Leadership roles are encouraged and taken by colleagues at all levels including 1+2 ambassador, iBike champion and Rotakidz leader.
* Collegiate meetings regularly start with a review of SIP progress. Staff are encouraged to add to SIP display wall at any time. HGIOS 4 challenge questions are used to focus thinking and thoughts. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rational for future improvements. More focus on the HGIOS 4 challenge questions relating QI’s will be encouraged next session.
* Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data will further support this work.
* Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
* All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
* Our school welcomes change and improvement and the changes pursued by the school are having a positive impact on young people.

Level of quality for this QI: 4 Good ( HGIOS?4 1-6 scale) |

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

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| Relevant NIF priority: AllRelevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview: * All staff show commitment to the development and wellbeing of learners as individuals.
* Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
* Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.
* Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
* Transitions within school well-supported but curriculum transition with the local secondary school needs to be more effective.
* Children benefit from a wide and varied curriculum and learning experiences across the different stages,incorporating the local environment at every opportunity.
* Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children becoming independent learners.
* Positive engagement with parents is encouraging them to take an interest in their child’s learning.
* Digital learning is being used across the curriculum to support teaching and learning experiences.
* School tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level. Teachers track children’s attainment and achievements outwith school are regularly celebrated. Teachers differentiate and use group work and personalised tasks to give children appropriate support or challenge

Key strengths:* Positive ethos within our school allowing positive relationships with all stakeholders. This ethos creates a learning environment to allow all children to improve and succeed. Strong Partnership working ensures we are meeting the needs of our pupils.
* High quality of pupil support, allocated on evidence of need, in conjunction with parent/teacher information about learners and their needs.
* Dedicated staff team who work extremely well together to ensure the learning and quality of care to our youngsters is a very high standard.
* Identified priorities for improvement:
* Review, evaluate and revise current Curriculum Rationale ensure it is uncluttered, parent/pupil friendly and clearly defines learning at Inverallochy School.
* Tracking of wider achievement in/out of school to create the whole picture of all our learners.
* Implement Emergent Literacy in Primary 1
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4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview: (narrative across this theme and various QI’s)* Children at Inverallochy School are included, happy and successful. Their learning experiences are enhanced through a commitment to meeting the needs of all individuals by engaging with ASL staff and other partners. They benefit from the level of care and nurture provided.
* The school is applying its PEF to support equity of outcome for learners both at early level through emergent literacy programme and those who have fallen behind with reading expectations through the use of the Reading Wise programme. We also aim to increase numeracy attainment for those identified youngsters using the Sum Dog programme. These interventions and focus areas were agreed following evaluation of attainment data.
* All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
* The school is fully committed to the fulfilment of its statutory duties and has built strong links with all relevant agencies.
* Children at Inverallochy are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and creatvity allow children to develop a wide range of skills and attributes.
* Standardised data is used to track progress and identify areas requiring targetted support. Analysis of such data has been used to identify the focus of the PEF money.
* The school is adopting a dyslexia friendly approach, with all staff having accessed the online toolkits to support this. Classes also have learning toolkits for the children to access, if required within the classroom.
* The school is has a strong focus on Growth Mindsets and the power that this has on a child’s education and also in their life. Inverallochy pupils are aware that if they cannot do something it is simply that they cannot do it …yet!

Key strengths:* A rights respecting approach throughout the school, including class charters in each classroom supports all learners and staff to feel valued and cared for.
* A stringent approach to allocating support for our learners ensures that pupil’s needs are met quickly and reviewed regularly. Our ASN teacher is given allocated time to liaise with class teachers and HT and allocations of her time are reviewed and up-dated regularly.
* Emphasis on growth mindsets throughout the school encourages children to ‘have a go’, creating a learning ethos for both staff and pupils. This initiative has encouraged pupils to challenge themselves more and learn that it is good to find something difficult as it is how we learn.

Identified priorities for improvement:* To improve attainment in literacy and numeracy for our targeted youngsters
* To embed our right respecting schools work by working towards level 1 of RRSA.
* To develop DYW initiatives in our school to ensure that our youngsters are developing skills and attributes which will benefit them in the world of work.
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| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:Sources of evidence/evaluation activities undertaken: * Growth/fixed mindset activities carried out throughout the session. Reminder lessons at the beginning of each session.
* Analysis of attendance, lateness, LAC and exclusion data shows appropriate levels of support and referrals for multi-agency involvement.
* Child protection. Annual up-dates for all staff/new staff and students also have Child Protection input from HT – CP folders in place as per authority guidance.
* Feedback from pupils, parents and other stakeholders gathered via questionnaires/open afternoons/parents evening consultation all reflect positive views of education at Inverallochy School

Overall evaluation of level of quality:(brief description)* Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and understand the obligations of becoming a Rights Respecting School.
* All pupils know about children’s’ rights through class lessons and assemblies, rights are linked to classroom and playground charters and displayed clearly.
* All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM’s and IEP’s.
* At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
* Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil groups, review meetings, MAAPM’s, etc
* We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion.
* Annual programme of reporting and support meetings with parents and teachers.

Level of quality for this QI: 4 Good( HGIOS?4 1-6 scale)Evaluation of QI 3.2 - Raising Attainment and Achievement:Sources of evidence/evaluation activities undertaken:* Analysis of standardised testing and school based assessments to ascertain progress in literacy and numeracy
* Feedback from QIO regarding overall school performance
* Feedback from parents regarding progress of individual children
* Target setting mechanisms within the classroom
* Celebration of success within class and at fortnightly assemblies.

Overall evaluation of level of quality:(brief description)* Attainment in the school continues to be good. This is the case for all abilities and both female and male.
* A tracking system has been in place but a more robust system is being developed to highlight progress across the year groups.
* Majority of pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in numeracy and literacy. Those pupils who are predicted to attain expected levels are highlighted for support.
* Wider achievements are recognised and regularly celebrated through assemblies and star achievements displays.
* Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
* The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships within the local community to maximise opportunities for young people and to enhance learning outdoors.
* The school uses Aberdeenshire GIRFEC structures to break down barriers to learning, when required and appropriate plans are in place to address these when needed.
* Across the school pupils are encouraged to take responsibility in a range of leadership opportunities through pupil groups, snack and playtime jobs.
* Planning formats and curriculum progressions are designed to be succinct and user friendly allowing staff to focus on the learning and teaching rather than the paperwork associated with it.
* There is a need to continue to look at how life skills and DTW can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: 4 Good(HGIOS?4 1-6 scale) |
| 5. What is our capacity for improvement? The overall capacity for improvement at Inverallochy School is very good. This is based on the following aspects within the school:* High levels of commitment and leadership by all staff throughout the school
* Children in our school show a respect for and commitment to learning
* The positive ethos in the school is underpinned by shared vision and values and it is visible in all areas of the school
* A quality programme of professional learning that supports all staff and leads to improvements for learners
* Productive partnerships with parents, other schools and services and a range of contacts in the local community
* Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do.

Aspects that could impact adversely on the capacity for further improvement include:Staff changesIntermittent supply staff availability Budgetary constraints regarding extending availability of differentiated resources.  |