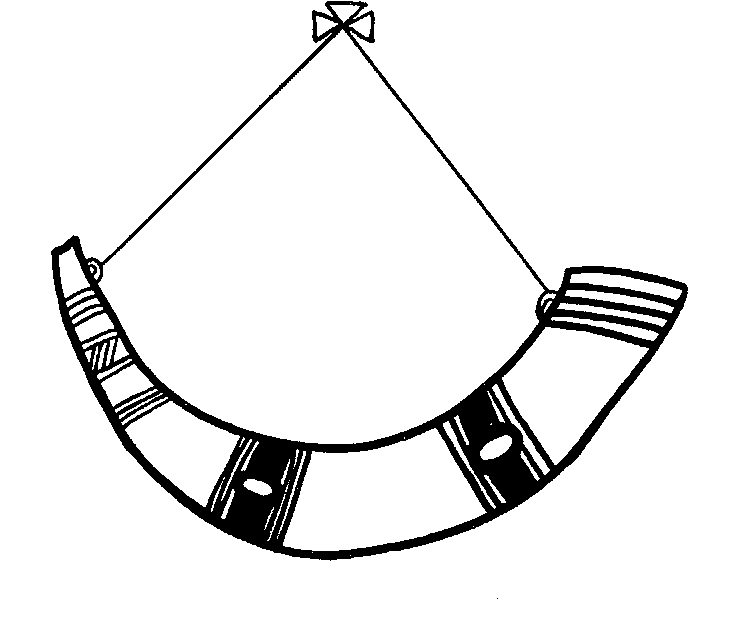
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**CRATHES SCHOOL**

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**LAST UPDATED: September 2017**

**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   Crathes Primary School is situated in a pleasant rural area approximately four miles north east of Banchory. The catchment area is wide and sparsely populated. The school comprises of two classrooms in the main school building, which was extensively refurbished in June 1991 and a temporary classroom in the playground, which was brought onsite in September 1992. There is also a small general-purpose room, dining room and a kitchen in the schoolhouse, which was refurbished for the use of the school in August 1989. In January 2004, the first floor of the schoolhouse was renovated to provide space for a library and an office. Within the school boundaries, there is a large playing field, a wildlife garden, picnic area and a tarred playground.  The current pupil roll of the school is 36. The projected roll for the next few years looks to be stable.  Crathes Primary School has four permanent teachers, one full time and three part time. There are two classes, P1-P4 in the main building and P5-P7 in the portacabin. We have a Support for Learners' teacher one morning per week. There are also visiting specialist teachers who help with the teaching of Art, Science, Drama, French and P.E. A part-time School Administrator, two Pupil Support Assistants, a Canteen Assistant and a Cleaner, supports the teaching team.  The pupils access the sports facilities at Drumoak School or Crathes Village Hall for Physical Education in the winter months, as indoor facilities are restricted at Crathes School.  On leaving Crathes Primary School pupils transfer to Banchory Academy. Representatives of Banchory Cluster Schools (which includes Banchory Academy, Banchory, Hill of Banchory, Crathes, Drumoak, Durris and Strachan Primary Schools) meet regularly to discuss joint initiatives particularly activities for P7 pupils to promote their transition from P7 to S1. We have strong links with the other *two* rural schoo*ls in the Banchory CSN, Durris and* Drumoak Primary Schools. We work together on some aspects of development planning, staff development and to provide opportunities for pupils to get together for a variety of activities.  There are very good links with parents. There is an active Parent Council and a very successful PTA. There are regular parent helpers and parents also help with a wide range of activities to support the work of the school. The school is well supported by the local community and there are planned opportunities each year for community involvement.  The school was awarded a Fourth Green Flag and renewed its Fairtrade School status earlier in 2017.  Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations. In June 2017 we revisited our School Vision, Values and Aims reaching a shared understanding of our core principles and ensuring UNCRC underpins all we do.  **Vision Statement**  **Inspiring learners to grow bright futures**   |  |  |  |  | | --- | --- | --- | --- | | Respect | Responsibility | Fairness | Achievement | | We aim to:   * Foster mutual respect for others * Celebrate diversity and promote equality * Value, appreciate and care for our environment | We aim to:   * Recognise our responsibilities towards each other and the wider world * Deliver a relevant, challenging and engaging experience enabling all to reach their potential * Develop skills for life and work | We aim to:   * Provide a safe, caring, healthy and happy learning environment for all * Ensure children can access any required support * Encourage children to be considerate and kind to all | We aim to:   * Encourage individual talents and an ethos of achieving all we can * Celebrate success at every level * Provide high quality learning experiences | | Image result for UNICEF RRSAArticle 29  Education must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment. | Article 13/14Image result for UNICEF RRSA  Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. | Image result for UNICEF RRSAArticle 30  Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. | Image result for UNICEF RRSAArticle 29  Education must develop every child’s personality, talents and abilities to the full. | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  Staff work effectively as a team, there is a strong ethos of sharing practice and peer support. Staff, pupils, parents and partners are involved in improving the life and work of the school. There is a strong focus of improving learning within the staff. All staff have consistently high expectations of all learners. Through a detailed consultation process all stakeholders contributed to our new Vision, Values and Aims which are ambitious and focus on improvements in outcomes for all. All staff are actively involved in national guidelines for continuous improvement. The culture and ethos of our school is positive and focussed on the needs of all staff, partners and learners. Continual review and reflection of the use of resources, including digital technologies, supports effective and engaging learning.  Key strengths:   * Developed annual Reporting Calendar and termly curricular newsletters which have received very positive parental feedback * All staff engage with effective and regular review of achievement and attainment data to monitor progress and identify next steps * Development of inspiring new Vision, Values and Aims following robust consultation with all stakeholders   Identified priorities for improvement:   * Engage with parents and incorporate views in our new approaches to reporting * Design new improved approaches to sharing learner’s progress and review timing of parental interviews * Trial new format of report * Monitor the impact of improved approaches to reporting |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Implement/refine and evaluate Annual Reporting Calendar – T1 onwards  Reporting Calendar – upload on school website – Term 1  Review timing of parental interviews supports learning – Term 1 & 4 | Regular and planned opportunities throughout the school year for parents/carers to formally engage with their child’s learning  All stakeholders have an overview of the year ahead and opportunities to engage with learning  Information given is at the most opportune time | Record and monitor parental attendance at opportunities – to reflect and improve on level of engagement.  Parental feedback and level of engagement.  Review as a staff, parent focus group and invite parental feedback through newsletter |
| Implementing further methods of sharing learning with parents possible Learning Journal/Pack – Term 2 onwards | Regular and planned use of Learning Journals/Pack throughout the school year for parents/carers to formally engage with their child’s learning, with a variety curricular areas represented | Parent/carer comments on feedback sheet  Staff will evaluate throughout session, during collegiate time, sharing practice and refining. |
| Monitor the impact of improved approaches to reporting | Parent/Carers feel well informed about their child’s progress throughout the session | Gather comments throughout the session |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Annual Reporting Calendar * Consultation and development of School Vision, Values and Aims * Minutes of collegiate and Parent Council meetings * Evidence from parental consultation * Curricular newsletters   Overall evaluation of level of quality:  Continue to embed our Vision, Values and Aims which are designed to foster an ethos of mutual respect, responsibility and achievement while underpinning our engagement with UNCRC.  Staff, parent and pupil feedback all play an integral role in planning future school improvements. Parents and the local community are keen to support the work of the school and work collaboratively with HT to explore and develop opportunities for pupils to develop their knowledge and skills in real life contexts.  All staff meet regularly with HT to ensure effective communication is taking place and to give opportunities for support. The changes taking place within the school are having a positive impact on learners. All staff are committed to change which results in an improvement for learners. All staff have a clear understanding of strengths and areas for improvement. Staff work collaboratively with colleagues in the Small Schools Cluster to support their engagement with current research which enhances their professional development, practice and continuous improvement.  Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:  Child Protection and Safeguarding policies and procedures are regularly reviewed. Chronologies are used by all staff to share information confidentially, in a timely fashion. Staff have a clear understanding of their responsibilities in this area. The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination. The curriculum takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting. The learning environment is built on positive and nurturing relationships which lead to quality learning outcomes. Learners’ achievements in and out of school are recorded and celebrated. Learners play an active role in the school and are encouraged to take on leadership roles. Assessment approaches are being further developed to identify pupil attainment levels and next steps. A range of learning environments and creative teaching approaches are utilised across the school. Tasks, resources and activities are effectively differentiated and provide appropriate pace and challenge for all learners. There is a strong ethos across the school to minimize the impact of potential barriers to learning. Almost all the children and their parents are included, participating, achieving and progressing well in their learning. Crathes, Durris and Drumoak Schools have an enriched programme of learning experiences which support social relationships and transitions. The school understands and plays a significant role in the life of the local community.  Key strengths:   * All learners are encouraged to take an active role in the school, taking leadership responsibilities * A wider range of summative and formative assessment approaches are utilised to track pupil’s learning and identify next steps * Staff plan a wide range of stimulating and engaging learning experiences to promote curiosity, independence and confidence   Identified priorities for improvement:   * Working towards completion of RRSA level 1 * ADHD training for all staff, led by ADHD Foundation * Celebrating diversity across whole school community |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| Working towards completion of RRSA level 1, including completion of UNCRC action plan for award – Term 2 | School community are aware of the UNCRC and can discuss aspects of it | Pupil engagement with preparations for RRSA Level 1 assessment  RRSA Level 1 report | |
| ADHD training (led by ADHD foundation) and implementation of strategies by all staff – Term 2 onwards | All staff will have an increased understanding of how to support ADHD pupils in their learning. | Feedback from staff and articulating changes in practice as a result of training and further reading. | |
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| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Baseline evidence collected from children and parents * Collegiate professional dialogue focussed on Visible Learning – across 3 schools * Partnership working with Educational Psychologist, with a focus on Visible Learning * Quality CLPL with James Nottingham ‘The Learning Pit’ and John Hattie   Overall evaluation of level of quality:  Baseline evidence collected from pupils and parents early in session, prior to undertaking work on VL and Growth Mindset, indicated that most beliefs were strongly linked to positive behaviour traits as opposed to actual learning dispositions.  Several staff sessions on theory and practice of Growth mind-set and Visible Learning ensuring staff have a shared understanding. Staff furthered their understanding with the completion of gap tasks and further research reading. Educational Psychologist input has focussed understanding and helped us to identify next steps.  Quality CLPL opportunities have motivated staff to further reading and changing of practice, in response to deepening understanding of pupils’ learning  Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  The school environment is nurturing and pupils feel secure, listened to and cared for. We ensure inclusion and equality leads to improved outcomes for all learners. A robust tracking system combined with effective intervention ensures continuous progress for all learners. An extensive range of learning experiences and activities, in school and across the cluster, provide opportunities for all pupils to develop their skills and confidence. Learners continue to make very good progress across numeracy and literacy. Creativity and innovation are increasingly promoted and recognised across learning. Most learners are imaginative, open minded and able to appreciate issues from different perspectives.  Key strengths:   * Cluster collegiate working * Staff engaged with a wide range of CPD to enhance the support for ASN pupils * Staff and pupils increasingly aware and engaged with the language of learning, and promoting a ‘can do’ approach * Changes in our practice are firmly rooted in robust research and the impact is well documented * Partnership working with a range of agencies and community groups/individuals to provide a variety of experiences and opportunities.   Identified priorities for improvement:   * Extend our VL work to engage all stakeholders with ‘The Learning Pit’ and the work of Carol Dweck and Jo Boaler * Share Growth Mindset work with parents/carers * Cluster collegiate working to identify and target aspects of Numeracy and Mathematics that require improvement |

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| **Actions/Roles/Timings** | **Expected Outcomes/Impact on learners** | **How will success be measured?** |
| Audit data for previous current P7 and current P5 ( looking at the Incas data from previous collection to current)  By HTs, T4 20116/17 | Areas of challenge/weakness identified | Clear areas for targeting improvement identified |
| Questionnaire for staff on areas within mathematics – to gauge confidence levels and areas requiring support  Early T1  Questionnaire for pupils on numeracy  E.g. what would make your learning better? What helps you learn better? Which areas of numeracy are you confident in? T1 | Areas to focus CLPL identified  Appropriate training put in place to support staff  Pupils will help identify areas for improvement | Repeat of questionnaire following training – measure confidence levels  Repeat questions following input – at end of session |
| Share quality resources on focussed area(s) at cluster level, following in house moderation exercise first (T1)  Use pro forma – age group, activities, concept/E&O/skill  Sharing of practice – speed dating style  T2 | Staff awareness of wider range of teaching approaches and quality resources to support teaching will increase | Staff evaluations following event  Introduction of new practice/methods following input  Increased staff confidence |
| Engagement with SSLN identified quality teaching approaches – for areas highlighted in audit and teacher questionnaires T3 | Increased teacher confidence – impacting on improved classroom practise | Repeat of questionnaire following training – measure confidence levels  Introduction of new practice/methods following input  Tracking of pupil attainment |
| **Evidence of progress/comments/identified next steps:**  **Date:**  **Date:**  **Date:** | | |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Learning characteristics – Term 1 | All stakeholders will have a common language when discussing learning | Revisit our baseline questions and activity to gather evidence of impact and change of culture |
| The Learning Pit – Terms 1 & 2 | Learners will have a greater understanding of the stages of learning and how to support themselves and others | Pupils will be able to articulate the stages of learning and their associated feelings |
| Carol Dweck and Jo Boaler – Term 2  With support of EP and collegiate gap task with jigsaw reading of ‘Mindset’ by C Dweck | Greater knowledge of research based findings behind Growth Mindset and the power of ‘Yet’ | Summary of discussion following cluster collegiate meeting |
| Parental engagement session follow up information provided – by Term 3 | Parents will have an understanding of the value of VL and how it underpins learning and enable them to support their child’s educational progress  Support parents for discussions with their child surrounding learning, at home | Evaluation form completed by parents/carers  Pupil questionnaire surrounding the language used at home when discussing learning – to be carried out prior to engagement session and repeated in Term 4 |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:  Pupils are happy, confident and want to come to school. Pupil absence levels are very low.  High staff attendance rates and supportive, close relationships provide positive role models for pupils  All staff demonstrate a knowledgeable and responsible attitude towards pupils and their needs  Robust records to track any concerns which are then addressed with appropriate interventions  Confident pupils who are identifying and driving forward change taking responsibility for the wider life of the school  Pupils at the early stages of being able to talk about the wellbeing indicators and what they mean  Pupils are aware of the importance of actively taking care of their environment  Overall evaluation of level of quality:  Increased pupil and staff knowledge of the UN Rights of the Child, and providing an environment where children can actively exercise their rights  A very caring work force who are committed to the wellbeing of all.  Staff training includes annual GIRFEC, Child Protection and Equity and Equality training for all staff  Use of Chronologies to log any concerns/information, ensuring data is handled confidentially and professionally  Pupil Committees are very active and driven by pupil centred actions.  Awarded Recognition of Commitment for RRSA and in the final stages of Level 1 RRSA.  In 2017 awarded Fifth Green Flag and renewed Fairtrade School status  Level of quality for this QI: 4  ( HGIOS?4 1-6 scale)  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:  Pupils are engaged in their learning and highly motivated  Pupils requiring support are identified quickly and supported appropriately  Increased confidence in unfamiliar situations with a wider peer range  Assessment of pupils’ levels will be more robust and targets for next steps will be more accurate  Overall evaluation of level of quality:  Attainment in both literary and numeracy is good with pupils at risk of missing out identified early and appropriate support put in place.  High standards of attainment for most learners has been maintained.  Robust tracking has allowed for an effective dialogue between ASN, Intervention & Prevention teachers and all staff which supports continuous progress and appropriate intervention for all learners  Varied and regular opportunities for transition and achievement activities organized across the Small Schools’ Cluster  Embedding use of frameworks and benchmarks for teachers to use as part of the moderation process and to underpin their teacher judgement  Level of quality for this QI: 4  (HGIOS?4 1-6 scale) | | | | |
| 5. What is our capacity for improvement?  Productive partnerships with parents, cluster schools, other agencies and contacts in the local community  High level of commitment and leadership from all staff  Positive feedback about the school from QIO, parents, visitors and learners themselves that give confidence in what we do  A high quality programme of professional learning that supports all staff and leads to improvements for learners  Young people in school show a respect for and a commitment to learning | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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