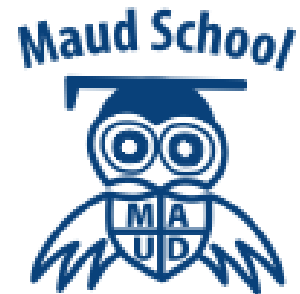




STANDARDS & QUALITY REPORT

FOR

Maud School



LAST UPDATED: 25.9.17

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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

- Our vision for Maud School is to be ‘a place where we all work together to be the best we can be’.
We aim to:
Motivate children to achieve their full potential through high quality learning and teaching experiences.
Aspire to create a school community where everyone feels valued and children are safe, healthy, achieving, nurtured, active, responsible, respected and included (SHANARRI)
Unite in working and learning with the local and wider community
Develop skills for life and encourage children’s independence as learners, ensuring that we are Getting it Right for Every Child (GIRFEC).
Our shared values are: Happiness, Responsibility, Keeping Healthy, Friendship, Respect, Honesty, Being Safe
- 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 the community are able to fulfil their potential and expectations. We have strong community links with Maud Resource Centre, our local Church and the wider community. We work collaboratively to run events such as Mental Health Awareness Week, conversation cafes, extra curricular clubs and activities and fundraising events.
- Analysis of the SIMD data shows that no child at Maud Primary School live in an area of deprivation (deciles 1 and 2). The majority are in deciles 7 and 8. Although Maud Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to strive to best we can be.
- The school has been allocated a Pupil Equity Fund (PEF) of £9600 for session 2017/18. 10% of this fund will be allocated to our cluster Numeracy plan and 15% allocated to our Early Years cluster plan. The remaining allocation will be used to target poor social skills, social and emotional wellbeing, challenging behaviour and resilience.
- At our recent Quality Improvement Visit, the strengths of the school were identified:
 - Strong commitment to professional learning and developing leadership at all levels.
 - Head Teachers effectively guide and manage the pace of change.
 - Learners are eager and motivated: they understand the purpose of learning.
 - A range of appropriate interventions from partner agencies support pupils’ learning and development.
 - The majority of learners make good progress.

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

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

- The school engages in some self evaluation processes involving teaching staff, however this is an area for development.
- Some members of staff taking the lead in school improvement initiatives such as 1+2 Languages and have developed this throughout the school. The Head Teachers have a clear vision of how to improve the school as they continually evaluate the impact and quality of work and have introduced change at an appropriate rate. We have an open door policy and encourage our parents to take part in the life and work of the school and this is welcomed by the vast majority of our stakeholders. We take on board feedback from parents and use it to make improvements, eg, our 'You said, we did' wall.
- The Head Teachers strive to promote a positive team ethos and have worked hard to embed this by openly discussing issues as appropriate, taking on board suggestions and feedback from staff and finding ways to move forward as a team. This is ongoing as all staff need to embrace a positive attitude in terms of change. The Head Teachers seek the opinions of staff, pupils and parents as part of Quality Assurance procedures and the results of these are shared with staff and Parent Council members.
- Regular monitoring of classroom practice and forward plans takes place to highlight areas for improvement across the school and to ensure consistency in learning and teaching. Feedback is given to teachers who self evaluate as part of the process.
- Pupil voice is a regular feature within the school in terms of our approach towards self evaluation. Regular learning conversations take place with a variety of pupil groups on a number of issues, eg, learning and teaching, behaviour systems etc. These will be further developed and shared with staff as appropriate.
- We engage with our stakeholders in a number of way as part of our reporting process, eg, class assemblies, questionnaires, open afternoons and evenings, comments/compliments/suggestions box as part of our monthly newsletters and take on board feedback given.
- Staff have the opportunity to engage in a number of professional learning/CPD opportunities through Aberdeenshire Events, ALDO and cluster opportunities. Teachers and PSA staff take responsibility for and run pupil committees within the school. PRD and EARs procedures are carried out as required and are all up to date.

Key Strengths

- Head Teachers guide and manage the pace of change effectively. (QIV report Nov 2016)
- Engagement with parents as part of the reporting process, seeking feedback at a number of events.
- Cluster professional learning opportunities.

Identified priorities for improvement:

- Self evaluation procedures to be more focussed and rigorous, looking at best practice within the cluster.
- Ensuring more opportunities for teacher leadership within the school
- Encourage staff to develop a positive mindset in terms of change and teamwork.

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- School Improvement Plan
- Quality Assurance and reporting to parents Calendar
- Observation of class lessons relating to GTCS standards and HGIOS4 QI's, forward plans and jotter samples by Head Teachers
- Self evaluation of QI's using HGIOS, including as part of observation/monitoring processes.
- Discussion/records from PRD/EARS meetings with staff.
- Learning walks led by pupils.
- Learning interviews with pupils.
- Parent evaluations from open afternoons, class assemblies, newsletter feedback, parent appointments.
- 'You said, we did' display wall.
- Parent Council meetings/discussions.

Overall evaluation of level of quality:

- All staff are involved in regular evaluation plan of the Improvement Plan at collegiate meetings and have the opportunity to reflect on its impact and next steps. This will be extended next session to also involve more non-teaching staff.
- School improvement is linked to the school's vision, values and aims which were revised in consultation with stakeholders in 2015.
- Staff, pupils and parents are consulted with in the development of the School Improvement Plan. This will be further developed next session.
- Senior leaders effectively guide and manage the pace of change. (QIV Nov 2016)

- Staff are regularly involved in learning conversations with colleagues, pupils and parents, looking at next steps for improvement. Tracking/monitoring and use of assessment data will continue to be developed to ensure that we are improving outcomes for learners and taking action where necessary.
- All staff are committed to professional development and seek opportunities to develop their own practice. Some take on leadership roles and this will be further encouraged next session.
- Most staff are committed to change, resulting in improvements for our learners.

Level of quality for this QI: 4 (good)

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:

- All staff are committed to the development and well being of our pupils. Staff know pupils and their families well.
- Pupils are safe, cared for and treated fairly by all members of staff.
- All members of staff are trained in Child Protection Procedures and know the correct procedure to take if they have any concerns.
- Head Teachers (job share) work well together to drive forward school improvements.
- Staff use the Aberdeenshire Frameworks to inform planning and benchmarks to support professional judgements in learning, teaching and assessment. This will be further developed next session.
- Nursery-P1 transitions are effective and P7-S1 transitions are timely and well managed.
- Outdoor learning space is wide and there is a need for outdoor learning to be incorporated into core learning experiences.
- Digital technologies are used to support learning and teaching in some classes. This require to be embraced in all classes.
- Most children are given opportunities to set targets and make decisions relating to their learning and next steps. Feedback is given to most children to support next steps in learning. Learning and teaching is mostly effective with group work and personalised support being used as effective tools for learning.
- Support staff work to support both learners with need as well as challenging our more able pupils. Their role is flexible.
- Support strategies are in place for pupils as need be and other agencies support the school as required.
- Steps have been taken to encourage parental involvement, this has included more open afternoons, 'sharing the learning' and open afternoons as well as working groups. Feedback is always sought and actions followed up if required. This will be further developed to include a homework working group next session as we look at making homework more manageable for all.
- Parents manage and run the school library and work closely with school staff to do so.
- Children's attainment is closely tracked and monitored. Benchmarks are used to support professional judgement. Wider achievements are also celebrated at weekly assemblies and tracked however, there is a need to identify and support gaps with this as well as to include predictions in attainment.
- Provision for pupils with Additional Support Needs is of a high quality and leads to improvements in outcomes for pupils.

Key strengths:

- Staff knowledge of children and their families.
- Interventions from ASN staff and partner agencies in supporting pupils' learning and development.
- Opportunities to engage and involve parents in children's learning and the life and work of the school – open afternoons, assemblies, 'sharing learning' opportunities etc.
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Identified priorities for improvement:

- Revisit and ensure that the school Vision, Values and Aims are part of our 'core', ensuring that these are meaningful and relevant to our school.
- Continued use of Frameworks and Benchmarks to ensure challenge and progression.
- Seek opportunities to engage 'harder to reach' parents.

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Head teachers and monitor and track pupil progress and plan next steps accordingly.
- Quality Assurance procedures – learning visits, jotter samples, learning walks, learning interviews with pupils.
- Staff self evaluation activities.
- Pupil and parent feedback via conversations and questionnaires.
- Collegiate activities - moderation

Overall evaluation of level of quality:

-Teaching and learning is mainly effective with good quality learning experiences evident. There is a further need for children to be challenged at some levels with differing learning styles requiring to be taken into consideration.

-Pupil achievements both in and out of school are celebrated at weekly assemblies, on our 'good news' wall and on our 'Flying High at Maud' wall. These are also communicated via our monthly newsletters.

-Pupils take on active roles within the school – all are member of committees and senior pupils take on leadership roles. This allows them to develop life long skills but could be further enhanced to include more pupils.

-Staff are more aware of the need for sharing effective learning intentions and success criteria although this is not always consistent. More opportunity could be given to pupils to develop their own success criteria.

-Pupil progress is tracked and monitored for the core areas of Literacy, Numeracy and Health and Well being. Teachers identify where support and challenge is needed and support staff are used in this area. Standardised assessments support professional judgement.

-The school has recently updated, on the advice of their QIO, the 'Banff planners' which are used for forward planning purposes. These are used for all areas except Maths/Numeracy and IDL. These require to be updated in relation to revised Benchmarks.

- 1+2 Languages has been rolled out successfully across the school, with all children being taught 'French'.

Level of quality for this QI: 4 (good)

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

All staff are trained in Child Protection procedures and are aware of procedures to carry out in the event of concern.

Learners are eager and motivated – they understand the purpose of learning. (QIV November 2016)

The majority of learners make good progress. (QIV November 2016) Most classes use Active Learning approaches to motivate and challenge learners.

Standardised data is used to track progress and support professional judgement. Data from this is used to identify areas requiring further support and challenge. Data from classroom assessments is also used to inform school performance at set points over the year according to national expectations, identifying where support staff are utilised. Analysis of data shows that the majority of children are working at or above their expected levels in Literacy, Numeracy and Health and Well being (June 2017).

The school is adopting a 'Dyslexia Friendly' approach and a range of resources are available for pupils who may require support mechanisms.

Key strengths:

- The attainment of most pupils is in line with their developed ability, some are exceeding expectations.
- Use of data to track children's progress.
- Recognition and celebration of children's wider achievements.

Identified priorities for improvement:

- Increased moderation activities to ensure all staff are confident in making professional judgements.
- Identification of factors in children that may be barriers to learning, allowing for support to 'close the gap' and raise attainment.
- Ensure that all teachers act on feedback to improve outcomes for learners.

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- Positive behaviour policy/system is well understood by pupils, parents and staff.
- Positive feedback gained from pupils during learning conversations and questionnaires.
- Analysis of input from support agencies and attendance records.
- IEP's with involvement from pupils and parents.
- Increase in attainment at some levels, with some pupils exceeding expectations.
- Rights Respecting Schools work charters in place.
- Staff knowledge of GIRFEC and wellbeing indicators.

Overall evaluation of level of quality:

- All staff are committed to GIRFEC and work in conjunction with supporting agencies as required to ensure the wellbeing of all children.
- Robust child protection procedure are in place and chronologies are kept to support individuals. These require to be updated regularly by all members of staff.
- All classes have worked on and displayed class charters as part of work on 'Rights Respecting Schools'.
- A 'Worry Box' is in place to support children – this is checked by Head Teachers on a regular basis and acted on as necessary.
- All children are valued and cared for and can speak to any member of staff in confidence if they wish to do so. Their opinions and concerns are considered important and worthwhile.
- School attendance is monitored and followed up as necessary.
- Most pupils feel safe and secure in school.
- Staff are supportive of pupils and mostly, of each other and model this in their behaviour.
- There is a need to make more use of outdoor space to benefit both learning and pupil well being.
- Some children require support in being 'ready to learn' – PEF funding will be used to support this.
- Pupils are involved in fund raising to support charities throughout the year.
- Parents regularly invited in to support learning – open afternoons, class assemblies, etc.

Level of quality for this QI: 4 (good)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Attainment data.
- Analysis from tracking and monitoring systems and standardised assessments.
- Feedback from teachers, pupils and parents
- Feedback from QIO regarding following latest Quality Improvement Visit
- Quality Assurance procedures – classroom visits, monitoring of plans, jotters, learning conversations and walks.

Overall evaluation of level of quality:

- Professional discussions with staff are held regularly and following standardised data results. These identify next steps for learners.
- An effective tracking and monitoring system is used.
- The attainment of most pupils is in line with their developed ability. Most pupils are being challenged appropriately but there is a need for this to be consistent in all classes.
- The majority of pupils make good progress with some exceeding this. Attainment in Numeracy, Literacy and Health and Wellbeing has increased since June 2015/16.
- Staff use Aberdeenshire Frameworks and benchmarks to support professional judgements.
- Staff work together on moderation activities – this will be extended as a cluster next session.
- PSA's are targeted to support pupils with need as well as more able children. Their timetable is flexible and used where support needs are identified.
- Wider achievement are recognised and celebrated at weekly assemblies and in monthly newsletters as well as displayed in school. Class teachers track children who may not have these opportunities.
- Effective interventions are in place to support transitions at key points.
- Pupils at all stages are actively involved in school committees but there is a need to evidence impact of groupwork.
- The school strives to work in partnership with the local community and to maximise opportunities for its pupils.
- Opportunities for outdoor learning require to be further embraced by all teachers.
- Some pupils and staff take on leadership roles but this requires to be extended.
- One teacher takes responsibility for the provision of 1+2 languages and this has had a positive impact in most classes.
- The Head Teacher runs an extra curricular recorder group and plans are in place to start a second one in the new term. This group performs at local events.

Level of quality for this QI: 4 (good)

5. What is our capacity for improvement?

The overall capacity for improvement at Maud Primary School is very good. This is based on the following aspects within the school:

- Commitment to children's learning and team work of most staff including leadership of Head Teachers.
 - Children who are keen to learn and who understand their purpose of learning.
 - A range of appropriate interventions from partner agencies who support pupils' learning and development where required.
 - The commitment of most staff to professional learning and development.
 - Positive and productive partnerships with most parents, all cluster schools, support agencies and contacts within the local and wider community.
 - Positive feedback from the school, QIO, most parents and pupils as well as local community.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Staffing issues – the need for permanent staff to compliment our existing team.
 - Availability of supply and relief staff when needed.
 - Connectivity issues and lack of reliable ICT equipment.

6. Record of updating

Date	Amendment made	By who	Comment