 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Chapel of Garioch School**

**LAST UPDATED: 16th September 2018**

**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   Our vision for at Chapel of Garioch School is to work together, supporting each other, to prepare children for the future and provide opportunities to be the best they can be.  Our Core values are Achievement, Resilience, Respect and Collaboration. Our Vision, Values and Aims can be found around the school and were created in collaboration with all staff (teaching and non-teaching), pupils and parents and are revisited regularly to ensure they are reflective of the school community.  Our school is set amidst beautiful scenery near the foot of Bennachie only four miles from Inverurie, taking in the village of Chapel of Garioch and the surrounding areas of Balquhain and Braco. Built over 100 years ago, the building is typical of many rural schools in Aberdeenshire. Although old, the building is in good repair with the classrooms and toilets being recently refurbished. There are three classrooms, a general purpose hall, cloakroom and toilets, two offices and a staffroom. The classrooms have recently had Clevertouch interactive screens installed. Meals are cooked freshly each day in the kitchen which also supplies lunches for nearby Logie Durno School.  Outside, there is a hard playground to the rear and side of the school. There is also a large playing field which has a football pitch complete with goalposts, a climbing wall and new adventure playground equipment including an investigation station and solar powered stop clock. In addition to this it has an extensive willow tunnel, flower and vegetable garden, picnic seating area and totem pole. The field is surrounded by spruce trees which give shelter.  In Session 2017/18, the school had 29 pupils divided into 2 classes. (P1-3: 14, P4-7: 15).  The Senior Management Team has an allocation of a Head Teacher supported by one part time class teacher and one full time class teacher. In the session 2017/2018, the Head Teacher took on a temporary cluster headship role in two other local small schools and was supported at Chapel of Garioch by a Principal teacher.  Learning was supported by a part time Additional Support for Learners teacher and Visiting Specialist teachers of Music and Drama. Two Pupil Support Assistants within our school also played a key role in supporting the learning and teaching process.  Instrumental tutors visit once a week and tuition is available for recorder, brass, violin and cello.  The School Administrator managed the office. The school was also very well supported by our part time Janitor whose remit includes providing support to both our school and another in the locality.  The school also has very good and supportive relationships out with the school building, including very good links with the community as well as other agencies such as the Health Services and Educational Psychology Services from the authority. Extra-Curricular activities this session have included Running Club, Football and Craft Club.  Parents play a vital role in children’s learning and development here at Chapel of Garioch School.  The Parent Council continues to offer very valuable support to the school. They continue to raise very welcome funds and co-ordinate a number of very successful community social events.  All pupils transfer to Inverurie Academy for secondary education. We have a transition programme within the school and with the other small schools in the cluster and Primary Seven pupils engage in visits prior to their transition to the Academy.  Analysis of SIMD data shows that no children at Chapel of Garioch School live in an area of deprivation, almost all children are in decile 9, with the remaining in either 7,8 or 10.  The PEF funding allocated to the school in session 2017/18 was £1,200 which has been used for numeracy resources including Numicon to support improvements in Numeracy in the early years. A small fraction was used for resources to support pupils with dyslexia. Chapel of Garioch School has many things to be proud of, however we recognise the following key strengths:  * A commitment from all to school improvement. * Our high levels of attainment in numeracy and literacy. * Effective use of technology (eReport using Book Creator) to improve reporting procedures to parents. * A warm ethos built on trust between pupils and staff, where each child’s individuality is recognised and taken account for in learning. * The school’s engagement with parents in creating a strong vision and moving the school forward. |

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:   * A comprehensive self-evaluation calendar highlights the school’s commitment to involving parents, pupils and staff in improving the life and work of the school. This includes questionnaires, surveys, family workshops, self-evaluation questions at Parent Council and Learning Conversations with staff and pupils. * HGIOS4 and the Quality Indicators are used and adapted for the whole school community, to support collaborative enquiry and identify features of effective practice and to inform next steps. * Our effective tracking system allows us to track pupil progress in Literacy, Numeracy and Health and Wellbeing. Along with analysis of data the tracking system allows staff to identify trends which highlight strengths and areas for improvement. * Staff confidently use a wide range of assessment data, including standardised assessment results, accelerated reader data and numeracy data. * Learning Walks are undertaken at set points throughout the year. Written feedback is provided as well as a reflective and supportive discussion. * There is an ethos of leadership at all levels across the school. Particular developments shown this session have included the development of STEM, Rights Respecting Schools, Skills for Learning, Life and Work, DYW and Number Sense. Staff engage with professional learning/CLPL opportunities and practitioner enquiry. PDRS meetings take place annually and time is allocated for staff to update their professional learning through MyGTCS. * All staff engage with information relating to the National Improvement Framework. * Pupils’ work is sampled by the Head Teacher and at times shared and celebrated at assemblies. Children are engaged in reviewing their learning and the work of the school through surveys, Pupil Council, Rights Respecting Schools Committee etc. * Our improvement plan over the last three sessions focuses on and shows evidence that is improving learners’ attainment and achievement. * Progress on our improvement plan is continually shared with parents through newsletters and open evenings and Parents are confidently engaged in school development, regularly sharing their views with staff.   Key strengths:   * The effective use of tracking system and data to target support and identify strengths and areas for development. * The commitment of staff to professional learning that improves outcomes for learners. * Staff are leading learning across and beyond the school.   Identified priorities for improvement:   * Engage with the National Improvement Hub in order to ‘Look Outwards’, to collaborate and exchange expertise. * Develop moderation approaches along with cluster. * Engage with HIGIOURS Part 1 and 2 to develop learner participation in self-evaluation and school improvement. |

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? |
| 1. Engage with the National Improvement Hub. All staff to familiarise themselves with NIH individually and during staff self-evaluation time throughout session and to begin to utilise the tools and resources available. | It will provide practitioners with access to: self-evaluation and improvement tools, knowledge/research, teaching and assessment resources, exemplars of practice and support for on-line collaboration and networks. This will extend confidence in self-evaluation for staff and thus improve the quality of learners’ experiences. | Tools/resources used from NIH will be evaluated as part of School improvement evaluation.  By June 2019, the NIH will be an integral part of the self-evaluation process in school. |
| 1. Continue to develop moderation approaches in association with cluster schools. | Further development of the shared understanding of standards and expectations.  Increased confidence in teacher judgements for both staff and parents.  Pupils’ needs identified more accurately. | Use of moderation tools developed at cluster events.  Embedded use of holistic assessments for pupils which inform teacher judgement. |
| 1. Engage with HIGIOURS document to develop learner participation in self-evaluation and school improvement. | Pupils are fully involved in improving the life and work of the school. | Pupils’ outcomes will be improved as a result of being fully involved in school improvement. |
| Evidence of progress/comments/identified next steps:  Date: April 2018: Worked with Logie Durno school on moderation of feedback identified at Joint in-service. Critical friends established and peer classroom observations took place with follow up discussions and next steps identified.  Date: Jun 2018: Worked with Logie Durno school on creating and moderating holistic assessments. Next step: continue to develop use of holistic assessments (starting with one per term)  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Self-evaluation at school level using HIGIOS4 QIs * QA calendar * Tracking of data * Learning walks undertaken by HT to evaluate planned improvements * School improvement plan * Feedback from parents through surveys and feedback from open sessions * You said, we did section of newsletter * PDRS * Pupil surveys and feedback from focus groups * Self-evaluation folder     Overall evaluation of level of quality:   * All staff have consistently high expectations of learners. * Vision and values are at the centre of school improvement and shared by all stakeholders. * Quality Assurance procedures link closely with school improvement plan. * Staff are committed to school improvement and continually reflect on their practice to ensure the best outcomes for all learners. * Staff are committed to change and confident to develop the curriculum and develop new approaches to learning and teaching. * All staff have a good understanding of the socio-economic context of the community.   Level of quality for this QI: 4 Good |

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:   * Children are safe, treated fairly and protected by Child Protection and Safeguarding Policies which are understood by all staff and volunteers within the school. * All staff are committed to the principles of Getting it Right for Every Child and the UNCRC. * Staff are familiar with local and national circumstances on which our curriculum is based. * Aberdeenshire Curriculum Frameworks have been introduced and staff are developing their use of these for planning for learning, teaching and assessment. * Staff have a shared understanding of the principles of effective learning and teaching. * Transition arrangements are in place for nursery to P1 and P3 to P4 to ensure wellbeing and raised attainment. There are many planned activities to support transition to S1, however more thorough curriculum based activities are required. * Through work on skills for learning, life and work and Breakthrough sessions, children are taking more responsibility for their own learning and have a good understanding of learner qualities. * Parents and stakeholders actively contribute to the life of the school and this has a positive impact on the outcomes for children. * Digital Technology plays a significant role in learning and teaching across the curriculum and at home with support provided for parents and carers. * A robust tracking system give a clear picture of children’s’ progress and allows staff to target need more effectively.   Key strengths:   * The positive and strong relationship between pupils and staff is the basis of a learning environment which is nurturing and appropriately challenging. * Digital technology is widely used as a resource and strategy to support and enhance learning and teaching. * The active contribution of parents to the life of the school improves outcomes for learners.   Identified priorities for improvement:   * Review and revise current curriculum rationale. |

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? | |
| 1. Review and revise current curriculum rationale taking in work done on Skills for Learning, Life and Work. | Increased levels of attainment and achievement for all learners particularly in numeracy and literacy.  Clearer skills progression across the curriculum.  School community better understanding of our curriculum. | Consultation with learners, staff and parents on the curriculum rationale.  June 2019 - new curriculum Rationale published. | |
| 2. Review effectiveness of targeted support procedures. | More robust assessments in place for all children.  Appropriate pace and challenge for all learners  Improved outcomes for learners with additional support needs including high achieving children. | Raised attainment and achievement for all children through tracking.  Increased engagement of learners with ASN. | |
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| Evidence of progress/comments/identified next steps:  Date: October 2018: Family workshop held on curriculum rationale. Learners and parents/carers looked at different aspects of curriculum rationale and contributed thoughts and ideas. Next steps: Collate information gathered from this and staff to create new rationale.  Date:  Date: | | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Learning Walks * Evaluation of QIs HIGIOS 4 * Tracking of attainment and achievement * Analysis of data including INCAS and ePIPs * ASN Reviews * Feedback from Quality Improvement Visit   Overall evaluation of level of quality:   * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to quality learning outcomes. * Learners’ achievements in and outside of school are recorded and celebrated through assemblies and achievement wall display and this is linked to skills for learning, life and work as well as the SHANARRI indicators. * Learners play an active role in the school through Pupil Council and other school action groups such as Rights Respecting Schools and Digital Leaders. There are opportunities to take on leadership roles including the leading of learning both within their own class and through whole school contexts for learning. * School Action Groups and Breakthrough sessions give children the opportunity to develop as independent and successful learners and as well as effective contributors, responsible citizens and confident individuals. * Learners receive high quality feedback and continue to develop an understanding of their progress and next steps across the curriculum as teachers trial new ways of making this manageable for all. * A wide variety of creative resources are used across the curriculum which largely include deigital technology and outdoor learning. * A robust tracking and monitoring system is in place, which along with the analysis of data and teacher judgement based on the frameworks and benchmarks allows staff to confidently assess where children are in their learning and identify next steps in learning.   Level of quality for this QI: 4 Good | | | |

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:   * Children at Chapel of Garioch School are safe, healthy, active, nurtured, achieving, respected, responsible and included. The commitment of the school and its stakeholders and community to improving outcomes for all learners is evident in the caring and nurturing ethos of the school. * All staff have sound knowledge of GIRFEC and Child Protection procedures and are responsive to the wellbeing of each individual pupil and colleague. * The school is fully committed to inclusion and equity for all which leads to improvements in outcomes for all children. * Children are engaged and motivated in their learning. They have a wide range of experiences in school particularly through the use of digital technology and outdoor learning. Children are developing their understanding of the links between their learning and skills for life and work. * Analysis of data and teacher judgement based on the benchmarks are used to effectively track attainment and identify areas requiring support.   Key strengths:   * Children and staff have a good understanding of the UNCRC and the SHANARRI wellbeing indicators and the vision, values and aims are embedded in everyday practice. * The confidence and wellbeing of children across the school. * Use of technology and outdoor learning to give children a wide range of experience and skills.     **Identified priorities for improvement:**   * To provide learners with opportunities to explore diversity, equalities and inclusion. * To raise levels in attainment in numeracy across the school with a particular focus on maths mastery. * To further engage with the Career Education Standard to ensure children receive their entitlements. |

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? |
| 1. To provide learners with opportunities to explore diversity, equalities and inclusion.   * RRS group to deliver assembly on diversity Term 2 * Celebrating Diversity Day to be held in term 3 for whole community * Inclusion of classroom activities on Immigration for this session. * Development of a long term approach to diversity. | Learners more aware of equalities and inclusion.  Learners have opportunities explore diversity and multi faith issues and to challenge racism and religious intolerance.  Learners feel able to challenge discrimination, xenophobia and intolerance. | Feedback from Diversity Day  On-going school evaluation activities including pupil focus group and classroom visit.  Attainment of RRS Silver Award. |
| 2. To raise attainment in Numeracy across the school with a focus on maths mastery.   * Develop tracking document for numeracy for individual pupils Dec 2017 * Develop Mental Maths progression for both classes Mar 2018 * Familiarisation with and use of new numeracy and mathematics progression – Oct 2018 * Use of Stages of Early Arithmetical Learning assessments (SEAL) | New national tests will show a good standard of numeracy across P1,4 and 7  Levels of attainment will meet or exceed predictions.  Teaching staff will have a better understanding of children’s numerical knowledge and therefor will be able to identify gaps in learners’ knowledge and target learning and teaching. | Scottish National Standardised Assessment data  SEAL assessment data  Tracking of attainment |
| 3. To further engage with the Career Education Standard to ensure children receive their entitlements.   * Continue current work on DYW * HT to join authority DYW group * Careers Fair in term 4 * Staff CLPL on DYW | Learners further develop their understanding of skills for learning, life and work  Learners will engage in meaningful discussion about their skills development  Children will engage with My World of Work online resources  Developed links with employers | Evidence of Children’s understanding of Skills for L, L & W through pupil profiles, focus groups and learning walks.  Evaluation of Staff understanding of CES through self-evaluation activities and learning walks.  Evaluation of Careers Fair.  CES/DYW whole school audit. |
| Evidence of progress/comments/identified next steps:  Date: Apr 2018: New maths planning/tracking documents complete, these now include E&Os, benchmarks and links to Heinemann Active Maths. Next steps: Evaluate effectiveness of these in practice.  Date: August 2018: New Mental Maths workbooks purchased for P3-P7 to assist in identifying gaps in learning and to aid planning for learners’ next steps. These also provide daily practice for learners.  Date: Aug 2018: SEAL assessments carried out with whole school. Next steps: Create a programme of Spotlight on…days whereby gaps in knowledge and skills are a focus for the whole school. | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Evaluation of HIGIOS 4 QIs * Parent and Pupil Questionnaires * Feedback from Parent Council self-evaluation questions * Quality Improvement Visit * Engagement in Parents Workshop * Feedback from RRS Pupil Focus Groups   Overall evaluation of level of quality:   * The whole school community has a shared understanding of GIRFEC and the UNCRC, the SHANARRI indicators are revisited regularly with children and are used to evaluate their health and wellbeing. * There is a caring and supportive ethos in the school, where children feel cared for and can talk about their concerns or worries (sometimes through the worry bear) and this is reflected in the way children care for each other. * Staff have a very good relationship with Parents and Carers and have an awareness of the needs and circumstances of every individual. * All staff have access to information about how to support learners and the school has a good relationship with partner agencies such as Social Work and NHS, however more work needs to be done on the use of IEPs/CSPs etc. * Support staff have access to professional learning and are involved in regular professional dialogue regarding learner progress. * Our excellent outdoor space is used effectively to promote positive relationships and wellbeing.   Level of quality for this QI: 4  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Analysis of data to ascertain progress in literacy, numeracy and health and wellbeing. * Teacher judgements and tracking and monitoring of progress. * Regular professional dialogue. * Achievement wall and celebrations of achievement. * QIO feedback on attainment. * Feedback from Parents and Carers.     Overall evaluation of level of quality:   * Almost all pupils are attaining appropriate levels and a few have exceeded these. * Attainment in literacy and numeracy are central to our improvement priorities. A particular focus on mental maths will ensure further improvement in attainment in numeracy. * A robust tracking and monitoring system is in place and this demonstrates that current learners are making good progress across the curriculum * Increased confidence in the use of benchmarks to support teacher judgements as well as better analysis of data from standardised is leading to improved attainment for our learners. * A cluster approach to moderation will increase confidence in planning and assessment. * Digital technology enhances learners’ experiences and staff and learners continue to be creative with the use of DT to improve attainment and achievement for all. * The school works well with partners to ensure that barriers to learning for Looked After Children or children with Additional Support Needs are identified and broken down and that there is equity for all.   Level of quality for this QI: 3 | | | | |
| 5. What is our capacity for improvement?  The overall capacity for improvement at Chapel of Garioch School is very good. This is based on the following aspects:   * All staff are highly committed and confidently take on lead roles in school improvement. * Learners are motivated and enthusiastic about learning and achievement. * The school has a very positive ethos which is underpinned by a shared vision and values. * All staff participate in independent and collaborative professional learning which is linked to school improvement and leads to improved outcomes for all learners. * Strong partnerships with parents, the community, cluster schools and partner agencies. | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
| Aug 2018  Oct 2018 | Updated information for new session 2018/19  Improvement priorities added as a result of audit | NM  NM |  |