 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Ballater School**

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**LAST UPDATED: 31st October 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   * The positive **ethos** in the school isthe foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children’s opinions and ideas are listened to and valued, and through our Pupil Council, working assemblies and pupil feedback groups, children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. * At Ballater School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:   **Responsible Citizens**  - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world  - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others  **Effective Contributors**  - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings  - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others  **Successful Learners**  - Providing quality learning experiences which inspire and motivate our young people to become successful learners  - Encouraging all to reach their full potential through stimulating and independent learning  **Confident Individuals**  - Providing a safe, secure and supportive environment where children feel confident to tackle new challenge  - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing   * Analysis of the **SIMD data** shows that no child at Ballater Primary School lives in an area of deprivation (deciles 1 and 2); all our children are between deciles 6-10. Although Ballater 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 be the best they can be. * The use of the **PEF** will be targetted towards improving attainment and confidence in maths both in the school and across the Aboyne Cluster. Staff training will be key to the roll out of a new mathematical structure and will be complimented with revised teaching materials. 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 Ballater 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. Pupils have a wide range of opportunities to be involved with led by staff, parents and older pupils.    **The inclusive and nurturing ethos**  Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and  good at including one another, reflecting the nurturing approach of all adults in 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.  **The quality of support provided**  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. Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and  provide appropriate support and challenge as required. Support staff are effectively deployed 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 Ballater School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to  enhance their own practice and maximise impact for learners. |

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:   * 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 digital literacy, 1+2, DWP, Rights Respecting School, Emerging Literacy and developing reading to benefit outcomes for all our young people. 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. Parents feel that staff are approachable feel confident to express their feelings and to voice their opinion in staff and school development. * Pupil voice is an improving feature of the school’s approaches to self-evaluation. Children give their views about the school as part of groups and are beginning to take responsibility for improving aspects. * HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. * Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities. * Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments/ concerns slip’ parent drop in sessions, Parent Council. * Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. digital literacy; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning. * Children and young people are becoming more confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, Pupil Profiles and self assessment/ evaluation of their own work.   **Key strengths:**   * The improvements in performance made by the school based on effective self-evaluation. * The focus in the school on its own vision values and commitment to learning. * The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.   Identified priorities for improvement:   * Use of HGIOS 4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners. * Enhance approaches to engage staff in professional dialogue and enquiry using up to date literature to maximise impact on all learners. * Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? | |
| .  1. Extend confidence and effectiveness in use of HGIOS4 | - School improvement planned around selected QI’s that focus on experiences for children  - Staff confidence in self-evaluation enhanced  - Learners, parents and other stakeholders more effectively engaged in self-evaluation  - Impact of improvements for learners to be better collated to show how they benefit | - Evaluation will show that by January 2018 all staff are confident in the use of HGIOS4  - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning  - All class teachers to engage learners in regular evaluation activities focusing on their own learning | |
| 2. Increase use of evidence and research to support professional learning | - Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners.  - SCEL mentor and CT engaging on programme to share ideas at collegiate sessions. | - Reflective activities to be planned in collegiate calendar for session 2017/2018.  - Impact of cluster moderation events should be evident in learning and teaching across the school  -- Impact on learners seen following application of revised classroom approaches( on-going) | |
| 3. Improve use of attainment data to raise attainment | -Staff becoming more familiar with new Scottish assessment framework and starting to analyse the data created.  Analysis of attainment data forming a coherent part of planning for improved learning  - Progress and attainment improved for all learners | - Staff focus on using new assessment system. Shared discussions across stages to evaluate results and identify next steps in learning and teaching.  - Sharing of new approaches with Parent Council and pupils- November 2017  - April 2018 – school policy draft to discuss with staff/parents  - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 | |
| Evidence of progress/ comments/ identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 1.3- Leadership Of Change:  Sources of evidence/evaluation activities undertaken:  - Self-Evaluation at school level using HGIOS 4 QI’s  - Discussions with staff at PRD  - Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning  - School Improvement Plan  - PRD records  - Feedback from parent council discussions and annual survey  - Parent evaluations at Open Afternoons  Overall evaluation of level of quality :   * School improvement takes place in the context of the school’s values and vision * 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. Leadership roles are taken by some colleagues . * Some collegiate meetings start with a review of SIP progress. This helps with identification of strengths and areas of development. The information generated at these sessions is used to create future improvements. More focus on the HGIOS 4 challenge questions relating to leadership 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 would 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. * Overall , the changes pursued by the school are having a positive impact on young people   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:   * 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 practise. * 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 consider moving towards using the frameworks produced by HMIe/Education Scotland * Transitions are mainly well-supported but curriculum transition with the local secondary school needs to be more effective. * Some outdoor learning experiences have been incorporated in to the planning of the curriculum. Children benefit from a wide and varied curriculum and learning experiences. * Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. * Positive engagement with parents encourages them to take an interest in their child’s learning. This is an area to be further supported. * ICT is becoming more widely used across the curriculum to support teaching and learning experiences and as part of homework. * Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level Teachers are using fluid group working and personalised tasks to give children appropriate support or challenge.   Key strengths:   * The positive relationships in the school based on shared vision and values and a respect for learning. * The motivated staff who are keen to further develop in their professional roles. * Revised curriculum model which takes more account of learners needs, and progression across the school.   Identified priorities for improvement:   * Review, evaluate and revise of current curriculum model. * Increase consistency in integrating and using data of assessment in children’s learning and to inform next steps. * Look for ways to build on family learning and parental engagement in the school. |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1. Review, evaluate and revise current curriculum model | - A revised curriculum to meet the needs of all learners  - Improved curricular transition and progression across all areas of the school and into Aboyne Academy  - Increased pace of learning and raised standards in early literacy initially and particularly numeracy | - Revised programme of transition particularly nursery into P1 and p7 into S1 will be monitored  - Consultation with learners and parents re the curriculum will support shared understanding of emerging changes. IDL , emerging literacy and Maths  A revised curriculum model published by end of session 2017/2018  - Evaluation of revisions to be completed within 2 years to ascertain impact on learners | |
| 2. Increase consistency of integrating assessment in children’s learning | - Improved data on children’s progress used consistently to advise on next steps in learning  - Revised , effective system of tracking and monitoring  - Increased attainment at all levels as shown in INCAS/SNSA | - Class teachers to lead revisions to classroom practice and to using cluster moderation events to improve assessment of learning  - HT to update tracking and monitoring system across the school to include SNSA data.  - September 2017 revised tracking and monitoring system to start to be used by all staff including EYLP  - Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment. | |
| 3.Investigate capacity to support family engagement | - Children’s learning enhanced by increased parental confidence and interest in learning  - Further increase in positive relationships with parents  - Parents form all backgrounds engaging in school activities and events | - HT raising issue with Parent Council September 2017 will confirm school wish to engage parents  - Draft programme of family engagement to be drawn up through consultation with staff, pupils and families by February 2018  - Trial family engagement events throughout session 2017/ 2018  - On-going thereafter, annual evaluation activities will see a greater percentage of parents engaged with the school, learning through the school and supporting more actively the learning of their children | |
| 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:  ***-*** HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.  - Learning visits by HT.  - Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.  - Collegiate professional dialogue focused on learning in literacy and numeracy.  - Parent questionnaire feedback.  - school moderation.  - Evidence from QI visit/ liaison with QIO.  Overall evaluation of level of quality :   * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Learners’ achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements walls and some class blogs. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions. * Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these. * Teachers track children’s achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning. * Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire’s Progression Frameworks. This may require further review and development. * Developing Emerging Literacy training has been attended by two members of staff. This is now ready to be rolled out in the early years classroom. Nursery staff are to be trained this session.   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 Ballater Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is applying its PEF to support equity of outcome for learners in confidence and attainment of maths. * 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 but accepts that there is continuing work to do regarding some aspects of the Equality Act. * Children 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 a focus on creatvity allows children to develop a wide range of skills and attributes. * Standardised data is becoming used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that children at all stages are attaining at an appropriate level for their applied ability.   Key strengths:   * A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for. * The increasingly positive levels of attainment in P3 and P5 particularly in literacy. * The confidence and wellbeing of children across all years.   Identified priorities for improvement:   * To raise further levels of attainment in numeracy across the school but especially in P7. * To extend the schools commitment to the promotion of diversity and tolerance and positive behaviour * To expand pupil learning opportunities by engaging with DYW materials. * To develop the emerging literacy toolkit to identify and address literacy learning needs in early years learners. |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. To raise further levels of attainment in numeracy, especially in P7 | - Standardised assessments will show increase across in performance against all numeracy measures  - Overall, levels of attainment will be equal to or better than predictions for the school  -Revised strategy for teaching maths will be starting to be used from January 2018.  Pupil confidence in maths will have improved. | - a revised approach to numeracy will be in place by January 2018  - Transition from Early Years setting to be refreshed by P1-P3 class teacher and revised  plans re number work in place  - Joint CPL with academy/primary staff (November 2017) will be successful in ensuring pace , challenge and progression P7-S2 in numeracy  - Ongoing: analysis of attainment data in numeracy will show sustainable improvement across all measures |
| 2. To extend the school’s commitment to promoting diversity and tolerance and positive behaviour. | - All children to be aware of cultural , racial , religious, personal differences and the equal value all have  - The school to achieve first level of commitment as a RRS.  - Pupil anti bullying ambassadors and playground committee set up to be actively involved in all aspects of school ethos | - Establishment of working group to focus on Rights Respecting (September 2017 )will confirm school commitment  - Children to be engaged in establishing school behaviour code for the school ( January 2018)  - May 2018, revised school code in place  - June 2018 application made re RRS level 1 status  - On-going school evaluation activities/classroom visits focus on children’s awareness and tolerance of diversity  - anti-bullying ambassadors and playground committee to be appointed January 2018  - Committee to be responsible for school audit and action plan to support greater tolerance and improved behaviour across the school. |
| 3. To expand pupil awareness of relevance of learning to real life skills and occupations. | Staff and older pupils to become aware of DYW programme.  Older pupils (P5-P7) – to start to use DYW resources to support learning and evaluation of their learning. | * Member of staff to attend DYW training sessions throughout the year * Cascade information to colleagues * P5-P7 pupils to sign up for DYW website to allow them to identify, evaluate and track life skills used in their learning. |
| 4. To develop the emerging literacy toolkit to identify and address literacy learning needs in early years learners. | - Standardised assessments will show increase across in performance against all literacy measures  -Revised toolkit for teaching literacy will be starting to be used from August 2017  Pupil mastery in literacy skills will have improved. | Trained staff to audit current levels of literacy attainment in all pre school and P1, P2 and P3 pupils. August /September 2017  - Staff to plan programmes to support areas identified in audit – October 2017  - programmes to be delivered by early years staff  - Further assessment of pupil literacy development to be carried out March 2018 and June 2018.  - Nursery staff to start using development checklists from October 2017 for Pre school pupils initially. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:  - Positive behaviour evident in and around school  - Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.  - Raised attainment by learners in all SIMD deciles evident in standardised assessments.  - Positive views reflected by pupils and parents on their education and desire to learn at Ballater School.  - School moderation exercises.  - Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background  - Scrutiny/analysis of Child Protection procedures.  Overall evaluation of level of quality :   * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School. * All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. * All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM’s and IEP’s. There remains however some inconsistencies in how this information is applied across all classrooms. * Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment. * At times of challenge and difficulty the school deploys other professionals to access support from other agencies. * Classes and Assemblies focus on the UNCRC Rights, this in turn challenges discrimination, and intolerance. All classes have developed classroom charters in line with the UN Rights. A playground and dinner hall charter is to be drawn up involving al stakeholders. A more developed approach to diversity is however required. * 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 voice, 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. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation. * There is a need to further develop approaches to ensure equity of outcome for all learners.   Level of quality for this QI: 4 Good  Evaluation of QI 3.2- Raising Attainment and Achievement:  Sources of evidence/ evaluation activities undertaken:   * Analysis of standardised assessments to ascertain progress in literacy and numeracy * Analysis of opportunities for wider achievements for pupils * Feedback from QIO regarding overall school performance * Feedback from parents regarding progress of individual children   Overall evaluation of level of quality :   * Attainment in the school is improving. This is the case for all abilities and both female and male. * The local Cluster are moving forward with moderation training in literacy this session, this will need to be embedded then in future extended to numeracy. * A tracking system has been in place but a more robust system is being developed. * Many pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. * 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 is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities. * A ‘Developing Number Sense’ approach is being developed to improve children’s mental calculation skills. Thus far impact is limited however. * More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems. * To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire and Education Frameworks to ensure quality, pace and challenge. * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.   Level of quality for this QI: 3 Satisfactory |
| 5. What is our capacity for improvement?   * The overall capacity for improvement at Ballater School is very good. This is based on the following aspects within the school:   - High levels of commitment and leadership by all staff  - Young people in the school who show a respect for and commitment to learning  - The positive ethos in the school underpinned by shared vision and values  - A high 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:   - Considerable ASN across the school which has absorbed a great deal of time and staffing.  - Unreliable internet / connectivity issues  - Budgetary constraints regarding extending availability of differentiated resources |

6. Record of updating

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