 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Oyne School**

****

**LAST UPDATED: 02.09.17**

**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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

|  |
| --- |
| Context of the School **Oyne School – being the best we can be.****Our vision**Our vision for Oyne School is for happy achieving children to be supported to do their very best learning within a caring school and community. **Our values**We value the right to experience:fairness, kindness,respect,tolerance,achievement,happiness,being included and being listened to.**Our aims**• We all have the right to share a safe environment in which to flourish.• We all have the right to enjoy a healthy lifestyle. • We all have the right to learn and develop to the best of our ability.• We all have the right to feel secure and that our skills are encouraged and developed.• We all have the right to learn and achieve through a wide range of experiences both in and out of school.• We all have the right to be involved in the life of the school and can take responsibility for own part in the learning that takes place here.• We all have the right for our opinions and unique qualities to be respected and developed to be the best they can be.• We all have the right to have a voice in the development of learning and the life of the school.**Oyne School**Oyne School is in the centre of the village of Oyne, 9 miles to the north of Inverurie in the heart of the Garioch. The primary school is non-denominational and the catchment area is the village of Oyne and the surrounding rural area. The school’s current pupil roll is 56. Some pupils who live outwith the catchment area also attend the school. The main school building dates back to 1874 but has been substantially modernised and extended to provide the current 3 teacher accommodation. The school has an extensive playing field to the rear of the building where the children are regularly involved in environmental and recreational projects. There are three full time equivalent staff: Headteacher and 2 class teachers who are supported by: a probationer teacher• 2 PSAs• an administrator/clerical assistant• a janitor• a cleanerOyne is in the Inverurie Cluster Schools Network and P7 pupils transfer to Inverurie Academy and The Gordon Schools in Huntly. There is an annual allocation of visiting specialists in Music and French and the Oyne Parent Council is a very active supporter of school life. Pupils attend running, football, netball clubs run by parents.**SIMD profile (Oct 2016)**0 pupils are in decile 1-733% of pupils are in decile 864% of pupils are in decile 94% of pupils are in decile 10Pupil Equity FundNot applicableOverall Strengths of the SchoolOyne school has a supportive family ethos which is committed to supporting every child to do their best learning. We are situated in the heart of a strong community which supports the school. Parents are committed to supporting the learning and teaching and have contributed to developments in homework, reporting, reading and the school grounds over the last year. We have a consistently high level of attainment and are committed to focusing support to enable pupils to do their very best. All staff are committed to developing engaging learning experiences with increasingly creative use of digital technology. Pupils are enthusiastic and engaged. All pupils are in deciles 8-10 of the SIMD data and the school has no allocation of Pupil Equity Funding. |

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:* The school engages in a rigorous self-evaluation process involving all parents, pupils, community and staff. Pupils are encouraged to take responsibility for decision making in pupil groups and the classroom and are involved in school improvement. School values are a core aspect of school life and improvement priorities are shared with all and regularly revisited.
* Staff are committed to school improvements and have undertaken CLPL to raise standards in modern languages, maths and science. 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.
* All staff make good use of data to plan and improve learning and teaching
* Pupil voice is a strong feature of the school’s approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects.
* HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. Challenge questions are used for staff development and stakeholder feedback
* 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, two stars and a wish slips, monthly post cards, comments box as well as individual evaluation opportunities after specific events.
* Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff through development of pupil action 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.
* All stakeholders are involved in reviewing and evaluating our strategic plan through sharing on the school website and the parent council.
* Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, group improvement audits and individual learning meetings. They lead their own learning through class curricular discussions, setting own learning targets, selecting and evaluating work for their profiles and peer and self-assessment.
* Pupil improvement audits show number of pupils who agree – improvement in learning through achievement +24%, improvement in opportunities to show leadership skills +35%, opportunities to learn outdoors + 58%, encouraged to eat healthily +36%, developing reading skills in different ways + 38% and different approaches to homework +33%.
* Resources are used effectively to improve outcomes for all pupils and to raise attainment.

**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 school makes good use of data to plan for improvement in learning and teaching.
* Pupil opportunities to lead their own learning.

Identified priorities for improvement:* Expand use of HGIOS4 and challenge questions to improve learning and teaching
* More consistent approaches to assessment – using benchmarks and new standardised assessments
 |

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

|  |  |  |
| --- | --- | --- |
| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| Expand use of HGIOS4 and challenge questions to improve learning and teaching* Use challenge questions in collegiate meetings and parent council meetings

(T1/2/3/4)* Expand opportunities to share self-evaluation information with stakeholders (T1/2/3/4)
* SQUIP/IP focused on core Qis (T1)
 | Greater focus on HGIOS4 self-evaluation for improvementsSharing of HGIOS4 SE processes with parentsShare self-evaluation information – newsletter, displays, facebook, and parent information sessions. | Parents will be more aware of HGIOS4 processes and improvementsDisplay of self-evaluation feedback from challenge questions (You said.. displayboard) |
| More consistent approaches to assessment – using benchmarks and new standardised assessments* Assessment folders created for each teacher (T1/2)
* Collegiate time to explore and moderate benchmarks (T1/2/3/4)
* Collegiate time to explore new SA (T1/2)
* Assessment policy updated (T4)
 | Increased clarity for staffClear timetable and consistent assessment resources availablePolicy updated to include latest developments and best practice.Direct intervention for pupils whose attainment has dipped | Teacher judgement and standardised assessments more reliable.Attainment levels improved. |
| 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
* Quality Assurance procedures – teaching and learning visits, planning, jotters, use of glow, homework with HSIOS Qis and challenge questions
* Professional dialogue at PRD and at collegiate activity meetings
* Observations of lessons to ascertain embedding of revised approaches to supporting learning
* School Improvement Plan – shared with parents, staff. Pupil friendly improvement plan shared with pupils in assembly and on noticeboards.
* Pupil audit re improvement priorities at beginning and end of year
* Individual pupil conversations with teachers and Head Teacher
* PRD/EAR records
* Feedback from parent council discussions
* Parent evaluations at Open Afternoon, Two Stars and a Wish, Questionnaires, transitions.
* ‘You said we did’ display board
* Focussed improvement questionnaires – Homework, Reporting
* General questionnaires for all stakeholders

Overall evaluation of level of quality:(brief description)* School values and vision are integral to the life and work of the school
* All staff have consistently high expectations of all learners.
* Staff collaborate and are fully involved in developing changes and improvements.
* Data and self-evaluation evidence is collated and used to form improvement priorities..
* 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.
* All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
* All staff continually reflect and develop our practice taking account of our self-evaluation and vision for continuous improvement
* Overall , the changes pursued by the school are having a positive impact on young people

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

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview: * Safeguarding and child protection arrangements are followed. All staff are annually updated and have a good understanding of issues around child protection.
* The ethos of the school promotes equality and challenges all forms of discrimination.
* The school used weekly assemblies to reinforce positive relationships.
* Pupils are supported with particular difficulties and have good relationships with the adults in school
* The school uses the ‘Bounce Back’ programme for a whole school approach to resilience and developing healthy relationships.
* Pupils feels safe in school
* Staff know the children well and are skilled at identifying concerns
* The school values and vision underpin the curriculum rationale
* The curriculum is discussed and refreshed by stakeholders and pupils are involved in curriculum discussions the results are displayed.
* Teaching and learning is based on the principles of curriculum design and building the capacity of pupils through CfE.
* Learners demonstrated good skills in the key areas of literacy, numeracy and health and wellbeing.
* Pupils have a good understanding of skills for learning life and work.
* Our pupils are highly motivated to learn and teachers provide engaging and purposeful learning activities using digital technologies as appropriate.
* Teachers plan and reflect on their teaching weekly. Collegiate times provide regular opportunities for moderation and professional dialogue.
* Teachers plan using the Oyne Planning Framework – based on the Aberdeenshire framework and the National Benchmarks.
* Data and teacher judgement are used effectively to plan for interventions to support learning and teaching.
* Staff support all children to achieve and have regular conversations about learning.
* Learners who require targeted support are identified using assessment data, teacher or parent information and appropriate interventions are put in place. Pupils access Support for Learning where appropriate and some pupils have Individual Education Plans where appropriate.
* Staff are good at identifying children who are at risk and take particular care to work to remove barriers to learning in school.
* Families are encouraged to support pupils learning. Regular meetings and work with the Educational Psychology Service support families where appropriate.
* Regular dialogue about home learning ensures pupils are supported appropriately out of school.
* Pupils are well supported at transitions at P1 and P7 with extended transition arrangements made if appropriate.
* Parents are supported to regularly engage in their children’s learning and achievement through sharing of learning experiences through Facebook and achievement booklets.

NIF priority Improvement in children and young people’s health and wellbeingKey strengths:* Staff know children very well
* Family ethos of school
* Curriculum developed with stakeholders and regularly reviewed
* High expectations of staff of pupils
* High levels of engagement of pupils in learning
* Pupils supported to develop resilience (Pupil Support Worker)
* Data used to target effective support
* Supportive families who are engaged in their children’s’ learning
* Thorough and targeted transition processes to meet individual needs throughout the school.
*

Identified priorities for improvement:* Focus on wellbeing (GIRFEC) and what that means for every child
* Refreshing Health and Wellbeing Curriculum
* Ensuring new Child Protection Guidelines are in place
 |

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

|  |  |  |
| --- | --- | --- |
| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.Wellbeing* Introduce pupils to GIRFEC and SHANARRI indicators (T1/2)
* Assembly programme (T1/2)
* Class activities (T1/2)
 | Assemblies used to develop whole school understanding of SHANARRI indicators.Pupil work displayed in hall and updated.Workshops for pupils to develop good relationships. | Pupils will understand the concept of GIRFEC and how it is used across different servicesPupils will gain an understanding of SHANARRIPupils will identify the playground as a safe happy place – pupil questionnairesPupil Audit |
| 2. Refreshing Health and Wellbeing Curriculum* Use of more coherent planning documents (T1/2)
* CLPL for staff re PE teaching and learning (T1/2/3/4)
 | Whole school planning procedure developed that includes all aspects of H and WBStaff attend twilights on PE teaching and learning | Use of a consistent planning approach will lead to more consistent learning and teaching.Pupils will have a more coherent curriculum experience.Pupil AuditSelf evaluation  |
| 3. Reviewing new Child Protection Guidelines* Ensuring policies and training are uptodate (T4)
 | Policies will include uptodate information re FGM and Sexual exploitation.Folders containing all relevant information to be kept in GP room for easy access | Staff will have up to date information about current child protection concernsStaff will be able to access most appropriate information easily. |
| 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:* Epips/Incas standardised assessment
* Termly tracking and professional discussions with teachers
* Behaviour and attendance data
* ‘Take 5’ individual HT learning conversations with pupils
* PDRS and EAR
* Newsletter HGIOS challenge question postcard feedback
* Parent Council discussions
* Pupil self-evaluation in jotters and profiles
* QA procedures – jotters, planning, homework, Glow, classroom practice
* IEP reviews and MAAPm action plans
* Liaison with ASN teacher
* HT classroom learning visits
* Pupil audits, Pupil Action Group discussions
* Quality assurance procedures – homework, jotters, planning, Glow, classroom practice
* Collegiate discussions and moderation focusing on literacy and numeracy
* Two stars and a wish stakeholder feedback
* Questionnaires for all stakeholders
* Individual focused topic questionnaire on homework and reporting
* Liaison with QIO
* Collegiate activities with small schools and cluster

Overall evaluation of level of quality :* School values built on positive relationships
* Learning environment built on school values
* Learners achievements in school are recognised through teacher recognition, assembly celebration and sharing with parents
* Achievement out of school are recognised through booklets twice a year and class displays created
* Achievement programme created by Pupil Council to celebrate learning outside the classroom (Oyne Carrots Award)
* Leadership opportunities are encouraged throughout the school and has been pupil focus this year – included helping dining hall, reading with younger children, creating pupil newsletter, being a buddy, and being a playground pal.
* Learners have benefited from increased quality feedback through teacher involvement in Tapestry programme.
* Learners are developing more ways of giving effective feedback to peers.
* Oyne Planning framework is proportionate and simplifies teachers recording with in a consistent framework that ensures creativity and a broad general education.
* Teachers’ judgement is based on a variety of assessment evidence. Teacher discuss and moderate assessment judgements with each other.
* Tracking and monitoring is carried out four times a year and used to improve attainment and focus support.
* Data is increasingly analysed by all staff to drive improvement.
* Parents have good information about learning and classroom activities through new Facebook group.
* Teachers have attended developing number sense training and science training to improve learning and teaching.

Level of quality for this QI: 4 Good  |

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

|  |
| --- |
| Relevant NIF priority: AllRelevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview: * ***NIF priority -*** Improvement in employability skills and sustained, positive school leaver destinations for all young people.
* All stakeholders have good understanding of children’s wellbeing and rights.
* Statutory duties are fulfilled to protect and improve outcomes for children
* Children feel listened to and included
* Most children are attaining appropriate levels of attainment or above (school average 92%) and attainment over time is tracked and used to drive improvement.
* Pupils are empowered to be fully engaged in learning and decision making and how to improve
* Attendance levels are 96% and no pupils have been excluded.

Key strengths:* Robust tracking and professional dialogue underpins the drive to improvement.
* Caring ethos and opportunities for pupils to be listened to and included
* Almost all children are highly motivated to learn.
* Identified priorities for improvement:
* Developing creativity skills
* Developing opportunities to develop and apply more sophisticated computational thinking skills
* Using the entitlements and expectations of the Career Education Standard to support them to increase employability skills (Developing the Young Workforce)
* Developing STEM skills
 |

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

|  |  |  |
| --- | --- | --- |
| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.Developing creativity skills* Developing partnerships with creative industries ie local artists (T3/4)
* Can articulate creativity skills (T3/4)
 | Children’s awareness of creativity skills is increasedChildren can use digital learning to express creativity | Pupil AuditDisplays etc around schoolsFeedback re partnership working |
| 2. Developing opportunities to develop and apply more sophisticated computational thinking skills* Embed updated Technologies Curriculum (T1/2)
* Increase understanding of computational thinking (T3)
 | Increased confidence in staff to deliver technologies curriculumPupils able to develop more sophisticated computational skills | Pupil AuditTeacher self evaluation |
| 3. Using the entitlements and expectations of the Career Education Standard to support them to increase employability skills (Developing the Young Workforce)* Audit current practice (T1/2)
* Make links with different areas of world of work with parent links (T1/2/3/4)
 | Pupils can articulate work based choices and preferencesPupils meet ‘I can’ statements at each level as documented in Career Education Standard document | Pupil AuditSelf Evaluation |
| 4. Developing STEM skills* Staff professional development to increase quality of science teaching

(T1/2/3/4) | Pupils experience higher quality science education and links to Career Education Standard | Pupil AuditSelf Evaluation |
| 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:* Monitoring of attendance and behaviour data
* Pupil audits
* ‘Take 5’ individual pupil conversations.
* Pupil Voice Groups
* Pupil profiles
* IEP and MAAPm pupil feedback
* IEP and MAAPm parent feedback
* Questionnaires
* Two Stars and a Wish feedback
*
*

Overall evaluation of level of quality:* Staff have good understanding of wellbeing and children’s rights, however pupils should develop the wider approach to wellbeing through further engagement with SHANARRI indicators.
* Pupils feel safe and secure
* Pupils transition processes are organised to meet individual needs included extended provisions where appropriate.
* Weekly assemblies promote school values and positive approaches to diversity.
* Pupils have a variety of opportunities to be heard – pupil voice, pupil review meetings, MAAPm, and IEPs

Level of quality for this QI: 4 GoodEvaluation of QI 3.2 - Raising Attainment and Achievement:Sources of evidence/evaluation activities undertaken:* Standardised assessment data and assessment from teacher judgement and use of Aberdeenshire frameworks and benchmarks
* Quality assurance procedures – classroom monitoring, jotter sampling, homework sampling
* Regular tracking and professional dialogue
* Use of data to focus Additional Needs Teaching
* Achievement booklets
* Staff moderation activities and cluster moderation activities
* Celebration of achievement in assembly.
* Feedback from QIO re attainment

Overall evaluation of level of quality:* Most children are working at the appropriate levels of attainment or above in the Curriculum for Excellence (whole school average 92%)
* Above average levels of attainment in standardised assessments in reading, general and mental maths for P1, P3 and P5.
* Robust tracking procedures and professional dialogue promote improvement
* Professional dialogue focus on 10% pupils needing challenge and 10% pupil needing support
* Beginning to use benchmarks to drive improvement and ensure consistency
* Success and achievement is regularly recognised and celebrated. New ‘Carrot Awards’ give pupils who don’t do out of school activities to develop skills in school.

Level of quality for this QI: 4 Good |
| 5. What is our capacity for improvement? * High levels of commitment and leadership by all staff – who are developing their practice in new stages this year
* Young people in the school who understand the value of learning and are engaged and interested in the world around them.
* The positive ethos in the school underpinned by shared vision and values regularly promoted in assembly
* 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:* Staff who are new to their stage – learning pedagogy for different age groups
* ASN staffing
 |

6. Record of updating

|  |  |  |  |
| --- | --- | --- | --- |
|  Date | Amendment made | By who | Comment |
|  |  |  |  |