

Standards & Quality Report

At New Pitsligo & St. John's School this session...

- Curriculum design has been taken forward successfully as the improvement plan and further as a cluster initiative.
- Recognition of commitment awarded for Rights Respecting School Award
- Winners again of Buchan Beginning to Bloom
- Awarded an Education Scotland grant for upgrade to the playground.
- Plans set for upgrade to early years department and entry of two year olds
- Stepping Stones fully outreach and developing a nurture approach
- Nurture set up in school using Quality Indicators, supported by Educational Psychologist.
- Breakfast Club successfully embedded and rolled out by Stepping Stones across the cluster
- Attainment raised and better analysed
- Nursery planning and profiling improved in line with wellbeing indicators
- Skills development at an early stage of implementation
- Whole school production of Annie
- P7 Poppy week with tea dance and remembrance well attended
- Eco-garden developed by nursery, p1/2, p2/3
- Sensory garden planted by eco committee
- Blog developed by communication committee

2014-2015



New Pitsligo & St. John's School

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The School in Context

New Pitsligo & St John's School serves the village of New Pitsligo and its surrounding rural area. The village is situated about 14 miles from Fraserburgh and 12 miles from Mintlaw and has a few shops and small businesses.

The current School roll is 107 with 24 in the Nursery. On leaving New Pitsligo and St. John's Primary School, most children transfer to Mintlaw Academy as part of Mintlaw Community Schools Network (CSN). Within the Mintlaw CSN all services operate in an integrated framework in order to ensure that each child has the opportunity to maximise their full potential. This has moved towards Girfec Groups in September 2013 whereby Mintlaw and Peterhead CSNs linked.

The school building has six teaching areas made up of four classrooms and a large open plan infant area. There is also a nursery. It has accommodation for a gym, music/television/library area and houses the Mintlaw Cluster SEBN enhanced provision. Lunch is taken in a separate dinner hall.

The school has large tarred playground areas and the use of an all-weather pitch which is easily accessed from the school.

At New Pitsligo and St. John's School we are committed to achieving the following through the Aberdeenshire Entitlements:

Successful Learners Confident Individuals
Responsible Individuals Effective Contributors

Our vision is to ensure all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their potential within a supportive and proactive community.

We aim

- to involve pupils, their parents and the wider community in the learning process
- to monitor and record the progress of the individual child in order to support that child's learning
- to provide and maintain suitable resources to enable the efficient delivery of the curriculum
- to create a well disciplined and happy atmosphere of warmth, caring and friendliness where the individual is valued and our achievements are something to be proud of
- to encourage good home school relationships and community links
- to provide the necessary organisation and leadership to identify targets for

improvement, maintenance and achievement

- to equip pupils with foundation skills, attitudes and expectations necessary to prosper in 'a changing society' and to encourage creativity and ambition
- to prepare pupils for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in an inclusive and multicultural world
- to value and support all pupils and ensure their access to a curriculum appropriate to their needs
- to promote the best levels of learning and teaching experiences which promote good learning, good behaviour, self-discipline and respect for self, others and the environment
- to have a positive and proactive impact on our community

Nursery: anti-preschool and preschool (24pupils) Vacancy

P1/2 Mrs. Watson

P2 Miss Stevenson

P3 vacancy

P4 Mrs. Davidson

P5/6 Miss Patterson

P7 Mrs Watson

Enhanced Provision (SEBD outreach) Mrs. Roche

Specialists:

P.E

French

Music

Art

Drama

New Pitsligo Parent Council is chaired by Mr. K Hammond.

After school clubs include football (run by community volunteers), Choir and cheerleading (active schools)



Key Development	Progress during year/year
<u>Banding Experiences and Outcomes</u>	
<ul style="list-style-type: none"> ➤ Work in partnership with St. Fergus, New Deer and Mairi Manson to group Es and Os ➤ All staff to work in teams for different areas of the curriculum based on an agreed approach 	<ul style="list-style-type: none"> ➤ A group has formed including several cluster schools. ➤ Staff have taken leadership on areas of bundling and skills development.
<u>Active Literacy</u>	
<ul style="list-style-type: none"> ➤ Improve attainment in literacy through adopting Active Literacy ➤ Empower pupils and teachers to adopt this new style of learning ➤ Measure impact of Active Literacy on pupil learning via NGRT spelling and reading tests, Pips and Incas and professional judgement. Encourage pupils to feedback regarding learning styles and experiences when target setting. 	<ul style="list-style-type: none"> ➤ Attainment has improved ➤ Spelling, reading and literacy garden approaches adopted across the school, supported by cluster collegiate events to allow for sharing of practice and experiences. ➤ Assessments completed and data plotted.
<u>Communication</u>	
<ul style="list-style-type: none"> ➤ Review use of communication between home and school – parental input ➤ Set up a blog ➤ Create a pupil-led committee to over-see communication ➤ Renew school website 	<ul style="list-style-type: none"> ➤ Parents asked what good communication should look like. ➤ Communication committee led by pupils now running ➤ Blog now live ➤ School website under review.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR 2014/2015 YEAR

Curriculum Design

- Pilot bundling and link to curricular frameworks
- Profession reading and research of taxonomies including Blooms
- Development of understanding of Visible Learning
- Look at good practice in other schools via Education Scotland website
- Create a skills progression
- Evaluate classroom practice against skills with teachers and pupil focus groups.

Early Years Cohesion

- Link curriculum across birth to 3 years and Early Curriculum for excellence
- Develop against wellbeing indicators to support arrival of two year olds
- Create a flow of skills and resources through early years department, e.g. through shared planning
- Develop pupil choice and sharing in planning

1+2 Languages

- Skill up staff to understand the processes involved in 1+2 languages
- Explore training courses for embedded language in classroom routine
- Choose languages to be developed and pursue training.

Reporting to Parents

- Look at parental feedback on reporting
- Explore good practice across Scotland
- Develop use of profiling and open events.

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Feedback from pupils and parents
- Expectations based on individual needs
- Promotion of self-esteem through celebrating success
- Promotion of understanding and a positive appreciation of the diversity of individuals and groups within society

Our key strengths in this area are

- Ethos of caring and child-centred commitment
- Good use of systems via chronology for GIRFEC
- Certificates and wider achievement wall for success in all aspects of life
- Assemblies and diverse RME
- Good links between teaching team, parents and SFL team to plan for individuals
- Long running Rights Respecting Committee (pupil-led)
- Project in partnership with CLD and social work
- Rights respecting committee led wall display

We have identified the following as priorities for improvement in this area

- Develop the CLD project to meet the needs of more families developing a package of support involving a range of agencies.
- Further support young families in social housing to integrate into the wider community via parents support group, community council and health services.
- 1+2 languages as a way of exploring diversity.

Key

Evaluation – **Excellent** -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

4

QI 2.1 ~ Learners' Experiences

4

In arriving at these evaluations, we considered the following evidence.

- Standards of attainment over time
- Overall quality of learners' achievement
- Impact of the school improvement plan
- The extent to which learners are motivated and actively involved in their own learning and development

Our key strengths in this area are

- Tracking and monitoring improved via improvement plan
- Assessment collated and data actively used
- Personal learning Plans used by pupils recently redesigned
- Achievements celebrated from school and outside school
- Good partnerships with professionals (SFL, Psych)
- Pupils engaged in learning conversations

We have identified the following as priorities for improvement in this area

- Further roll out of One-Note
- Continue to embed active literacy
- Develop partnerships with hub schools to further support pupils with additional support needs.

2. How well does out school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

4

QI 5.3 ~ Meeting Learning Needs

4

In arriving at these evaluations, we considered the following evidence.

- The rationale and design of the Curriculum
- The development of the Curriculum
- Programmes and courses
- Transitions
- Tasks, activities and resources
- Identification of learning needs
- The roles of teachers and specialist staff
- Meeting and implementing the requirement of legislation

Our key strengths in this area are

- Cluster approach to bundling Es and Os
- Close partnerships with SFL, empowering class teachers to meet needs in the classroom environment
- Redeveloped approach to interdisciplinary learning and linked professional dialogue
- Review under way of practical use of the building with radical redevelopment planned for an early years department.

We have identified the following as priorities for improvement in this area

- Pilot bundling and track
- Reduce length of IDL focus
- Consistent staffing to allow for work in this area to progress

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

4

In arriving at these evaluations, we considered the following evidence.

- Commitment to self-evaluation
- Management of self-evaluation
- School Improvement

Our key strengths in this area are

- Feedback data collection, wide range of sources and proper analysis of data
- Data responded to in a practical manner
- All staff involved when required, in improvement planning groups based of identified from HGIOS evaluation and stakeholder feedback
- QIs used termly as agreed by team for self and peer evaluation
- Pupils voice encouraged throughout the year, e.g. with 'question of the week', suggestions box and pupil council.

We have identified the following as priorities for improvement in this area

- Pupil focus groups
- Impact of new format of questionnaires for pupils and parents
- Pro-active approach to raising attainment across the whole school community