

Standards & Quality Report

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

- Curriculum design piloted with flexible approach to use of bundles.
- Winners again of Buchan Beginning to Bloom
- Playground markings completed and new play-sculpture created by Eco Committee.
- Plans set for upgrade to early years department and entry of two year olds
- Nurturing approaches impact measured by Educational Psychologist and embedded in evaluation process.
- Analysis and use of data continuing to improve with a big focus on Early Years.
- New lead Practitioner in Early Years.
- Skills development becoming embedded, to be reviewed by improvement planning group.
- Blog developed by communication committee

2015-2016



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

P2/3 Miss Stevenson

P4 Mrs. Davidson

P5 Miss Patterson

P6/7 Mrs Watson

Enhanced Provision (SEBD outreach) Mrs. Roche

Specialists:

Music

Drama

New Pitsligo Parent Council is chaired by Mr. J Murray.

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



Key Development	Progress during year/year
<u>Curriculum Design</u>	
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ One year completed and record keeping process also trialed. Flexible approach works well, some tweaking to come from larger bundles. ➤ Blooms and Visible Learning maintained as an area for development throughout the year and revisited through targeted schools meetings. Staff are growing confident in this area ➤ Skills progression complete based on Education Scotland good practice and supported by ERD Psych team. ➤ Pupils focus groups gave positive feedback, even when less able children were asked.
<u>Early Years Cohesion</u>	
<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Pupil participation has improved and a flexible snack approach is now embedded. ➤ Wellbeing indicators are part of the nursery procedure. ➤ More work needed hence the new raising attainment in the early years group, however a new lead practitioner means progress will be improved.
<u>1+2 Languages</u>	
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ School champion appointed and initial training undertaken. ➤ Agreement of a whole school approach. ➤ French will be our language.
<u>Reporting to Parents</u>	
<ul style="list-style-type: none"> ➤ Look at parental feedback on reporting ➤ Explore good practice across Scotland ➤ Develop use of profiling and open events. 	<ul style="list-style-type: none"> ➤ Questionnaire used and analysed. ➤ Change to approaches supported by parents but with a small report still available in term 4. ➤ Open events and One Note now part of the year.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR 2016/2017 YEAR

Raising Attainment

- Improve reading comprehension skills across the school by running a family reading after school club and embedding cross school reading experience in the learning day.
- Embed the use of Significant Aspects of Learning
- Explore using Benchmarks and SALs for target setting
- Increase analysis of individual learning via collated data
- Embed frameworks in structure of the curriculum.

Early Years Attainment

- Bring attainment closer to the national average at end of nursery.
- Show increased attainment through p1
- Look at strategies to increase attainment and measure the impact of those strategies, e.g. POLAAR
- Work closely with the Ed Psych team as this is also an area of development for them.

1+2 Languages

- Pupils, staff and parents beginning to use simple vocabulary and phrases in French.
- Better understanding of the Scottish Executive's 1 + 2 programme
- Parents aware of implementation of 1+2 Policy as national
- Develop a whole school approach to modern languages
- Staff developing an understanding of how they can engage with L2

Reporting to Parents

- An improved process of reporting learners' progress and achievement to parents/carers.
- The improved reporting process would be spread over the whole school year and have less emphasis on the annual written report in Term 4.
- Increased pupil involvement in the reporting process.
- Increased parental involvement in their children's learning.
- An increased understanding for parents of their child(ren)'s progress and achievement.

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
- Work of improvement planning groups.

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
- Measured nurture targets

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

- Widen out 1+2 improvement planning group to include languages in school community..
- 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?

QI 1.1 ~ Improvements in Performance

Evaluation

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
- Profiles and target setting used by pupils
- 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
- Further analyse Pips and Incas and moderate professional judgement
- Underpin evaluations with data.

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
- Partnership with ASL and Enhanced provision

Our key strengths in this area are

- Cluster approach to developing the curriculum
- Close partnerships with ASL, 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

- Match design of curriculum to frameworks and embed SALs
- Develop the pupil involvement in target setting and profiling further.
- Change to how we report to parents to increase parental knowledge.

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 focus groups, suggestions box and pupil council.

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

- Greater role for house captains and pupil council.
- Parental feedback via improved reporting.
- Analysis of impact of evaluation.