



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Logie Durno School

LAST UPDATED: 12 September 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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Logie Durno is a small rural primary school. We have strong links with our families and call ourselves a “family school”. There is a welcoming and supportive ethos where every child is known as an individual. Our vision is captured in our motto, “Enthusiastic, Creative, Confident Together”. Our vision for Logie Durno School is that we maintain enthusiasm and motivation for learning. Creativity is fostered and celebrated with opportunities for learners to explore their ideas. Our learners grow in confidence throughout their time with us and are ready to move on to their next stage in education by the time they leave. We nurture each child as an individual, ensuring that they achieve the very best they can. All members of our community- learners, staff and parents- respect and value each other enabling us to work successfully together. Our vision is supported by our values of Kindness, Respect, Effort and Friendship.

Our pupils live in SIMD deciles of 8, 9 and 10. We have not received Pupil Equity Funding for this session.

Our strengths begin in our welcoming and friendly ethos with strong partnership between staff and families. The children are enthusiastic about their learning and have good relationships with one another, older children in particular look after younger children. A wide range of learning experiences are provided including off site visits on a regular basis. Staffing has remained settled and all staff have detailed knowledge and understanding of the children. The staff have a very positive attitude towards change and improvement and there is a shared understanding of the vision for the school. All staff have a strong commitment to professional learning and all teachers participated in the Tapestry programme, “Leading Learning, Improving Pedagogy” in 2016-17. Attainment in the school is good with particular strength in reading.

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

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

(narrative across this theme and various QI's)

- The school has a self-evaluation process in place, taking feedback from children, staff and families. The school community is committed to supporting school improvements and knows our areas for improvement.
- The staff are all supportive of the vision for the school and teachers are very committed to their professional learning. This is particularly relevant for our part-time staff.
- Change in the curriculum is discussed and implemented by everyone.
- There is a strong team ethos between the staff.
- Action groups provide opportunities for pupils to participate in school improvement.
- Leadership roles are taken on by all staff.
- PRD and EAR procedures are in place annually.
- Staff have a collaborative approach to ensuring that documentation such as forward plans, monitoring and tracking and assessments are meaningful and not overly onerous. Care is taken to ensure that work is not duplicated.
- Teachers regularly engage in professional dialogue and sharing ideas and reflecting on materials they have read.
- A programme of agreed moderation activities is in place with neighbouring small schools.

Key strengths:

- There is a clear vision, values and curriculum rationale in place which has been developed with the school community.
- All pupils are involved in school improvement and change through the "Making a Difference" (MAD) groups.
- All staff have a leadership opportunity to develop their leadership skills through the work of the school. There is a shared collective responsibility towards the implementation of change across the school. Staff have a visible and strong commitment to ongoing professional learning.

Identified priorities for improvement:

- Build on Tapestry work to improve learning and teaching
- Revisit Curriculum vision, values and aims to represent current staff and families
- Begin to use practitioner enquiry as a way for teaching staff to develop their pedagogical practice.
- Implementation of Emerging Literacy as a developmental approach in P1 (and P2 where appropriate)

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. Put out consultation on current vision, values and aims. Prepared November in service. Collected and celebrated from January 2018 All staff, children and parents. Use MAD group time to look at this. November 2018	School community of staff, children and parents are involved in ongoing review of vision, value and aims of the school. The community feels fully involved in the work of the school.	Increased responses from parents to contribute to review. (50% of families)
2. Teaching staff participate in cluster cross-sector work using practitioner enquiry approach.	Use of practitioner enquiry for staff to develop their professional interests leading to improved outcomes for learners. (TW- mental maths)	Teaching staff have participated in practitioner enquiry.
3. Implement Emerging Literacy approach- see additional plan	Individual needs of pupils will be met through the use of the continuum. Pupils will experience	Improved skills in early reading and writing and appropriate progress through Early Level.

	<p>a developmentally appropriate Literacy curriculum. Pupils will have secure foundations in reading and writing.</p>	<p>Staff will use research and evidence to support changes to their practice.</p>
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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 discussions using HGIOS 4 indicators- staff and Parent Council
- QA calendar
- School improvement plan
- PRD meetings
- Observation and professional dialogue
- Parental feedback

Overall evaluation of level of quality:

(brief description)

Improvement plan has achievable targets.

Staff fully committed to change and improvement for school.

Staff fully involved in professional learning opportunities.

QA calendar ensures regular, planned self-evaluation activities.

Collaborative approach to change and improvement. Dialogue to ensure no duplication of information and that records and plans are purposeful and support learning.

Further develop use of peer observation to enhance the existing culture of professional learning.

Find effective ways to share information with parents more effectively eg use of a "You said, We did" Board.

Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:

- There is a positive and nurturing environment in the school with excellent relationships between staff, children and families.
- There is tracking of wider achievement through MAD groups.
- All teaching staff participated in the Tapestry CLPL programme in collaboration with primary and secondary colleagues. This is supporting our progress in ensuring that learners are aware of what they are learning and how they will be successful.
- Children take responsibility at different levels and contribute to the life of the school.
- There is a termly audit of learners' needs and progress towards predicted levels.
- There is use of the Aberdeenshire curriculum frameworks and benchmarks to provide reliable evidence and shared expectations.
- There has been improvement in the use of digital literacy skills so that learners have increased independence in using this to demonstrate learning.
- Moderation meetings have started with neighbouring schools to look at Writing, Reading, Listening and talking and Maths (fractions). This will be developed in 17-18.
- Early Stages staff are participating in the Northern Alliance Emerging Literacy programme to raise attainment in P1 Literacy.
- Teaching staff have worked collaboratively to ensure that planning is proportionate and focuses on learning, assessment and next steps.

Key strengths:

- Examples of good teaching and learning were observed during Quality Improvement Visit (April 2017). This included sharing of learning intentions and reference to these during the lessons.
- Children are increasingly involved in planning and decision-making about the school through the MAD groups.
- Almost all children are eager and motivated in their learning.
- Learners are well-supported in building positive relationships with peers and adults across the school.
- Collaborative working approach among staff to deliver a relevant, progressive curriculum which reflects the unique setting of the school.

Identified priorities for improvement:

- Continue to ensure that all learning experiences are meeting the needs of individuals and are differentiated appropriately.
- Create further opportunities for children to review their and lead their own learning and become more able to articulate their progress.
- Develop the Tapestry work to ensure consistency across the school and support relevance in learning intentions to help children identify their own progress in learning.
- Continue with work to develop digital literacy skills of learners. Also embed British Council Core Skills into planning to ensure we are developing skills for learning, life and work.
- Emerging Literacy- see above

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?
<p>1. All teaching staff to contribute towards a planned approach to teaching talking and listening skills.</p>	<p>Improved listening and talking skills, particularly at first level.</p>	<p>Moderated activities with neighbouring schools.</p>
<p>2. Review rationale at November in-service. Put out consultation document for families and learners.</p>	<p>Clear curriculum rationale is refreshed with current staff and families so that everyone understands what the school is trying to achieve.</p>	<p>All stakeholders are able to talk about the unique features of our school. At least 50% of families responds to consultation requests.</p>
<p>3. Continue the work done through the Tapestry programme 16-17. Agree approaches to feedback to be used across the school and subjects Teaching staff September 2017</p>	<p>Learners are given high quality feedback on their next steps in learning.</p>	<p>This shared approach will be visible to observers. Reflected in children's comments and also written evidence in jotters. Children will be able to say that feedback has improved and that they are clearly told how to move forward in their learning.</p>

<p>Include British Council Core Skills as part of planning document.</p> <p>4. Staff to read background paper and discuss Term 1. Review relevance and in terms 3 and 4. Comparison with Aberdeenshire Skills framework.</p>	<p>Learners and their families have better understanding of the importance and relevance of skills.</p> <p>Teaching staff understand their responsibilities as part of the <i>Developing the Young Workforce</i> agenda.</p>	<p>This will be visible in the rationale and school community will give feedback. Children will be able to make links to skills developed within learning experiences provided.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Questionnaires of parents, staff and pupils; dialogue with pupils through school improvement group.
- Collegiate meetings including moderation and cross sector meetings.
- Planning documents and evaluations
- Professional dialogue conversations

Overall evaluation of level of quality:

(brief description)

- Committed and engaged staff deliver a high quality curriculum which is focussed on the needs of the children as individuals.
- The positive and supportive ethos is inclusive for all children and their families.
- The learners are becoming more able to reflect accurately on their learning and identifying their next steps- work to continue.
- Increased consistency in learning and teaching approaches through Tapestry programme.
- Improved planning purposes to focus on learning.

Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

- All adults in school have a shared understanding of the importance of children's wellbeing and work together to support this.
- Staff, children and increasingly parents, have knowledge of SHANARRI indicators to help talk about children's wellbeing.
- Staff model positive relationships and there is a climate of kindness and respect across the school
- Staff are up to date with GIRFEC and child protection procedures.
- All learners have the opportunity to be involved in the life of the school through Making a Difference groups.
- Attainment is good and has been so consistently over time; most learners achieve their expected level or beyond in reading, writing and maths.
- Our learners are enthusiastic about learning and further work is planned to help them develop their reflective language in discussing their progress.
- A wide range of opportunities is provided for the children to achieve across the four learning contexts.
- Improved use of digital literacy skills is visible and is planned for further embedding in learning.

Key strengths:

- Nurturing and welcoming ethos where all staff have knowledge of the children as individuals.
- Maintained high standards of attainment, particularly in reading.
- Opportunities for all learners to achieve across the whole school community.

Identified priorities for improvement:

- Use the results of the SHANARRI audit to determine which areas need further work and how to do this
- Review assessment of listening and talking
- Identify ways to improve attainment in mental maths and teaching of early numeracy skills

- Emerging Literacy to increase attainment in early literacy- see above

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?
<p>1. Moderation of assessment activities through collegiate work with neighbouring schools.</p>	<p>Staff will have a better understanding of how to assess a curriculum level and with increased confidence will be able to plan appropriate next steps.</p>	<p>Staff will have confidence in returning NIF data and in assessing progress during termly audit of needs.</p>
<p>Use of practitioner enquiry in upper stages to identify what works in improving speed and recall.</p> <p>Review of resources in Early Stages and use of benchmarks and Aberdeenshire Curriculum framework to support teaching of numeracy.</p>	<p>Learners in Early Stages have increased attainment in Numeracy work. In Upper stages, there is improvement in children's speed and recall in mental maths</p>	<p>Learners will have increased speed and recall of number facts. This will be supported through use of standardised assessment data.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- SHANARRI audit through MAD groups
- Feedback from children and parents (parent survey June 2016)
- Success with individual pupil.
- Dialogue with learners through school improvement group.
- Nurture group pre/ post questionnaires

Overall evaluation of level of quality:

(brief description)

- Logie Durno School has a warm and positive ethos and all children feel safe and happy.
- Children know about wellbeing and have an idea of how that looks in practice.
- All staff know pupils as individuals and how to support their needs.
- The PSA is very committed to the wellbeing of the children and runs a listening service for the children to access whenever they need to. She also runs a nurture group which all children have accessed. (P1 and 2 to start this 2017-18)
- We have a flexible approach to our use of support staff and so we adapt this to meet the needs of children as they arise.

Level of quality for this QI: 5

(HGIOS?4 1-6 scale)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Data is collected through teacher professional judgment in conjunction with review of standardised assessment information.
- Moderation meetings taking place with neighbouring small schools.
- Learning journeys used for pupils to set targets and review progress.
- MAD groups provide opportunity for pupil participation in life of the school.
- Successful Book Club and clubs run by older pupils.

Overall evaluation of level of quality:

(brief description)

- High levels of attainment are maintained with tracking system in place to update progress at termly intervals.
- Analysis of data shows a need to look at mental maths across the school.
- Wider achievements are recognised and celebrated.
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Level of quality for this QI: 4

(HGIOS?4 1-6 scale)

5. What is our capacity for improvement?

Our capacity for improvement is good. We have experienced and committed staff who know the children and families well. There is a collaborative culture with staff, children and parents working together across the whole school community. Teachers are committed to professional learning, demonstrated through Tapestry work 2016-17 and practitioner enquiry/ Emerging Literacy 2017-18.

However in October 2017, the HT is leaving to take up another post. The staff are well prepared and for a while the school will be able to continue with planned improvements.

(To include comments on:

- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

6. Record of updating

Date	Amendment made	By who	Comment