



STANDARDS AND QUALITY REPORT

FOR

Logie Durno School



Standards and Quality Report for Session 2012-13

Aberdeenshire Council Education, Learning and Leisure Service Vision

“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”

Standards and Quality Report

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2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."

The Journey to Excellence Part 4: Planning for Excellence , HMle , 2007

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

Standards in Scotland's Schools etc Act 2000, Section 2

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."

Improving Scottish Education, HMle, 2006

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."

Ambitious, Excellent Schools, HMle, November 2005

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

3. Aims

At Logie Durno School we aim to:

- Use school self evaluation to raise attainment for all pupils and to monitor the impact of school performance on staff, pupils, carers and the wider community
- Work towards the fulfilment of national and local improvement objectives to plan and to provide a balanced, progressive and appropriate curriculum for all pupils
- Assess children's needs and plan and provide a variety of stimulating teaching methods to deliver the curriculum. Monitor pupils' progress using a range of assessment methods in order to inform the Learning and Teaching process and to report on progress to pupils and their carers
- Encourage pupils to become successful learners and develop in each child the talents and strengths shown by them in school. Give them strategies to improve performance and give opportunities for independent learning in all areas of the curriculum
- Encourage the development of every child in the process of becoming a thinking, caring, responsible citizen. Provide support to all children regardless of disability, race, religion or gender to enable them to reach their full educational potential and to become confident individuals and effective contributors to the school and to society
- Create a climate of inclusiveness, equality and fairness and a welcoming atmosphere where positive relationships are valued between staff, pupils, parents and the wider community. Foster a sense of identity and pride in the school and promote an ethos of achievement
- Actively promote the direct involvement of parents, carers and the community to work in partnership in the education of pupils and the life of the school
- Ensure that all partners in the school community are aware of their rights and responsibilities in keeping every child safe and well
- Work to ensure a healthy, safe and fair workplace with a collaborative ethos for staff and carers
- Manage the resources and finance to deliver a high quality education
- Work and plan as a well-managed team to achieve the school aims and to continuously improve

4. The School in Context

Logie Durno is a non-denominational, rural school situated 5 miles North of Inverurie between Whiteford and Durno and children come to the school from both of these hamlets and the surrounding countryside. Opposite the school is a park that is well equipped with play facilities and a football pitch. There are fine views to Bennachie. The school itself is mainly of traditional granite construction, dating from 1875 and has been extended over the years (1905 and 1986). The school is currently housed in one main building and two portable buildings. The Logie Durno Hall is used for PE lessons and occasions when the school and community gather together. About half of school pupils arrive on school transport.

The school roll is gradually falling as the surrounding area has had little housing development and the community is very stable. The roll is currently 39 and there are two classes for the 2012/13 session. The Head Teacher is class committed and has access to the services of a Head Teacher Relief. There have been visiting teachers of French, Art and PE for blocks over the session. Supporting the teaching staff there is a Pupil Support Assistant, a School Administrator, a Catering Assistant and a Cleaner. The school has the services of a janitor from Inverurie for four hours a week at the discretion of the supervising janitor.

The school currently operates within the Devolved Education Management framework of Aberdeenshire Council. Spending priorities are determined by the requirements of the School Improvement Plan, as decided by the head teacher and staff, and are discussed with the Parent Forum.

Nursery schooling is presently available in Rothienorman, Oldmeldrum and Inverurie and there is a playgroup for under fours on three days of the week, held in the Logie Durno Hall. Secondary transfer is to Meldrum Academy. The school is part of the Meldrum Schools Cluster and the staff work well to maintain good links with the academy.

The school has a supportive and active Parent Council. Parent helpers are in school regularly, organising the school library, helping in classes and around the school. A Brownie Pack meets in the school every Tuesday evening. Pupils from the school attend a wide range of activities organised within the local community, including Beavers, Cubs, Rainbows and football. The School Chaplain is from Chapel of Garioch and Blairdaff and visits the school regularly. The school works in co-operation with the Logie Durno Hall Committee to raise funds for the hall. Links with the community are actively maintained and there is a well-established Farm Link connection through the Royal Northern Countryside Initiative and links with the Pitscurry Project are increasing. The school also accesses the services of the Police Road Safety Officer, Grampian Fire Brigade and the Police Schools Liaison Officer to assist in the education of pupils about fire safety, road use, drugs, substance misuse and personal risk assessment.

An HMle Inspection was carried out in October 2005 and a report published in January 2006.

The school is a Health Promoting School at Commended Level and has a Bronze Eco School Award.

5. Progress Check – Evaluating the Schools Previous Improvement Plan

School Improvement Priorities 2012/13

No	Improvement Priority	Evaluation / Impact	Evidence
1.	Curriculum for Excellence-Reading	<p>There has been a definite increase in enthusiasm for reading among the pupils. Regular opportunities are given to promote reading and children are keen to select texts and talk about their choices. Book Club started in February 13 and has been well attended. The children were given responsibility for spending the commission gained from Scholastic Book Fair and then took responsibility for cataloguing the books using Junior librarian software. In class, specific time is allocated for reading and reading activities. The reading workshop for parents did not take place as planned and so will carry forward into next session.</p>	<p>This has been observed in class and shared by pupils through learning conversations and feedback from parents. Dialogue with staff has reflected the benefits of having a set time for reading activities. Accelerated Reader has provided evidence of an increase in attainment. Staff participated in 6 online training sessions. Star test results indicate an increase in suggested ZPD levels since starting in November. Quiz results have provided regular feedback and children are in the habit of getting Tops reports signed by the class teacher. The 100% gang chart celebrates individual success.</p>
2.	Assessment	<p>JB attended training on use of standardised assessments- InCas and EPIPS. P5 completed InCas and P3 undertaking at time of writing. Results reflected teacher assessment.</p> <p>Logie Learning review established as a way for children to evaluate their learning, planning next steps through short term targets. Weekly time slot means it can be planned for. More effective than previous target setting.</p>	<p>Results from CEM website</p> <p>Jotters with children and will carry forward into next session. Reach for the Stars booklets found to be less effective.</p>
3.	Maths	<p>Use of HAM early level resources and iplanner. Also use of TeeJay to support classroom activities. Teachers find that HAM is difficult to manage in multi-composite setting.</p>	<p>Dialogue with staff and pupils. Pupil feedback reflected that they don't always want to "play games". Student tutor commented on the level</p>

4.	Self Evaluation	<p>Small Schools group have collaborated in creating a tool for planning and moderation with resources to support.</p> <p>Use of self evaluation in classroom monitoring has been focussed on the children's learning rather than the teaching practice. Use of pre- obs conversation and self evaluation sheet has helped to focus the feedback and identify next steps.</p> <p>HGIOS audit completed at the start of the year to identify key areas for development and also areas of strength.</p>	<p>of noise in the classroom when groups involved in activities.</p> <p>Small schools tool ready for use next session with suggested resources and websites.</p> <p>Agreement to continue into next session with specific areas already assigned to focus on for moderation.</p> <p>Feedback from monitoring in teachers' folders.</p> <p>Audit completed in September and follow up in June</p>
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6. Self Evaluation Audit How Good is Our School 3 (HGIOS3)

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
What outcomes have we achieved?									
1	Key performance outcomes								
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Termly meetings to discuss pupil progress ➤ Tracking folder showing individual performance in spelling, writing, reading. Also use of Seemis for tracking and monitoring ➤ Parent questionnaires indicate that they are pleased with the progress children have made. ➤ Achievements celebrated in assembly and also on board in dining hall ➤ Impact of Accelerated Reader in P4-7 ➤ Ongoing progress in writing through Big Writing ➤ Use of InCas for P5 and P3 ➤ Specific children have been well supported and have overcome difficulties 	<ul style="list-style-type: none"> ➤ Embed use of Seemis for Tracking and Monitoring- November, April and June ➤ More focus on mental maths P5-7

How well do we meet the needs of our School Community?									
2	Impact on Learners								
2.1	Learner's experiences	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Very wide range of experiences offered to the children- see parent comments ➤ Children taking responsibility and leadership through Action Groups ➤ Pupil Council has organised very successful fundraising activities and has responded to suggestions from the children ➤ Children complete questionnaire annually on their views of school ➤ Randomly selected group participated in learning conversations with HT ➤ Children share their success and achievements in assembly 	<ul style="list-style-type: none"> ➤ Build on Logie Learning review (started April 13) and introduce to parents on weekly basis

How good is the education we provide?										
5	Delivery of education									
5.1	The curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Effective transition programmes in place for entry to P1 and P7-S1 ➤ Staff involved in collegiate work at cluster level ➤ Collaboration with colleagues from Small Schools to develop use of moderation in Maths 	<ul style="list-style-type: none"> ➤ Start Active Literacy from August 2013 ➤ Introduce reading scheme-ORT 	
5.2	Teaching for effective learning	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Staff monitored twice (Reading and Maths) ➤ Staff attended Co-operative learning training (3 day course) 	<ul style="list-style-type: none"> ➤ Develop use of IT in learning ➤ Use new online planning tool to allow more effective use of planning time 	
5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Multi-agency involvement to support pupils ➤ Diagnostic assessments inform SfL provision ➤ Termly review of all pupils ➤ Use of extended transition to S1 in collaboration with Academy staff 	<ul style="list-style-type: none"> ➤ Look at pace of learning for individuals ➤ Challenge for more able 	

5.6	Equality and Inclusion	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Children and parents feel welcome and safe in school (questionnaires) ➤ All children valued and their needs discussed regularly (termly meeting) ➤ Restorative approach to behaviour management. Time for children to explain what has happened ➤ Specific needs of children accommodated in collaboration with parents ➤ Work on Global Citizenship supports our recognition of diversity 	<ul style="list-style-type: none"> ➤ Use guidance on Dyslexia Friendly School to benefit needs of all pupils ➤ Working towards Rights Respecting School award
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5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Pupils share their views through questionnaire ➤ Annual staff update of child protection included use of CD-Rom ➤ Multi agency working for pupil needs and advice for staff ➤ ALEC visit ➤ Children have access to share worries through SEBD teacher ➤ Staff member attends mental health workshops to support children ➤ Very effective transition processes in place ➤ Health focus week 	<ul style="list-style-type: none"> ➤ Encourage more vocational opportunities.
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5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ HGIOS indicators shared with staff and evidence discussed ➤ Annual audit and levels discussed ➤ Monitoring programme in place ➤ Pupil/ parent questionnaire and results actioned ➤ Daily evaluations completed in relation to learning outcomes ➤ School motto created following consultation with staff, children and parents 	<ul style="list-style-type: none"> ➤ Audit of indicators at more regular intervals ➤ Major change taken on through Active Literacy ➤ Aims and values to be written more succinctly and in pupil friendly terms ➤ Find ways for staff to feel benefit of self evaluation
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Quality Indicator

Audit Levels (shaded)

Evidence

Next Steps

How good is our management?									
7	<i>Management</i>								
7.1	Staff sufficiency, recruitment and selection	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Very experienced and stable staff ➤ New members of staff welcomed 	<ul style="list-style-type: none"> ➤ HT to make an updated version of expectations sheet for new/ visiting staff

7.2	Staff deployment and teamwork	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Staff deployed to best use but there are times when we are understaffed and we feel vulnerable (Feedback from parent) ➤ Staff work well as team 	<ul style="list-style-type: none"> ➤ Benefit from extra PSA hours next session; used to support class with greatest need. ➤ Start Friday catch up- 10 minutes for updates
7.3	Staff development and review	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ EAR and PDRS meetings conducted ➤ Staff encouraged to use CPD time to develop skills- First Aid attended by PSA and Co-op Learning by two teaching staff members ➤ Participation in mentoring pilot project 	<ul style="list-style-type: none"> ➤ Look at extended meeting and 3 year plan. ➤ Consider opportunities to celebrate staff success

How good is our management?										
8	Partnership and resources									
8.1	Partnership with the community, educational establishments, agencies and employers	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Work very effectively with school partners ➤ Variety of visitors- see achievements ➤ Very good links with cluster schools, small schools in particular- termly meetings 	<ul style="list-style-type: none"> ➤ Invite school chaplain more regularly ➤ Invite local councillors to visit ➤ Two school work experience placements next session 	
How good is our leadership?										
9	Leadership									
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Learning and teaching is main focus of school improvement plan ➤ Staff involved in mentoring pilot project ➤ Leadership initiatives for staff and pupils through Action Groups 	<ul style="list-style-type: none"> ➤ Children more involved in responsibilities 	
9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> ➤ Staff have taken on new initiatives- co-op learning and have been supportive in getting ideas into practice- Bags of Books, Maths packs ➤ Shared discussions on planning- new tool to be used next year ➤ Self evaluation tools used in classroom monitoring 	<ul style="list-style-type: none"> ➤ Development of aims and values in collaboration with staff ➤ Curve Online planning tool to be used ➤ Develop use of self evaluation in plans with new format 	

7. Other Achievements

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement

Some examples of our achievements this session are:

Logie Durno School Achievements 2012-13

Curriculum

Introduction of Accelerated Reader
P1-3 K'Nex workshop
P4-7 Shadow Puppet workshop
P6-7 Childline presentation
Scots poetry competition
Science workshops for science and engineering week
ALEC visit
P4-7 learning to play the chalumeau
P5- Bags of Books
P3- Maths packs
World Book day
P5-7 Bikeability training
P4-7 participation in Green Goblin event- June 2013

Visitors

Jenny Glennie- Olympic torch bearer
Ruairidh Wishart- Archivist
Mr Salter (weekly)- musician
Mrs Milloy- artist
Zoolab
SSPCA
Mr Dobby- school chaplain

Trips

P7- Grampian safe team
P4-7 Tarves Heritage Centre
P4-7 Vile Victorians at HMT
P1-3 – Duthie Park
P4-7- Scottish Dolphin centre
Whole school trip to the pantomime

Sports

Rugby Festival- Meldrum schools
After school contact rugby
Football club
Skipping workshops
Sports Day

Fundraising/ Charities

Children in Need- raised £
Red Nose Day-
Collection for Aberdeenshire Foodbank North
Sponsored walk- Parent Council
Scholastic Book Fair

Community

School Action Groups
Christmas Fayre
Hall Quiz Night
Meldrum cluster numeracy Challenge
Entertained Community Café at Christmas
Christmas Service at Chapel of Garioch
P7 Rotary Quiz team
P6 Euroquiz team
Staff participation in Meldrum Community Quiz
Pitscurry Tree Planting P6/7
P6 Young Leader Training
Registration for Rights Respecting School Award
Garioch recorders group in North East of Scotland music festival
Chess Club
Book Club- competition to decorate school library
4 Capacities celebration board

Staff development

2 class teachers trained in Co-operative Learning
1 class teacher trained in Bikeability
Staff participation in global citizenship development work
Working with B Ed 3 and B Ed 4 students
Involvement in Mentoring Pilot Project through local authority, University of Aberdeen and Education Scotland

BP link

P4-7 Visit to BP Offices in Dyce for rocks and fossils investigation
P4-7 Computer Explorers Day
P4-7 SLAINS day
Mr Bug

8. School Improvement Priorities for session 2013-14

[Enter main high level Improvement Plan priorities for next session]

1. Active Literacy in Early Stages
2. Outdoor Learning including development of school grounds
3. Girfec- Dyslexia Friendly school
4. Self Evaluation