



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Old Rayne School



LAST UPDATED: 14th November 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

'At Old Rayne School we work together and do our best for success. Every day we try to have fun, be respectful, be responsible and strive to achieve our very best.'

The values which inform our vision for the school were chosen together through consultation with everyone involved in the school. These values underpin everything we do.

Respect	Self Confidence	Enjoyment
Communication	Teamwork	Achievement

Old Rayne School is situated in the rural Aberdeenshire village of Old Rayne. The catchment area includes the village and surrounding countryside. Community links are a valued part of school life. The Old Rayne Community Association (O.R.C.A.) and the school support each other's events. The school also benefits from a very supportive Parent Council. Old Rayne School has a long established connection with Rayne Church and Rev. Mary Cranfield is a frequent visitor to the school. Most of our pupils come to us from the local nursery, the 'Old Rayne Playgroup'.

The roll at August 2017 is 53 pupils who are organised into 3 composite classes across two classrooms. The Primary 1-3 class has 24 pupils. The Primary 4-5 class has 18 and the Primary 6-7 has 11. The teaching staff for this session includes one teacher, two 0.8 FTE Probationer Teachers, a Head Teacher, 2 part time Pupil Support Assistants, a part time School Administrator and a part time Clerical Assistant. Additionally, the school has visiting specialists in P.E, French and Music. We also have a 0.1 FTE support for learning teacher. The majority of children transfer to Meldrum Academy. Old Rayne is part of the Meldrum cluster of schools but we regularly work closely with two other local schools for activities, trips and moderation sessions.

Our Active Schools Coordinator provides a range of additional active and sporting activities for our children, the majority of which are based in Meldrum Academy as after school clubs. Due to the distance from the village not many children are currently able to take part in these sessions and we are looking to increase local activities this session after a successful pilot with cricket last session. Our teaching staff and parent volunteers organise a range of lunchtime clubs in diverse areas such as Art, running, chess, dance, gardening and recorders.

We ensure that the children have a voice in the development and ethos of our school through a range of organisations and groups. We have an active Pupil Council, House Captains, Rights Respecting Schools group, Eco group and Fairtrade group. All children are engaged with one or more of these groups and we ensure that they are consulted in any school development work and their opinions are regularly sought and acted upon.

We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement.

- Analysis of SIMD data show that no children at Old Rayne School lives in an area of deprivation (Deciles 1 and 2); the majority of children are in deciles 8 and 9. Although Old Rayne School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best that they can be.

- Our school received funds from the Scottish Government Pupil Equity Fund (PEF) which has been allocated in our school in two ways. Firstly, along with all the schools in the Meldrum cluster, we purchased the 'Bounceback' resource which deals with promoting resilience in the Health and Wellbeing aspect of our Curriculum. This was an identified area for development across all our schools and with the help of the Education Psychology service we will be engaging in staff training during in-service days to get the most from this resource. Secondly, we will be using the majority of the funds to increase the amount of Pupil Support Assistant time we have and this additional time will be specifically targeted to help ensure our commitment to excellence and equity.

We are proud of our school and believe Old Rayne School has many strengths, these include:

- Learners are confident and articulate and speak positively about their school and the learning and leadership opportunities
- The head teacher has a clear vision and commitment to school improvement
- Consultation with stakeholders has improved regarding all aspects of school life
- Refreshed approaches to moderation, planning and assessment are creating a secure baseline from which progress in attainment can be measured accurately.
- Parents talk positively about the inclusive ethos of the school. They have confidence in the staff and approaches being taken in school to support their children
- Parents recognise the improved approaches to communication.
- A strong commitment to meeting the needs of all learners is evident.
- There are a variety of opportunities for pupil leadership through our working groups and everyone in the school has a chance to contribute to improving various aspects of school life
- There are developing approaches to teacher leadership of curriculum development work.

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:

Staff work effectively as a team, there is a strong ethos of sharing practice and peer support. Staff, pupils, parents and partners are involved in improving the life and work of the school. There is a strong focus of improving learning within the staff. All staff have consistently high expectations of all learners. The school motto reflects our core values and is used to promote our high expectations. The culture and ethos of our school is positive and focussed on the needs of all pupils, staff and other stakeholders. Continual review and reflection of the use of resources, including digital technologies, supports effective and engaging learning. We have improved engagement with all stakeholders through a range of evaluation methods e.g. open afternoons/evenings, curricular development evenings, community cafes, comments, surveys etc. Staff engage with professional learning/CPL opportunities through ALDO and other training events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure is implemented as per GTC guidance and time allocated for staff to update and review professional learning.

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 effectiveness of professional learning programmes that support all staff and increase outcomes for learners.

Identified priorities for improvement:

- Further use of HGIOS 4 Challenge questions and Education Scotland Benchmarks to provide more systematic, focused reflection and stimulate improvements for learners.
- Enhance approaches to engage staff in professional dialogue and enquiry using up to date literature to maximise impact on all learners.
- Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge.

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. Extend confidence and effectiveness in use of HGIOS4 and the Education Scotland Benchmarks	School improvement planned around selected QI's (1.3, 2.3, 3.1, 3.2) - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Learners to take more responsibility for evaluating their own progress and the progress of the school - Teaching staff to become more confident in the use of benchmarks to ensure teacher judgement is increasingly robust.	- Evaluation will show that by April 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities e.g. learning logs, traffic lighting, dialogue
2. Increase use of evidence and research to support professional learning	- Classroom planning using research based evidence and data that confirms improvements for learners – i.e. the work of Shirley Clarke; John Hattie; James Nottingham; Highland Literacy Project - Revision of homework policy to include consultation with all stakeholders by January 2018.	- Reflective activities included in collegiate calendar for 2017/2018 which incorporates cluster working. - Impact on learners seen following application of revised approaches e.g. number sense, highland emerging literacy project and Big Writing - A more consistent approach to homework across the schools incorporating skills for learning, life and work.
3. Improvement in staff confidence in using all available assessment data effectively to raise attainment	- Staff to have increased confidence in using standardised data to support professional judgements and plan next steps for pupils - Analysis of standardised attainment data (SNSA/InCAS) to inform planning and targeted support, thus improving outcomes for all learners	- Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 - Raised attainment evident for all young learners, closing the attainment gap
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
- Discussions with staff at PRD
- Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning
- School Improvement Plan
- Parent feedback at open events and parent council meetings
- Pupil Voice displays

Overall evaluation of level of quality:

- All staff have a very clear understanding of the social, economic and cultural context of the local community.
- School improvement takes place in the context of the school's values and vision.
- SIP progress is discussed at regular collegiate meetings. HGIOS4 challenge questions are discussed at collegiate meetings although there is acknowledgement that this requires more focused planning.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues and pupils. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- All staff are committed to the shared values as embedded in the GTCS standards.
- Overall, the changes pursued by the school are having a positive impact on young people.

Level of quality for this QI: 3 (Satisfactory)

(HGIOS4 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:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise.
- Aberdeenshire Frameworks and Education Scotland Benchmarks have been used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need for staff to familiarise themselves with the new benchmarks produced by Education Scotland to ensure consistent approach.
- Transitions are well-supported and curriculum transition with the local secondary school have been introduced to further support the process.
- Regular outdoor learning experiences have been introduced but now need to be incorporated in to the weekly planning of the school to ensure children benefit from a wide, varied and purposeful curriculum.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. Older pupils are encouraged to support the younger children in maintaining Personal learning Plans.
- Positive engagement with parents encourages them to take an interest in their child's learning.
- ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework.
- Aberdeenshire tracking formats are in place and staff are becoming more confident in making judgements about children's progress within a level. Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on secure knowledge about learners and their needs as well as an understanding of family circumstances.
- High quality teaching and learning experiences which offer variety and challenge, making effective use of the local community and businesses to enhance impact on young people.

Identified priorities for improvement:

- Carefully planned opportunities for children to engage in outdoor learning.
- Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning
- Ensure widespread understanding of Aberdeenshire's updated Child Protection Guidance and materials
- Using PEF funding effectively to ensure our curriculum provides flexibility which leads to raising attainment through meeting the needs and aspirations of all our learners.

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. Incorporate more opportunities for children to engage in outdoor learning. This will include a block of Forest School style sessions for all children, partnership working with local businesses and neighbouring schools. Opportunities to take learning across the curriculum in to the outdoor environment.</p>	<ul style="list-style-type: none"> - Outdoor learning opportunities to be evident in classroom planning to ensure regular, planned and progressive learning experiences - Children to be engaged, motivated and enthusiastic about learning - Gardening club with support from parent/grandparent volunteer – increased responsibility, understanding of how to care for our garden 	<ul style="list-style-type: none"> - Planning discussions with staff will highlight regular, planned outdoor lessons - Pupil views will be sought to establish the effectiveness and ascertain level of impact
<p>2. Consistent use of Education Scotland benchmarks to track pupil progress and identify next steps in learning</p>	<ul style="list-style-type: none"> - Used consistently throughout school progress of all learners will be tracked in line with national expectations - Revised, effective system of tracking and monitoring consistent with education Scotland benchmarks 	<ul style="list-style-type: none"> - professional discussion and tracking around the benchmarks will promote staff confidence in identifying where children are within a level
<p>3. Ensure widespread understanding of Aberdeenshire’s updated Child Protection Guidance and materials</p>	<ul style="list-style-type: none"> - Staff training to take place on Inset day 1 to include Context; Roles and Responsibilities; Practice Guidelines from the new guidance materials - Staff familiarisation of SHANARRI and GIRFEC and SHANARRI principles and how they apply in Old Rayne to be discussed through assemblies with learners to develop shared understanding. 	<ul style="list-style-type: none"> - All staff will follow guidelines as and when appropriate. - Staff will use the relevant paperwork to record GIRFEC concerns.

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:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning visits by HT.
- Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Evidence of outdoor learning in planning.
- Parent questionnaire feedback.
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO.

Overall evaluation of level of quality :

- Majority of staff understand need for nurturing environment but this could be improved by having a whole school approach.
- Celebration of achievements in/out of school to be more regular and consistent. Class teachers to award a certificate to a child in their class on a weekly basis and presented at assembly.
- Learners are able to give feedback on their learning but we need to use effective questioning to improve the quality of their understanding of the skills developed.
- Staff access and apply relevant findings from educational research but staff need time to process new information and to find ways to embed it in their classroom effectively before moving on to new initiatives.
- Planning is manageable when there are no 'extras' to find time for during working hours. The school would benefit from a whole school planning format.
- Teachers assess regularly but we would benefit from an annual assessment timetable. Eg, two pieces of literacy before Christmas.

Level of quality for this QI: 3 (Satisfactory)

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:

- Old Rayne School is developing a positive ethos of inclusion with all children benefitting from a high level of care and nurture provided in a safe and secure environment.
- Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of technology allows children to develop a wide range of skills and attributes.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available and autism awareness training from the IPT has been accessed by most teachers. Nurture approaches are used throughout the school.
- Our curriculum provides children with planned opportunities to explore diversity and multi faith issues through our RME rolling programme.
- Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies.
- Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that most childrens' attainment is in line with progression expectations in numeracy and literacy.

Key strengths:

- Staff are very knowledgeable about the children, their families and the local community. They use this knowledge effectively to support children to achieve the most positive outcomes.
- Class sizes remain manageable with good levels of support in place to ensure learner's needs are being met.
- Class teachers are motivated to engage in CLPL to ensure they are doing their best to improve outcomes for all learners.

Identified priorities for improvement:

- To encourage growth mind set, resilience and perseverance through VL to raise attainment for all. We are working on this with all the Meldrum cluster of schools.
- Continue to engage families in understanding how we support all learners.
- To build on work done already surrounding 1+2
- Continue to develop and extend strategies to support learners with a wide range of needs and remove any barriers to learning.

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. To raise levels of attainment in literacy and numeracy, particularly mental calculations</p>	<p>-Staff will engage in a range of CLPL activities within the school and with other schools to enhance understanding and application of effective learning and teaching strategies.</p> <p>-Active Literacy approaches will be further embedded throughout the school leading to improvements throughout the school in writing.</p> <p>- Active Maths approaches will be introduced throughout the school leading to improvements throughout the school in numeracy.</p>	<p>Analysis of attainment will indicate improved outcomes for all in both literacy and numeracy.</p>
<p>2. To extend children's resilience and capacity to learn through promotion of a Growth Mind-set.</p>	<p>- Through collegiate sessions staff will become familiar with the work of James Nottingham and Carol Dweck on Growth Mindset. This will be put into practice in classes throughout the school having a positive impact on the children's capacity to learn.</p> <p>- The Meldrum schools cluster will work together to introduce the resilience resource 'BounceBack' with the assistance of the Educational Psychology service.</p>	<p>Children will be more resilient demonstrating a 'can do' attitude. Raised attainment will be evident in assessment data collected.</p>
<p>3. To promote an inclusive ethos where all children feel safe, valued and supported.</p>	<p>Staff will revisit Aberdeenshire Council information on 'Meeting Learners Needs' and will identify areas for development to ensure CLPL is tailored appropriately to meet staff needs and thus have greatest impact on learners.</p> <p>Through participation in in-service days activities and CLPL staff will become familiar with a number of barriers to learning which may be experienced by learners and how we can work to ensure equity for these children.</p>	<p>CLPL accessed to support staff development needs. Staff demonstrating greater confidence in delivering strategies and approaches to meet learners needs.</p> <p>Evaluation of CLPL activities will evidence an understanding of how we can break down barriers to learning.</p>

Evidence of progress/comments/identified next steps:

Date:

Date:

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

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded renewed RRS status.
- Raised attainment by learners in all SIMD deciles evident in standardised assessments.
- Positive views reflected by pupils and parents on their education and desire to learn at Old Rayne School.
- Cluster/peer/ QIO-led moderation exercises.
- Monitoring of attendance, lateness and behaviour.
- Child Protection procedures updated annually during In Service training.

Overall evaluation of level of quality :

- Our ethos promotes fairness and respect for all. Our nurturing approach supports the positive relationships we have developed with pupils, parents, partners and the community. We have renewed our commitment to our continuing Rights Respecting School Awards. We promote global awareness and understanding through assemblies, interdisciplinary topics and partnership work.
- The school takes steps to engage all learners and their families to enable them to experience success as valued members of our school community. Individual learning needs are addressed through developing targets and tailoring the curriculum for particular needs and abilities.
- There needs to be wider discussions around wellbeing and inclusion and the relevant legislation to support a climate where children can feel safe and secure.
- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators to ensure that all children and staff feel safe, valued and secure. Staff are very responsive to needs but need a consistent approach when dealing with issues.
- All pupils know about children's rights and wellbeing issues through awareness raising through assemblies and aspects of the curriculum.
- Positive behaviour and good manners are modelled by all those working with children and young people.
- Most children show consideration and respect for others and display positive relationships and behaviour.
- Children have good relationships with staff and regularly share personal experiences and opinions.
- Outdoor space needs to be used more to support children's wellbeing.

Level of quality for this QI: 3 (Satisfactory)

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments and regular tracking meetings with staff to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils by looking at PLPs, 'Star Wall', celebration assemblies and monthly newsletters
- Feedback from children on their learning
- Moderation of attainment across cluster
- Pupil achievement wall displays

Overall evaluation of level of quality :

- The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.
- Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and raising attainment – achievement in Old Rayne is good but there needs to be continually high expectations throughout the school and children should take pride in their work.
- Literacy and numeracy to be given equal focus in session 2017/2018 to ensure consistent progress is maintained in both areas.
- Standardised assessments are completed by children annually to track progress and identify strengths and areas for development. Tracking is done at regular intervals throughout the year and information is used to plan next steps and target support. Standardised assessment data is used to support teacher judgements.
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy and in numeracy.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. This could be further enhanced through engaging further with parents in sharing achievements out with school.
- Staff to be more consistent in praise and rewarding of achievements.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors. Local businesses are utilised to support enterprise activities and development of life skills. Planning for outdoor learning needs to be more robust to ensure progressive and meaningful learning experiences.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility in roles such as pupil council, ECO/RRS/Fairtrade, house captains, Head boy and Girl. More regular meetings should be planned to ensure this continues to impact on the school improvement agenda.
- To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks and Education Scotland benchmarks to ensure quality, pace and challenge.

Level of quality for this QI: 3 (Satisfactory)

5. What is our capacity for improvement?

- **The overall capacity for improvement at Old Rayne School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff.
 - Young people in the school who show a respect for and commitment to learning.
 - The positive ethos in the school underpinned by shared vision and values and a commitment to the welfare and happiness of all our pupils and families.
 - 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 Education Scotland, QIOs, parents and learners themselves that gives confidence in what we do.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Lack of consistent supply staff
 - Budgetary constraints regarding extending availability of differentiated resources

6. Record of updating

Date	Amendment made	By who	Comment