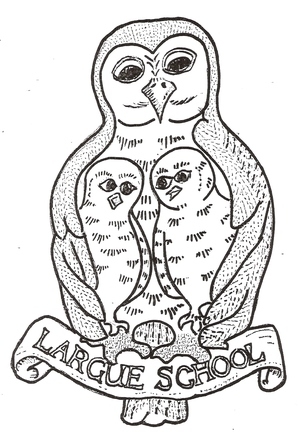
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

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**FOR**

**Largue School**

**LAST UPDATED: 10th October 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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  The positive ethos of the school is reflected by our Vision, which is to provide a happy, caring environment where pupils and staff are ambitious, creative and encouraged to achieve to their greatest potential.  At Largue School, our overriding aim is to provide our young people with the wide and varied experiences which will foster the development of skills and attitudes needed to become responsible, respectable and independent young citizens. These core values are best summed up in our School Aims, which are to   * Provide a stimulating and challenging environment * Meet the needs of all learners * Raise attainment and maintain high expectations of all members of our school community   Through our strong and mutually supportive partnership with parents and the local community we work consistently hard to assist pupils to fulfil the four capacities.  Our Scottish Index of Multiple Deprivation (SIMD) profile indicates an overall ranking of 4504, with the parish of Largue sitting in the 7th Decile and 4th Quintile. This means that our pupils live in an area which scores extremely well in terms of Income, Employment, Health and Crime. The SIMD shows that Largue is well placed in terms of Education and Housing. Geographic access ranks very poorly, which is reflected in the fact that there are no public transport links in the locality, making all residents reliant on the use of private motor cars.  Pupil Equity Funding (PEF) received for Session 2016/17 is £3 600. This money will be used to increase the range of resources at Largue School and will support the following   * The establishment of an occasional Community Café to broaden involvement with the wider community * Overnight camping in the school grounds * Numicon/ Jolly Phonics * Transport costs * Cluster STEM initiative   Strengths of the school include well motivated and hard working pupils and staff. All children are engaged with their learning, show enthusiasm and respond well to the variety of learning experiences which are offered at Largue School. Work is currently being undertaken to make accommodation available within the school to the wider community.  All pupils are working well at the appropriate level for their stage.  Largue School prides itself on its caring and nurturing ethos. Pupils reflect this both in and outside the classroom and this plays a very important part in the welcoming and caring environment on which we pride ourselves at Largue.  Staff know our pupils very well. Given our small numbers we are truly able to meet the individual requirements of our pupils, whilst working within Aberdeenshire Council Frameworks and guidance from Education Scotland. The school has a very inclusive culture. At the core of our ethos lies the belief that it is everyone’s right to feel safe, valued and included. Through knowing our pupils and their families well we react quickly and timeously to circumstances which may affect the learning of pupils. Support staff are deployed effectively and work closely with teaching staff to ensure the needs of all children are being met.  Staff, pupils and parents at Largue School demonstrate a commitment to continual improvement. Highly motivated to improve and develop the experiences of the pupils, staff routinely take part in CLPL activities in order to develop their own practice and increase the impact of the learning of our pupils. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  All staff, pupils, parents and partners are involved in ambitious school improvement initiatives. Regular opportunities are built into the academic year for sharing of ideas/ giving feedback. Such opportunities are highly valued by staff and pupils. We regularly have 100% of parents taking the time to respond to requests for information and opinions.  Improvements are continually being made to develop a shared ownership of our Values, Aims and Vision, develop stronger links with the Parent Council and opportunities for sharing learning experiences and collegiate working with other schools within the Huntly network.  Key strengths:   * Introduction of a ‘Week in my Jotter’. All families participate in this and give constructive feedback***.*** Regular and varied opportunities are embedded for sharing childrens’ learning with families. * Fresh resources for teaching key areas of the curriculum being purchased/embedded in, plus appropriate CPD work. * Staff are outward and forward looking, keen to improve in areas of self-evaluation, moderation and assessment including SNSA   Identified priorities for improvement:   * Build on changes made to transition activities – further work done with other cluster schools, engagement with principles of DYW. * Delegating areas for individual staff consideration e.g. wall displays, friezes, communication with parents * Raising attainment by purchasing new resources to enhance the teaching of phonics and mental maths strategies/ upskilling staff. * Further familiarisation and use of HGIOS to raise self-evaluation |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1.  Running Big Conversation meetings with parents  Parent / Pupil Questionnaires  Improved Approaches to Reporting | * Increased parental involvement with school * School to act on points raised through questionnaires | * Parental involvement increase- number of returns /responses monitored |
| 2.  Building up relationships with other schools | * Regular support/meetings/working collegiately with other HTs from small schools * Providing opportunities for shared experiences for pupils, especially P7 – Getting to know you days/ Loch Insh residential trip | * Actions taken forward by small group |
| 3.  Re-establishing Pupil Council – rebrand and set up meeting structure/ electing office bearers/ having parent rep? | * Pupils will learn how to hold a meeting/understand roles of office bearers * Raise awareness of the democratic process | * Where possible, pupils recommendations will be acted upon * Pupils will feel an increased ownership of their school and sense of empowerment |
| Evidence of progress/comments/identified next steps:  Date: 28 September 2017 Big conversation returns to Maria Walker  Date: 7 September 2017 Pupil Council reconvened - first event planned – ‘Fly Cup & Beetle Drive Afternoon’  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Consultation with parents – Establishment of Open Afternoons/ A Week in my Jotter/Annual Questionnaires/Feedback at events. Suggestions acted upon, where applicable * PRD Meetings * SQUIP * Introduction of AC Benchmark for tracking/monitoring progress/ work across the Cluster to use common formats * Regular PC meetings * Peer observation with staff/ beyond Largue with other small schools   Overall evaluation of level of quality:   * School improvement is planned in logical and sustainable manner based on our Vision and Values * School improvements have realistic and achievable targets, reflecting local plans * Leadership roles becoming evident amongst all staff * Staff, parents and pupils have opportunity to influence/develop our improvement Plan, utilising a wide range of approaches to this end * CPR is used effectively and flexibly, reflecting priorities within our Improvement Plan * Through changes implemented, the quality of the Learning and Teaching experiences of all pupils has been enhanced   Level of quality for this QI:  Good |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:     * Pupils are safe, fairly treated and protected by Aberdeenshire Council Child Protection and safeguarding policies * Through the continuous study of current thinking on effective teaching and learning, staff are involved in work to support their understanding of key principles and the necessity to equip our pupils the world of work in the 21st century * Staff routinely use Aberdeenshire Council frameworks to plan, assess and identify next steps for pupils. This is an ongoing process * Work continues to improve curriculum transition with The Gordon Schools * Staff monitor and track pupils regularly, work continues to develop a definitive tracking system * Numerous opportunities are available for parental engagement throughout the school year   Key strengths:   * High quality and personalised support/teaching based on deep knowledge of our pupils and their individual learning needs * Excellent communication/opportunities for dialogue with staff, parents, pupils and other wider stakeholders * Strong sense of community based on clear and well defined vision and values   Identified priorities for improvement:   * Embrace new assessment procedures/tracking and monitoring * Enrich the curriculum by investing in CPD and new teaching resources e.g. Numicon/Jolly Phonics and Early Literacy Skills/developing Mental Maths strategies * Work to further improve our Digital Learning / engagement with Cluster STEM project / DYW * Health and Wellbeing Cluster priority to development a cohesive and strategic plan to promote well being across the school and cluster using resources from CORAM. * Work with Education Officer to develop skills in talking about learning from a pupil’s viewpoint. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1.  CPD and familiarisation of new teaching resources  Numicon/Jolly Phonics/Early Literacy skills (Highland) | Embed the principles of new resources in the curriculum of Largue School thus updating and refreshing our current practice. Increased pupil engagement. | Pupils will make progress at an accelerated pace, with strong foundations and understanding. | |
| 2  Work towards using a Cluster template for tracking. | Transfer method of recording tracking data, thus creating a uniform approach across the cluster, aiding transition | All schools in Cluster using new style of tracking paperwork by end of session. | |
| 3  Build on CPD/ investment of ICT resources session 16/17 by increasing use in class and for homework. | Further work with ICT department to maximise opportunities for Digital Literacy.  Investigate parents’ willingness to use i-pads at home  Update school policy to enable i-pads being taken home | I-pads routinely used for learning and teaching in class  I-pads taken home to support homework activities  New monitor in classroom, regular use of Apple TV. | |
| 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:   * Staff work together to assess progress of all learners. Both collectively and individually and use this to plan next steps. * A Week in my Jotter allows discussion between pupils and parents about next steps, future work. * Use of AC Benchmarks / SALs to identify key aspects of leaning and target next steps. * Parent questionnaire feedback * Professional dialogue on leaning in Numeracy / Literacy.   Overall evaluation of level of quality:  (brief description)   * Our ethos and learning is built on a positive, nurturing and challenging environment where learning outcomes are adapted to meet the needs of all pupils. * Learners’ achievements are recognised at celebration assemblies / as part of concerts. These are shared with all stakeholders. * Pupils have direct input to school matters through The Pupil Council (The Owlet Council). More emphasis will be placed on this during session 17/18. * Staff need to engage pupils in more structured Learning Conversations. Support for this sought from Education Officer (A Reid). * Tracking and Monitoring formats to be redesigned by Cluster to have a more uniform style. * Mental Maths is an area for development following staff participation in Numeracy work from AC.   Level of quality for this QI:  Good (4) | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  Pupils attending Largue School are actively encouraged to be ambitious, creative and encouraged to achieve to their greatest potential. Through knowing each pupil as an individual, we are well placed to provide the caring and nurturing educational environment to attain this. Through confident application of GIRFEC principles and Child Protection procedures, staff at Largue School demonstrate clear commitment to our statutory duties and the welfare of our children.  Pupil Equity Funding is being used to update and modernise key resources, e.g. Numicon and Jolly Phonics, whilst also addressing the limited engagement of our pupils with extra-curricular activities by introducing a recorder group, camping and a taster session of bowling.  Through working more closely as a Cluster, devise more robust methods of moderation.  Key strengths:   * Regular attendance at twilight training, adopt a generic approach to Tracking and Moderation within the cluster, CPD and development work done across Aberdeenshire Council with particular reference to Mental Maths strategies * Enthusiastic and motivated staff * Commitment to enhance the overall experiences of pupils through taster activities which might encourage joining clubs/ societies   Identified priorities for improvement:   * Further engagement with Aberdeenshire Frameworks, in conjunction with a robust and comprehensive Quality Assurance calendar * To develop increased opportunity for pupil led discussions regarding target setting, next steps and wider achievement * Active involvement in developing new Tracking paperwork for Cluster, to aid transition from Primary to Secondary school |

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In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Develop increasingly robust systems for Moderation and Tracking & Monitoring.   (Cluster Initiative) | Comparisons of our pupils progress with a wider pool of pupils, giving a clearer picture of standards. More scope for sharing Moderation skills and techniques. | A more streamline and common approach to Tracking & Monitoring used across the Cluster. More structured approach to Moderation with other small schools and across the Cluster. |
| 2. Embed new resources in the teaching early numeracy, phonics and mental maths. | Increased confidence in delivering of key areas of the curriculum using new and active resources, increased pupil engagement, enjoyment in learning. | INCAS/SNSA results.  Greater use of ICT in lesson delivering and pupils’ use of ipads in lessons. |
| 3. Develop pupils’ ability to discuss their learning and identify their next steps. | Increased understanding of what is being learned, why it is being learned and what the next steps for learning are.  Input from A. Reid (Nov 17) | Following on from input form A Reid, improvement should be measurable through pupils’ and class teachers’ ability to discuss learning and next steps. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Parents regularly give very positive feedback on Largue School’s ability to meet the needs of their children, both academically and in a pastoral role. * Regular revisiting and refining of Child Protection procedures. * Increased involvement with others in moderation / collegiate approaches to learning at Cluster level.   Overall evaluation of level of quality:  All staff are committed to the principles which drive GIRFEC and use the ‘SHANARRI’ Wellbeing indicators to inform their teaching / involvement with pupils.  Pupils know about child protection and well being issues and are able to discuss these openly and with authority.  Staff recognise and value the importance of seeing each pupil as an individual with unique needs, aspirations and rights. This is enhanced by our Pupil Council which gives each pupil a chance to influence their learning and life in school. There is scope to develop this area further, with the recent re-establishment of our Pupil Council.  We strive to comply with our statutory requirements and relevant codes of practice.  The staff at Largue School value each member of our school community.  Level of quality for this QI:  Good (4)  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Implementation of analysis of national standardised assessments to gauge progress in Literacy and Numeracy.      * Questionnaires and consultation for/with parents regarding progress of individual children. * QIO feedback re school performance and developing Family Nurture opportunities.   Overall evaluation of level of quality:  For both boys and girls attainment continues to improve.  Whilst Largue School uses a standard approach to Tracking & Monitoring, work is in hand to develop a single tracking model for use across the Cluster.  Moderation in Literacy and Numeracy is a priority for Cluster development.  Largue School is working hard to ensure equity for all learners through considered and targeted use of PEF money.  ‘Developing Number Sense’ principles are used to improve engagement and performance in pupils’ abilities in mental maths work.  Professional dialogue /assessment results are routinely used to inform teachers of next steps and target support.  Pupils are encouraged to take responsibility, eg Pupil council, Young Leaders in playground.  Level of quality for this QI:  Good (4) | | | | |
| 5. What is our capacity for improvement?  The overall capacity for further improvement at Largue School is good, based upon:   * High levels of knowledge of our pupils and families/ levels of commitment of leadership of all staff/ ability to share good practice and learn from ourselves and others/ willingness to work collegiately. * Largue School enjoys, increasingly strong partnerships with parents, other students, services and a broad range of contacts from within the local community. * Feedback from pupils, parents and QIO is positive and gives us confidence to try new initiatives. * Shared Vision and Values gives Largue School a positive ethos and make it an extremely pleasant locality in which to work. * Ability to work with Cluster schools to develop STEM project, develop moderation and Tracking & Monitoring systems. | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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