

# Standards & Quality Report

2015/16



## Rathen School

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## The School in Context

Rathen School serves the hamlet of Rathen and the surrounding rural area in the Fraserburgh Schools Network. The school building, which is over 100 years old, was renovated in 1977 to provide one large teaching area and a dining room. It also has a closed classroom for one of the classes. A small extension was built in 1982 to provide additional office accommodation. A portacabin was set up in the playground in 1987 and replaced in 2010. Rathen Public Hall, which is located near the school, is used for PE, Music, Drama and whole school assemblies.

The school caters for pupils from P1 – P7 who then move on to either Fraserburgh or Mintlaw Academies. The school roll is 82. There are 4 composite classes: P1/2 – 20, P3/4 – 21, P5/6 – 21 and P6/7 – 20. There are four full time equivalent teachers and a part time SFL teacher. The Head Teacher is part-time and class committed and is supported by an Acting Head Teacher and HT Relief. There are visiting specialists for Art & Design, Music, Health & Wellbeing, P.E and ICT, each for part of the year. Our teaching team is supported by 5 part-time and 1 full-time Pupil Support Assistant.

Rathen School Parent Council and Fundraising Group actively support the school and are encouraged to be involved in the work of the school and its improvement. Four whole school large groups, Citizen Clubs, also play an integral part in school improvements.

<b>Key Developments</b>	<b>Progress during</b>
Active Literacy	All teaching staff trained in Reflective Reading Introduction to the Aberdeenshire Active Literacy Programme to develop the six main reading strategies. Increased motivation and awareness of reading strategies.
Curriculum Rationale and Design	3 year overview - bundling the Es and Os. Increased pupil involvement in the planning and evaluating processes.
GIRFEC	Early signs of difficulty in literacy development identified and staged approach followed. Pupils equipped with strategies in literacy, resulting in raised attainment.

## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016-17

### Curriculum for Excellence

- **Active Literacy:** Review, evaluate and identify next steps in Reflective Reading approaches.
- Inform pupils/parents of new ways of working and plan future information session/workshops for parents.
- **Aberdeenshire Progression Frameworks:** Use the Frameworks to support and enhance planning and assessment, based on skills, knowledge and understanding.
- **Reporting Approaches:** Improve processes of reporting learners' progress and achievements to parents/carers.
- **Assessment Approaches:** Gather assessment information through agreed approaches to plan next steps to meet learners' needs and preferences.
- **Moderation:** Discuss assessment information and reflect on learners' progress and achievement across stages to develop a shared understanding of standards and expectations
- **Monitoring and Tracking:** Use the 'Stepping Up' tool to identify where we are at, plan next steps and support staff development.
- **Quality Assurance:** follow the Quality Assurance Calendar of events and use HIGIOUS 4 as a self-evaluating tool.

### GIRFEC

- Dyslexia Friendly toolkit to be used throughout the school to identify early signs of Literacy difficulties and equip the pupils with appropriate strategies to raise attainment.
- Rights Respecting School: Whole school community to become familiar with the UNCRC and the charter of children's rights and responsibilities.
- Implementation of 'GIRFEC Assessment and Action Planning'.
- Maintenance of Pupil Chronologies.

## **1. How well do our children learn and achieve?**

	<b>Evaluation</b>
<b>QI 1.1 ~ Improvements in Performance</b>	Very Good
<b>QI 2.1 ~ Learners' Experiences</b>	Very Good

**In arriving at these evaluations, we considered the following evidence.**

- ↘ Tracking of achievement and attainment.
- ↘ Feedback from parents at Open Events.
- ↘ National Standardised Assessment.
- ↘ Showcases, performances.

**Our key strengths in this area are**

- ↘ At all stages, teachers are following a 3 year programme of Bundled Es and Os to plan learning within interdisciplinary learning contexts.
- ↘ Pupils are involved in planning, assessing and evaluating their learning opportunities to achieve the desired outcomes.
- ↘ Learners work cooperatively, are motivated and engaged in their learning.
- ↘ In their 'Citizen Clubs', all pupils are involved in developing Eco practices, Global awareness, school improvements and community involvement.
- ↘ Almost all pupils have made very good progress.

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

- ↘ Use Aberdeenshire Curriculum Frameworks to develop structured progression for learning and teaching.
- ↘ Implement Reflective Reading approaches at all stages.

## **2. How well does our school support children to develop and learn?**

	<b>Evaluation</b>
<b>QI 5.1 ~ The Curriculum</b>	Very Good
<b>QI 5.3 ~ Meeting Learning Needs</b>	Very Good

**In arriving at these evaluations, we considered the following evidence.**

- ↘ Forward Plans.
- ↘ Minutes of MAAP meetings and school reviews.
- ↘ Assessment Evidence.
- ↘ Professional dialogue.

**Our key strengths in this area are**

- ↘ Implemented Active Literacy strategies and approaches in spelling in P1-7.
- ↘ Early signs of literacy difficulties identified using a staged approach with supportive strategies.
- ↘ Tasks and activities are well planned and significantly differentiated appropriately to meet the needs of learners.
- ↘ We work closely with our partner agencies to identify, review and evaluate learners' needs.
- ↘ All staff share the responsibility for meeting the care, welfare and learning needs of children, including the most vulnerable.

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

- ↘ Use Aberdeenshire Curriculum Frameworks to develop structured progressions for learning and teaching.
- ↘ Implement Reflective Reading approaches throughout the school.
- ↘ Systematic use of Dyslexia Toolkit throughout the school.
- ↘ Improve use of assessment data to inform planning of learning and teaching.
- ↘ Develop a shared understanding of standards and expectation through moderation.
- ↘ Implementation of GIRFEC Assessment and Action Planning.

### **3. How does our school improve the quality of its work?**

**QI 5.9 ~ Improvement Through Self Evaluation**

**Evaluation**

Good

**In arriving at these evaluations, we considered the following evidence.**

- ↘ Professional Dialogue.
- ↘ Audit of QIs.
- ↘ PDRS opportunities, professional update GTCS.
- ↘ Parents' feedback at Open Events.

**Our key strengths in this area are**

- ↘ Regular professional dialogue amongst colleagues.
- ↘ Reflection and evaluation embedded in our practice.
- ↘ Next steps derived from evaluation in learning and teaching and assessment.
- ↘ Sharing of good practice.
- ↘ Commitment to improvement.

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

- ↘ Improved Reporting approaches to parents/carers.
- ↘ Reflect on raised expectation in 'Inspection Advice Note'.
- ↘ Familiarisation of HIGIOUS 4.
- ↘ Develop focus pupil groups.
- ↘ Use 'Stepping Up' tool to up-level Assessment and Moderation.

#### **4. How do we ensure equality and inclusion, and promote diversity across the school?**

##### **In arriving at these evaluations, we considered the following evidence**

- ↘ Across stage 'Citizen Clubs' – sharing of learning at whole school assemblies.
- ↘ Road to Rio highlighted inclusion, diversity and personal goals and achievements.
- ↘ Cooperative Learning – 'everyone deserves to be heard'.
- ↘ Feedback from other agencies.
- ↘ Fundraising events, including Comic Relief and Children in Need.

##### **Our key strengths in this area are**

- ↘ Community involvement in Queen's 90<sup>th</sup> Birthday celebrations.
- ↘ Positive ethos of school improved through 'Cool in School' focus.
- ↘ Equality, inclusion and diversity promoted and celebrated across the school at whole school assemblies.
- ↘ All pupils involved in fundraising events to raise awareness of diversity and promote equality and inclusion.

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

- ↘ Whole school community to work towards achieving Recognition of Commitment and Rights Respecting School Award Level 1.

#### **Key**

**Evaluation – Excellent** -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

## **At Rathen School this session...**

### Cross Curriculum Opportunities:

- P1-7 pupils are divided into 4 across-stage 'Citizen Clubs' to carry forward our Eco practices and further develop our awareness of being Global Citizens.
- Charity Fundraising Events initiated and planned by pupils e.g. Children In Need, Red Nose Day, Sports Relief.
- Other charities donated to: The Scottish Poppy Appeal, Rathen West Church, MacMillan Cancer Support,
- All pupils involved in Enterprise Stall at Christmas Fair. £158.20 raised.
- £1129.20 raised at the Christmas Afternoon Tea and £624 raised at the Scholastic Book Fair.
- Field trips included: Techfest, Magic Road Safety Show, Junior Arts Fraserburgh Panto, Chemistry at Work – Techfest,
- Visitors to school: Mr Stewart Stevenson MSP, ALEC Caravan, Alison Robertson, accompanied by her dog, Dash of the Green Dog Walkers Campaign, SSPCA, Mrs McLeman, author of 'Walking The Line' and ABC Music Online presenter,
- Healthy Tuck – healthy snacks prepared once a week by each class in turn.
- Talents and achievements show cased and celebrated at Rathen's Got Talent.

### Global Citizenship

- Road to Rio - Jammin' Fitness – Andy McKechnie, a former Scottish National Freestyle Ski Team member, delivered multicultural dance and fitness workshops to each class and shared his inspiring story at a 'Road to Rio' assembly.
- World Book Day celebrations.

### Parent/Community Involvement

- Over £1,002.59 was raised by the school community for various charities, including fundraising events initiated and organised by pupils.
- 38 produce boxes delivered to Senior Citizens in the local community at Harvest Time.
- 32 Shoe boxes donated to the Rotary Shoebox Scheme.
- End of Term Services, included Christmas Service for Senior Citizens.
- Rathen Choir carol sang around the village of Rathen.
- Pupils to shared their learning with their parents at open mornings, afternoons and evenings.



- Green Dog Walkers Pledge – posters, information leaflets, doggie bags, prizes distributed at school for responsible dog owners to tackle dog fouling issues in the community.
- Wind Turbines donation received from House O'Hill near Rathen.
- Afterschool clubs – Multi Sport, Choir, Modern Dance and Football.
- Football Champions at the interschool football league.
- Christmas Cards, Tea Towels and Eco Shopping Bags – Designed by pupils and professionally printed. £360 raised.
- Rathen Rotary Quiz Team – winners of the Fraserburgh Cluster quiz competition and came in third at the regional final.
- Winners at the Strichen Doric Festival.
- Winners at the North Aberdeenshire Athletic Festival.
- ICT hardware provision In school enhanced by a generous donation of 7 HP Compaq Elite 8300 PCs from ConocoPhillips (U.K.).
- Work done by our Citizen Clubs, Balmoraltastics, Buckingham Bosses, Holyrood Housemates and Windsor Wonders included: 'Cleaning the Community for the Queen' – litter picking and promoting 'Green Dog Walking', designing a community map to reduce unnecessary traffic in the village, playground improvements and making preparations for the 'Afternoon Tea' celebration for the Queen's 90<sup>th</sup> Birthday.
- The Queen's 90<sup>th</sup> Birthday Afternoon Tea, with guest of honour, great grandmother and neighbour, Mrs MacDonald who shares the same birthday as the Queen.

