



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

RATHEN SCHOOL

Rathen

Fraserburgh

AB43 8UL



LAST UPDATED: 1 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

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

Rathen School Vision

At Rathen School, in partnership with parents and the school community, we aspire, through a caring approach to create an ethos which ensures everyone is valued and has a sense of belonging. Through high quality learning and teaching experiences, our vision is to nurture every child to reach their full potential, enabling them to have the skills and confidence to embrace the world as global citizens.

Rathen School Values



1. Context of the School

- The positive **ethos** in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council and RRS, JSO, Health and Community Allotment 'Change Makers' groups, children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.
- At Rathen School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:
 - Responsible Citizens**
 - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
 - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
 - Effective Contributors**
 - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
 - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others
 - Successful Learners**
 - Providing quality learning experiences which inspire and motivate our young people to become successful learners
 - Encouraging all to reach their full potential through stimulating and independent learning
 - Confident Individuals**
 - Providing a safe, secure and supportive environment where children feel confident to tackle new experiences and challenges
 - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
- Analysis of the **SIMD data** shows that no child at Rathen Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Rathen Primary 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 they can be.
- The use of the **PEF** will be targetted towards increasing PSA support to support pupils across the curriculum, particularly in Health & Wellbeing, Literacy and Numeracy. The school has a clear commitment to excellence and equity and values the learning of all children.

- **Strengths of the school include:**

High quality, active learning experiences

At Rathen School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and work collaboratively, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. The breadth of their learning is enhanced by partnership working with those in the community.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Rathen School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners.

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

Aberdeenshire priority: To develop excellence and equity

Relevant NIF priority: All

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

Evaluation of QI 1.3- Leadership Of Change:

Overall evaluation of level of quality : 4 Good

- There is great commitment to improvement and to the school values, vision and aims.
- Staff have been committed to taking lead roles in school improvement initiatives such as, 1+2 Languages, RRSa and Developing Number Sense to benefit outcomes for all our young people. All staff are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes.
- Children give their views about the school as part of committees and take responsibility for improving aspects.
- HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. Annual audit using specific QIs identify strengths and areas of development.
- Engagement with parents through methods like open afternoon, comments slips provide feedback for future developments.
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Children are confidently engaged in reviewing their own learning.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents.

Key strengths:

- The improvements in performance made by the school based on self-evaluation.
- The focus in the school on its own vision and values and commitment to learning.
- The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.

Identified priorities for improvement:

- Engage with all staff, pupils and parents when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- Involve all staff in regular evaluation of the school improvement plan through open dialogue. Start collegiate meetings with a review of SIP progress to identify strengths and areas of development.
- Use of HGIOS 4 Challenge questions 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.

Sources of evidence/evaluation activities undertaken:

- QA Calendar/Evidence
- Ongoing 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
- PRD records
- Parent evaluations at Open Afternoons/Mornings
- Aberdeenshire Trackers

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

Action plan 1	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Engage with all staff, pupils and parents during session to review School Improvement Plan.</p>	<ul style="list-style-type: none"> - Increased ownership of School Improvements. - School Improvement Plans developed and updated by 'Change Makers'. - Developed leadership skills. 	<ul style="list-style-type: none"> - Review of SIP at the start of CAT meetings. - Feedback from staff, pupils and parents. - Progress made in School Improvements. - Progress of School Improvements led by 'Change Makers' recorded on Action Plans: Junior Safety Officers, RRS, Allotment, Golden Time/Playground groups.
<p>2. Extend confidence and effectiveness in use of HGIOS4</p>	<ul style="list-style-type: none"> - School improvement planned around selected QI's that focus on experiences for children - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Impact of improvements for learners to be better collated to show how they benefit 	<ul style="list-style-type: none"> - Evaluation will show that by June 2018 all staff are confident in the use of HGIOS4, including Challenge Questions. - 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 focusing on their own learning e.g. profiling.
3. Increase use of evidence and research to support professional learning	- Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners	- Reflective activities included in collegiate calendar by September 2018 - November 2017 , planned staff activity on evidence-based improvement-planning - Impact on learners seen following application of revised classroom approaches(on-going)
4. Improve use of attainment data to raise attainment	- Analysis of attainment data, including Emerging Literacy Assessments, forming a coherent part of planning for improved learning - Progress and attainment improved for all learners	- Analysis of and response to data consistently integrated into learning across all classrooms. - Aberdeenshire Trackers used consistently to identify development needs of pupils.
<p>Evidence of progress/ comments/ identified next steps: Date: 22/11/17 During Nov in-service days, teaching staff focused on QI 2.3 Learning, Teaching and Assessment, theme - Learning and Engagement in Numeracy and Mathematics. Identified 'What's working well for our learners?' and identified Next Steps. Next Steps: Self Evaluate Literacy. Date: Date:</p>		

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

Aberdeenshire priority: All

Relevant NIF priority: All

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

Evaluation of QI 2.3 – Learning, Teaching and Assessment

Overall evaluation of level of quality : 4 Good

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- The majority of learners are achieving within or above the expected level for their ages and stage.
- They everyday language used across the school links clearly to a rights respecting ethos.
- Learners' achievements in and out of school are recognised regularly at our whole school assemblies and shared with pupils and parents through blogs, piloted by one of the classes. Out of school achievements could be further celebrated by regularly updating the 'Wow' Wall. Photograph of Achievement Wall shared with parents in newsletter and website once a term.
- Through cooperative learning, learners play an active role in their learning and benefit from the many opportunities given for the application of skills across the curriculum. Learners would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions. This session, a more active role in the school and wider community will be enhanced by encouraging pupils to take on leadership roles, as 'Change Makers', in Pupils Council, Safety, Eco, Gardening, Health and RRS groups.
- Staff continue to share learning intentions, co-create success criteria with the learners and give quality feedback to inform next steps in learning. Learners are very good at self-evaluation.
- Children are more involved in the planning process of learning contexts.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Teachers are beginning to use standardised data to target support. Greater use of benchmarks is being used to show progression within a level and to inform next steps in learning. Confidence in professional judgement is increasing by using standardised data, benchmarks, and by participating in moderation activities between colleagues.
- Forward planning continues to be updated in an attempt to tackle bureaucracy. 3 year programme of Bundles of outcomes developed.
- Aberdeenshire Frameworks/Benchmarks are being used to support assessment opportunities.
- Emerging Literacy and Developing Number Sense training has been attended by members of staff and this needs to be rolled out and embedded to promote understanding and confidence in literacy and numeracy based on educational research.

Key strengths:

- High quality of teaching and learners' experiences.
- 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 application of clear information about learners and their needs.

Identified priorities for improvement:

- Review, evaluate and revise Literacy and Numeracy pathways of learning.
- Develop and use of holistic assessment. Assessment and Moderation.
- Increase opportunities to develop skills for Learning, Life and Work.
- Review, evaluate and revise Lesson Design.
- Engage with parents.

Sources of evidence/ evaluation activities undertaken:

- We will continue to follow our Quality Assurance calendar which includes the following self-evaluation strategies:
- HT and class teachers monitor progress of learners collectively and individually to inform next steps in learning.
- Learning visits by HTs.
- Literacy and Numeracy Pupil focus groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Cluster / peer school moderation.
- QI visit/ liaison with QIO.

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

Action plan 2	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Review, evaluate and revise current pathways of learning in Literacy, Emerging Literacy and Numeracy and Mathematics.</p>	<ul style="list-style-type: none"> - A revised curriculum in Literacy and Numeracy to meet the needs of all learners: Planners, Policy and Procedures. - See In depth action plan: Taking a developmental approach to Emerging Literacy (Appendix 1) - Increased pace of learning and raised standards in literacy and numeracy - Improved curricular transition and progression P7-S2 	<ul style="list-style-type: none"> - Tracking of progress in Literacy and Numeracy. - See Emerging Literacy - Appendix 1 - Consultation with learners and their parents re the curriculum will support shared understanding of emerging changes. - HT liaison with QIO, Cluster HT's and DHT curriculum at Fraserburgh Academy will support plan for revisions by June 2018.
<p>2. Develop and use of holistic assessment.</p>	<ul style="list-style-type: none"> - See Cluster Assessment and Moderation IP – Appendix 2. 	<ul style="list-style-type: none"> - Cluster Assessment and Moderation IP – Appendix 2. - Use of Aberdeenshire Tracker Class embedded in practice to lead revisions to classroom practice and meet needs of all learners. - Regular review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment.

3. Developing the Young Workforce	- See Cluster Developing the Young Workforce IP – Appendix 2	
4. Lesson Design	- Raised attainment through improved daily practice in classroom.	- Evidence of ‘Excellent Lessons; during Learning Visits. - Raised attainment recorded on tracker.
5 Engage with parents as learners.	<ul style="list-style-type: none"> - Children’s learning enhanced by increased parental confidence and interest in learning - Further increase in positive relationships with parents - Parents form all backgrounds engaging in school activities and events e.g. Career Fayre – See Cluster Plan Appendix 2. 	<ul style="list-style-type: none"> - HT raising ‘Big Conversation’ opportunities with Parent Council September 2017 will confirm school wish to engage parents - Attendance of parents/feedback from parents at variety of ‘Big Conversation’ opportunities throughout the session. - Parent partnership – Developing the Young Workforce. See Cluster Plan Appendix 2.
<p>Evidence of progress/comments/identified next steps: Date: 22/11/17 - Reviewed, and evaluated pathways of learning in Numeracy and Mathematics. We reviewed and updated the ‘Procedures at Rathen School’, which included, planning formats, assessments, Number Talks, Problem Solving and new resources. Next Steps: Evaluate new resources, revisit Outdoor Learning opportunities, source related Apps e.g. Numicon. - Used ‘Learning, Teaching and Assessment: Professional Curriculum Tool’ to review ‘Lesson Design’ – Learning Intentions, Success Criteria, Learning Experiences, Evidence, Assessment Approaches, Evaluating Learning and Feedback and Next Steps. Next Steps: Learning Visits. Date:</p>		

Date:

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

Aberdeenshire priority: All

Relevant NIF priority: All

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

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

Overall evaluation of level of quality : 4 Good

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All staff have completed annual update of Child Protection training and are confident in following procedures.
- Raised awareness of Shannari indicators, particularly with upper stages.
- Everyone in our learning community is treated fairly and with respect. We place importance on fostering positive, open, supportive working relationships. Pupils benefit from the level of care and nurture provided.
- All staff are able to access information about how to support learners through communications through MAAPM's and IEP's.
- Pupils' needs are effectively targeted through deployment of staff including both PSA and SFL staff.
- Flexible timetabling across stages provides opportunities for appropriate support and challenge.
- The school has an ASN audit of need which is used to track and respond to needs. The school responds quickly accessing available resources and other agencies to support
- Whole school assemblies focus on the rights of the pupils from UNCRC to challenge discrimination and intolerance. Charters are reviewed regularly.
- The school's HWB programme and whole school assemblies promotes our inclusive ethos.
- The Dyslexia friendly toolkit is used to support pupils across the school.
- The school is applying its PEF to support equity of outcome for learners who have fallen behind with Literacy and Numeracy expectations.

Key strengths:

- A key strength of the school is the commitment of the staff to the wellbeing of all.
- A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- The confidence and wellbeing of children across all years.

Identified priorities for improvement:

- Embed use of the reviewed Fraserburgh staged procedure for pupils with Additional Support Needs in order to reduce barriers to learning.
- To proceed in RRSA.
- Provide opportunities for pupils with ASN via flexible pathway to learning.

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- Raised awareness of Rights and Responsibilities via RRSA evidenced in classroom displays and whole school assemblies.
- 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 Rathen School. Evidenced at Open school events, number of out of zone pupils.
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.

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

Action plans 3	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To embed the use of the Fraserburgh staged approach for pupils with Additional Support Needs to reduce barriers to learning.</p>	<ul style="list-style-type: none"> - Standardised assessments will show increase across in performance against all literacy and numeracy measures - Overall, levels of attainment will be equal to or better than predictions for the school 	<ul style="list-style-type: none"> - A revised approach to literacy and numeracy will be in place by January 2018 - Through moderation with peers and academy staff, standardised expectations and levels will be achieved. - Ongoing: analysis of attainment data in literacy and numeracy will show sustainable improvement across all measures
<p>2. To extend the school's commitment to promoting equality and diversity.</p>	<ul style="list-style-type: none"> - All children to be aware of cultural , racial , religious, personal differences and the equal value all have - The school to re-affirm its commitments as a RRS and extend its accreditation to level 2 - A plan in place to Develop the Young Workforce to help promote equality and diversity. - Development of skills for Learning, Life and Work – Appendix 2. 	<ul style="list-style-type: none"> - Establishment of working group to focus on diversity via RRSA. - June 2018 application made re RRS level 2 status - Engagement with and implementation of 'Developing the Young Workforce' Career Education Standard (3-18) - Appendix 2.
<p>3. To increase learning opportunities for pupils with ASN via flexible learning pathway.</p>	<ul style="list-style-type: none"> - Children have a planned sequence of interventions and activities that develop and maintain physical, emotional, mental and educational wellbeing 	<ul style="list-style-type: none"> - Liaison with parents, pupils and coaches on the well-being of pupils. - Attainment and achievement trackers.

Evidence of progress/comments/identified next steps:

Date: 22/11/17 Fraserburgh staged approach for pupils with Additional Support Needs to reduce barriers to learning – reviewed and plans for implementation. Next Steps: Implementation.

Date:

Date:

Evaluation of QI 3.2- Raising Attainment and Achievement:

Overall evaluation of level of quality : - 4 Good

- The majority of learners make good progress from their prior levels of attainment in Literacy and Numeracy.
- Staff are making very good use of INCAS Data, Aberdeenshire frameworks and benchmarking to make increasingly confident professional judgements about pupils attainment in Literacy and Numeracy
- During session 2016 -2017 Standardised assessments show that pupils enter P1 at with attainment above the local and national average in Reading and Maths. They make good progress and finish above the local and national average
- The local Cluster are moving forward with moderation training in literacy, numeracy and health & wellbeing this session, this will need to be embedded then in future extended to numeracy.
- The tracking system has been replaced by Aberdeenshire's format to identify and predict levels.
- Wider achievements are recognised and regularly celebrated through school assemblies. This session achievements display on a WOW wall and shared with parents in the school newsletter and website.
- 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.
- Pupil friendly IEPS are in existence for pupils with pupils, parents, class teacher, SFL teacher and HT being involved in the process.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- 'Developing Number Sense' approach is being developed to improve children's mental calculation skills.
- Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff

Key Strengths

- Collaborative working within school.
- Meeting needs of pupils.

Identified priorities for Improvement

- Maths and Literacy progressions are being reviewed this session in line with the SALs and the Aberdeenshire Numeracy Framework. Action Plan1.
- Build on partnerships in the local community to maximise opportunities for pupils to enhance learning outdoors and develop and apply life skills across the curriculum and beyond the classroom. Cluster Plan Appendix 2
- Assessment and Moderation. Cluster Plan Appendix 2.

Sources of evidence/ evaluation activities undertaken:

- Scrutiny and analysis of attainment data
- Professional dialogue

5. What is our capacity for improvement?

- **The overall capacity for improvement at RathenSchool is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Pupils in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - 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 QIO, parents and learners themselves that gives confidence in what we do
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Intermittent supply staff availability
 - Unreliable internet / connectivity issues
 - Budgetary constraints regarding extending availability of differentiated resources

6.

Date	Amendment made	By who	Comment
22/11/17	Progress and Next Steps: Numeracy and Mathematics Lesson Design Staged Approach for pupils with ASN.	A Patterson	Confident that CFE is embedded and assessment is streamlined in Numeracy and Maths. Currently reviewing and updating pathways in Literacy.