 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**BALMEDIE SCHOOL**

**LAST UPDATED: 03 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](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)

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:  Learning Environment is attractive and welcoming and supports purposeful learning  There is a calm and respectful atmosphere. Caring and supportive ethos  Senior Leadership Team working closely to take forward improvement  Staff are reflective practitioners who work collegiately and offer good peer support  Learners are well behaved and talk confidently about their learning  Attainment and achievement is good  Formative assessment is an integral part of learning and teaching in most classes  Key strengths:   * Distributive Leadership * SIP is realistic and manageable   Identified priorities for improvement:  Engage with Aberdeenshire Frameworks and National Benchmarks to support and enhance assessment and planning  Embed self-evaluation processes |

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.  Embed Benchmarks into curricular planning | * More consistent coverage of E’s & O’s across the school * Planning for learning is improved * Pupil experience a broad range of activities that meet the requirements of CfE | * Planning discussions * Stage partner working * Curricular coverage monitored by SMT |
| 2.  Use Benchmarks as basis for Monitoring and Tracking attainment and achievement | * Current Monitoring system further developed * Tracking of progress and achievement enhanced * Teachers and SMT have a better understanding of pupil progress | * Data used by SMT to chart progress * Achievement celebrated through a variety of media |
| 3.  Re-focus current self-evaluation processes | * Clearer understanding of the self-evaluation cycle * The quality of Learners’ experiences will be improved | * Use of Learner discussions to measure improvement * Teacher plans reflecting self-evaluation outcomes |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Self evaluation at school using HGIOS 4 * Classroom monitoring and learning discussions between teachers and SMT * PRD discussions with staff and recording on GTCS system * Staff involvement in determining priorities for SIP and their role in overtaking agreed priorities * QIV report   Overall evaluation of level of quality:  Effective distributed leadership through staff working groups  Improvement initiatives led by staff eg House system and capturing pupil voice  DHTs have clear remits and make good use of their strengths  Children have good opportunities to lead learning  Vision, values and aims have been developed in conjunction with staff.  Curriculum Rationale has also been developed with a focus on design principles and flexibility  Good ethos of professional engagement in developments and a willingness to undertake staff development  EY Lead Practitioner is working closely to build capacity within the ELC staff team  Level of quality for this QI: 4 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:  Generally planning and assessment processes are sound  In most classes there is effective differentiation and learners are engaged and motivated  Adapted use of Active Literacy is working well  Focussed teaching groups with appropriate feedback being given is a feature of the school  Self and peer assessment used effectively  Staff work collegiately to support each other and take responsibility for sharing strengths  Key strengths:   * Staff are committed to the school * Parents are very supportive and play a large role in school life   Identified priorities for improvement:   * Reporting on pupil progress * Refresh approaches to Formative Assessment * PEF implementation |

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. Reporting Pupil Progress  * consider and design improved ways of sharing information of learners’ progress and achievement within the curriculum for excellence *(ref: BtC5 Recognising Achievement, Profiling and Reporting and support materials from Reporting Group)* * create annual calendar to reflect the planned reporting year. * Share information and plans for revised approach with parent forum/council | * increased pupil involvement in the reporting process * increased parental engagement in their children’s learning * an increased understanding for parents of their child(ren)’s progress and achievement. | * Regular feedback from parents * Parent consultations * Staff and pupil discussions * QIV * HMIE where relevant | |
| 1. Formative Assessment  * Re-visit current Formative Assessment strategies used in school * Implement up-dated strategies as outlined in Shirley Clarke’s “Outstanding Formative Assessment” | * More effective use of AiFL strategies * Enhanced learner experiences * Greater focus on next steps in learning | * Classroom observations * Pupil and teacher feedback | |
| 3.   * See PEF Plan |  |  | |
| 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:  Generally planning and assessment processes are sound  There is effective differentiation in most classes and learners are engaged and motivated  Adapted use of Active Literacy is working well  Focussed teaching groups with appropriate feedback being given  Self and peer assessment used effectively  Staff work collegiately to support each other and take responsibility for sharing strengths  Overall evaluation of level of quality:  Digital Learning needs to be developed more consistently  Profiling to be developed to support pupils to take ownership of their learning journey  ELC and P1 staff to work more closely on Early Level planning throughout the year and to facilitate transition  Level of quality for this QI: 4 Good | | | |

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 are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals.  The school is applying its PEF to support equity of outcome for learners who have fallen behind with Literacy, Numeracy, Social Skills and those at risk of exclusion.  All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.  The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding aspects of the Global Citizenship.  Most learners are attaining appropriate levels  Staff have been effectively involved in moderation activities in Spelling, Writing, Listening and Talking  Expectation Grids developed with staff support improvement and focus on needs of all children  SfL staff used flexibly and with clear remit of improving learning and teaching  Key strengths:   * Very committed staff team * Distributive leadership at all levels   Identified priorities for improvement:   * Better use of performance data to ensure progression |

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.   * SMT to have Learning Discussions with a focus on data * SMT to monitor performance of pupils in standardised assessments | * Staff have a better understanding of pupil progress and next steps for learning * Data used to target PEF budget to those pupils whose progress is causing concern | * Performance data and teacher judgements will be used as baseline evidence to track pupils * Data interrogated systematically to show evidence of progress |
| 2. |  |  |
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| 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:   * QIV Report * PEF Plan * Parent & pupil feedback   Overall evaluation of level of quality:  Very good engagement with children and families  There is an effective ethos of inclusion and learners are looked after well and staff always had time to talk to them  Chronologies up to date  Parents express views that learners were sensitively supported and that they had no hesitation in contacting the school to seek advice  Appropriate Health and Well-Being programmes in place  Level of quality for this QI: 4 Good  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Monitoring & Tracking      * Teachers’ plans * Learning discussions * QIV Report   Overall evaluation of level of quality:  Most learners are attaining appropriate levels  Monitoring and tracking is now in place  Regular discussions with staff about individual learners and how to intervene appropriately to meet their needs  Staff have been effectively involved in moderation activities in Spelling, Writing, Listening and Talking  Expectation Grids developed with staff support improvement and focus on needs of all children  SfL staff used flexibly and with clear remit of improving learning and teaching  Level of quality for this QI: 4 Good | | | | |
| 5. What is our capacity for improvement?   * The overall capacity for improvement at Balmedie School is 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  - 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 | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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