Aberdeenshire
COUNCIL

Education and Children's Services

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MELDRUM SCHOOL

LAST UPDATED: 04 July 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

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                            OUR VISION
   Meldrum School aspires to be a vibrant and inclusive learning community where learners can realise
   their full potential within a safe and nurturing environment, promoting equality and fairness, with a
     focus on continuous improvement and developing the capacity of all to embrace lifelong learning.
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Meldrum School is situated in the town of Oldmeldrum and serves the catchment area of Oldmeldrum and the surrounding rural area. The school is non-denominational.

The community has a SIMD Profile that suggests an affluence with nearly all families in the top 2 deciles but this does not accurately reflect the socio-economic levels of the school.

As part of Private Public Partnership (PPP) funding, Meldrum School has been substantially refurbished, modernised and extended to provide the current accommodation. The school building has 16 classrooms, 1 general purpose room, a library and a conference room. There are currently 2 Enhanced Provision classes which support children with Additional Support Needs. There is a large 6 class Nursery. Other facilities include a games hall, separate dining area and an extensive grass area and tarmac playgrounds. A large car park provides parking for staff and visitors.

Meldrum School provides education for children aged 3 – 12 i.e. from ante-preschool nursery – P7. Over session 2015/16 our roll averaged 360 pupils and 112 nursery children. This is expected to rise in future years due to extensive housing development. A number of pupils who live out with the catchment area also attend the school. The school has 16 full time equivalent teaching staff and 13 full and part-time Early Year Practitioners supported by the Principal Teacher. Specialist teachers support the teaching of Physical Education. Additional pupil support is provided by a Support for Learning teacher and 2 Enhanced Provision teachers, supported by Pupil Support Assistants (PSAs). The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The staff are supported by 12 full or part time Pupil Support Assistants, 1 full time school administrator, 1 part time Admin Support Assistant and 8 kitchen staff. The building is maintained by Robertson Facilities Management who provide janitorial and cleaning staff as part of the PPP scheme.

The management team consists of the Head Teacher, 2 Depute Head Teachers and a Principal Teacher. Both DHTs are normally class committed. One Depute Head Teacher has responsibility for Early Stages whilst the other has responsibility for Upper Stages. The Principal Teacher has responsibility for Nursery and development work at both school and network level.

Community links are a valued part of school life. A childcare club runs in the mornings and afternoons during the week, one club also provides childcare during the school holidays. The school has an active and supportive Parent Council, Meldrum Parents in Partnership (MPiP), which encourages involvement of parents in the work of the school, supports school improvement activities and raises additional funds to provide many extras for the pupils. Through our House system children are also involved in the work of the school and its improvement.

On leaving Meldrum School the pupils transfer to Meldrum Academy. Meldrum School is part of the Meldrum Community Schools' Network and works closely with the other 11 schools in the Network.

The school has been allocated Pupil Equity Funding of £22800.00. Meldrum School has targeted raising attainment in literacy and improving health and wellbeing of our pupils in line with the National Improvement Framework Priorities. The school will prioritise a developmental approach to emerging literacy in pre-school, P1 and P2. Additional PSA time will be allocated to support this initiative. The "Bounce back" resource will be purchased and utilised to build pupil resilience and confidence. Additional budgets will be set aside to purchase supporting resources.

Creating an ethos of achievement is central to what we do and we continue to work hard in establishing an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations.

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:
- The school continues to develop rigour in its self-evaluation processes as it encourages all stakeholders to feed into the process
- School staff are continuing to increasingly develop their leadership in increasing aspects of the life of the school
- School staff understand and are increasingly interrogating data to support their planning of learning
- The school staff work collegiately and in this way ensuring more consistent impact on learners successes and achievements
- Staff are committed to working to improve all aspects of learning and teaching ensuring continuous improvement
- Staff are committed to personal and professional development through collegiate and cluster activities to improve learning
- Children are taking an increasing role in all aspects of their learning and in wider aspects of school and community life
- The school vision remains ambitious but requires revisiting to ensure all aspects of learning within the school are aligned to it
- Staff and pupils are taking increasing responsibility in driving the improvement agenda for the school
- Working parties are being revisited and reviewed to maximise their impact in driving forward improvement
- The collaborative working within the staff is positively impacting on the building of a potentially strong team
- Constant changes and uncertainty in school leadership in recent years has adversely affected the staff's morale and has slowed the school's capacity to improve

Key strengths:
- The newly established Senior Leadership Team work collegiately to move forward processes to positively impact on the school's ability to improve in all areas
- Staff are ready to take on added leadership and to move the school forward as a collective and collegiate team

Identified priorities for improvement:
- Revisit school values, vision and aims and ensure all aspects of school life are more closely aligned to it

- Continue to develop leadership in the school at all levels: adults and pupils

- Build increasing rigour in all aspects of school self-evaluation processes including exploring further stakeholder involvement in this process

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. Revisit School Values, Vision and Aims and align all aspects of school life are aligned to it initially via the curriculum	School programmes will align to the school vision reflecting increased pace and progression in pupil learning in all curriculum areas.	Over 75% of pupils at P1, P4 and P7 will reach the expected levels for Literacy and Numeracy Pupils will be experiencing curriculum learning in line with Aberdeenshire Curriculum frameworks
2. Leadership of Learning will increase from the current position for adults and pupils at Meldrum School.	Staff will take a consistently active leadership role in improvement priorities through working groups and by taking leadership roles in the school e.g. bikeability, total communication. Pupils' involvement in their learning will be more consistently evident throughout the school e.g. weekly review of learning, increasingly reviewing and setting their own targets for termly updates.	Staff members identified as leads for a number of aspects in school life. Pupils able to articulate their next steps with less adult support as they move to the end of P7.
3. Build rigour in self-evaluation processes in school to improve impact in learning	All stakeholders regularly feed into the Self-evaluation and Quality Assurance Calendar	All adults are familiar with the strengths and development needs of the school. All adults awareness of school priorities and why they have been chosen to maximise impact. Impact of improvement is evident to all.

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Regular Staff Meetings
- Collegiate Timetable of Meetings
- Collegiate Activities and related products
- Classroom observation
- Recognising achievement assemblies
- Learning Journey booklets
- Assembly certificates
- Nursery Staff Meetings minutes
- EARs meetings
- Informal evaluation discussions
- School Improvement Plan

Overall evaluation of level of quality:

Teaching Staff are increasingly reflecting on the shared values of the ambitious school vision. Staff have high expectations of learning in most areas of learning. The School's Senior Leadership Team ensure there is protected time for opportunities for professional dialogue for teachers and provide opportunities to promote leadership at all levels within the school with some staff taking advantage of these opportunities. The Early Years Team within the school take advantage of professional dialogue on an operational day to day issues. These are valued by all Early Years Staff and leads to successful improvements.

Level of quality for this QI: 3 Satisfactory

Next Steps

- Review and update if required, our shared vision, values and aims
- Continue to promote and develop leadership at all levels in the school community
- Develop further involvement with parents, practitioners and partners in review of vision, aims and values of setting, along with planning and evaluation of continuous improvement

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 adults are very aware of their responsibility in safeguarding children and actively follow policy guidelines to ensure children are safe in school
- All adults are aware of the principles on GIRFEC and teaching staff are working hard to ensure these principles are not only taken into account but also visible to pupils
- The school's curriculum requires revisiting and though it has served a purpose it requires review to ensure it provides enough pace and progress for our pupils
- The school works hard to provide learning that meets the needs of the wide variety of learners in school
- The school is creative in the way it ensures all pupils have access to the curriculum but this is not consistently challenging enough for all pupils especially those pupils with additional and complex needs
- Pupils are interested, motivated and engaged in their learning though this requires to be developed further to ensure consistency throughout the school in terms of e.g. outdoor learning and skills for learning, life and work.
- The quality of teaching in the school is of a very high standard generally
- The tracking of pupil learning requires more rigour to ensure all staff are confident that pupils are making expected progress especially those with additional and complex needs
- Teaching staff have taken on the challenge of their expectations of universal support and work very hard to meet the needs of the learners in their own class.
- Targeted support in school requires further rigour to ensure planning and assessing are supporting continuous progress for those pupils with more complex needs
- The school works hard to engage families in all aspects of children's learning
- GIRFEC processes are understood and followed effectively to support children and their families
- Staff are committed to ensuring smooth transitions for pupils but this will require review to minimise potential barriers to learning
- Collaborative partnerships continue to develop well both within and out with the service as well as a strengthening partnership with the school's Parent Council (MPiP)

Key strengths:
- Very caring staff who are observant in ensuring our pupils are safeguarded

- Committed and Motivated Staff who work hard to ensure the highest quality of teaching possible for Meldrum pupils

- Staff commitment to working with parents, carers and families

Identified priorities for improvement:
- Developing the curriculum to align with school aims , values and ensuring pace and progression in all curriculum areas

- Review planning, tracking and monitoring to build more confidence in ensuring pupils are progressing at or above the pace of progress

  expected at age and stage at particularly P1, P4 and P7.

- Continue to build and enhance partnerships with parents, carers and families

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.Improving the school Curriculum	Raising attainment in literacy – introduction of emergent literacy developmental approaches. Review Curriculum Programmes and Progression in all curriculum areas including Numeracy and Literacy to improve attainment and achievement. Assessment and Moderation approaches are audited, implemented and updated to reflect the improved pace and progress of the school's curriculum	75% or greater of our P1 pupils will achieve the expected level required in Literacy. All staff will be planning using the revised Curriculum Framework Guidelines. 75% or greater will achieve expected levels in Literacy, Numeracy and Health and wellbeing at P1, P4 and P7. Staff are increasingly confident in the standards expected at each stage from P1 – P7.
2. Review and update planning for learning to ensure improved pace and progression for all of our pupils	Teacher planning to reflect the improved pace and progress of learning.	Teachers planning will be a manageable working document that reflects the increased expectations of attainment and achievement in the school. The planning will reflect all pupil entitlements including learning, life and work skills, and outdoor learning.
3. Improve the health and wellbeing of our pupils and their families (cluster priority)	Review school's positive relationships approaches. Explore the "bounce back" resource and implement it to support pupil wellbeing	Pupils will evidence that they have greater capacity to lead in their learning by modelling good practice in building resilience, confidence and able to demonstrate and articulate ways to resolve disputes and conflict and recognise mutual achievement.
Evidence of progress/comments/identified next steps: **Date:** **Date:** **Date:**		

<u>Evaluation of QI 2.3 - Learning, Teaching and Assessment:</u>

Sources of evidence/evaluation activities undertaken:

- Learning Journey Booklets
- Topic Planners
- Class observations
- 1 to 1 Learning Conversations
- QA Data gathered
- *Children's Profiles and progress*
- *Parental Feedback*
- *Feedback and comments from other professionals*

Overall evaluation of level of quality:

Nearly all children are eager and active participants who are fully engaged during learning. Staff are aware of pupil learning needs and work hard to engage and enthuse pupils. The learning environment is built on positive and nurturing relationships between staff and pupils
The majority of learners receive regular feedback and know what they need to do to improve. Learners are regularly involved in planning for learning especially in topic related work. Learners are supported to set targets and review their learning through their learning journey booklets. Staff engage with INCAS/E-PIPS data to inform in planning of learning. Assessment approaches in Early Years are continuing to develop well.

Level of quality for this QI: 3 Satisfactory
(HGIOS?4 1-6 scale)

Next Steps

- To further improve transition approaches from Nursery to P1
- Continue to develop ways of encouraging and supporting children to reflect on their learning
- Review Planning for learning and planning for assessment
- Focus on moderation to ensure school consistency of approaches and standards
- Consistency of approach to ensure all learners receive appropriate feedback to support their learning

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:
- The school community has a generally positive ethos that tries hard to tangibly evidence the eight wellbeing factors in the school and in the classroom.
- All staff receive annual update training in Child Protection, GIRFEC and Equalities.
- Most pupils achieve or exceed levels expected for age and stage
- Attainment trends in literacy and numeracy have levelled off and require further attention including exploring moderation to ensure standards are consistent throughout the whole school from level to level
- A few pupils are not achieving their full potential and the curriculum requires review to support future positive impact in terms of pace and challenge
- A review of supporting pupils with additional and complex needs is required to ensure all pupils in school are making sufficient progress
- Tracking processes require review to ensure more rigour in monitoring progress in attainment and achievement
- Technology limitations has limited the impact of digital technology in the school and requires revisiting

Key strengths:

- Staff take their responsibility to safeguard children very seriously and are observant and caring in the way they interact with pupils

- Mainstream class teachers work hard to ensure that all pupils are given opportunity to develop and thrive

Identified priorities for improvement:

- Continue to develop approaches to ensure all pupils are accessing the curriculum effectively and making appropriate and purposeful including pupils with additional and complex support needs
- Review tracking approaches in school

- Continue to develop digital technology as an integral part of school 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?
1. Meeting Learning Needs	Ensuring all pupils are accessing an appropriate curriculum tailored to needs and expectations	IEPs will have consistently appropriate cognitive targets to develop pupils to develop the four capacities.
2. Improve Tracking approaches in school	Introduce more robust tracking for pupils in core areas of literacy, numeracy and health and wellbeing Introduce a more rigorous approach to tracking pupils with additional and complex needs including C for E Progress.	By using a consistent approach in assessment , moderation and tracking, staff will be more confident in knowing exactly where all pupils are in terms of C for E progress
3. Continue to improve use of digital technology	All pupils will be accessing digital technology as a regular integral part of their learning, using this for a wider variety of learning experiences	Pupils will reflect in their learning logs, or evaluations how digital technology is a regular experience in their learning and used in a variety of learning experiences.

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

<u>Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:</u>

Sources of evidence/evaluation activities undertaken:
- Big Book responses in Nursery
- Parent Feedback
- Children responding well to Nursery expectations
- "Focus group" planning
- Quality Assurance Feedback from children
- Assembly materials for Rights Respecting Schools
- Restorative approaches used in school and associated records
- School "Sensitive" Records/Files
- Single Agency Action Plans/Multi-Agency Action Planning Meetings

Overall evaluation of level of quality:
(brief description)

Early years staff show a good understanding of wellbeing, taking into account the age and stage of development of Early Years when planning learning. Children are learning about and are increasingly aware of their rights. Nearly all children feel safe and secure in school. School Staff and partners work hard to create an environment where children are listened to and secure in their ability to discuss personal and sensitive aspects of their life because they feel cared about. All stakeholders promote a climate where all children feel safe and secure.

Level of quality for this QI: 3 Satisfactory
(HGIOS?4 1-6 scale)

Next Steps

- Continue to develop further opportunities to be involved in the life of the whole school
- Continue to evidence SHANARRI wellbeing indicators and how they are integral in the learning environment
- Continue to support staff and pupils to know, understand and use the wellbeing indicators as an integral feature of school life
- Continue to support pupils to build their knowledge and understanding about equalities and inclusion

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- SEEMIS Pupil Tracking
- Learning Journey Booklets
- Whole School Tracking
- INCAS and E-PIPS Data
- Classroom Observation
- Planning
- Profiles
- Wall Displays
- Talking and Thinking Book
- Observations
- Feedback from parents and other agencies

Overall evaluation of level of quality:

The majority of pupils are attaining appropriate levels and a few have exceeded these, Attainment of literacy and numeracy remains a focus for improvement of achievement. The DATA collected demonstrates the majority of pupils are making the expected or better than expected progress in learning. Staff work hard with parents and other agencies in partnership to support equity and inclusion for pupils. In the Nursery Children are developing their social, physical, emotional and cognitive skills through a wide range of learning experiences and making good progress.

Next Steps

- Continue to develop rigour in moderation across the school
- Build increasing rigour in school tracking to ensure all are making progress including those pupils with additional supports
- Pupils to further develop opportunities for children to increase their achievements through active participation in the local community
- Further opportunities for pupils to contribute to the wider community
- Continue to focus on raising attainment in literacy and numeracy
- Review learning and teaching and pedagogy in delivering numeracy and mathematics

Level of quality for this QI: 3 Satisfactory
(HGIOS?4 1-6 scale)

5. What is our capacity for improvement?

- Teachers attend professional learning opportunities and cluster activities to further develop their learning and teaching approaches. School capacity to release staff has affected staff's ability to attend some courses but most staff who have attended return to school sharing their experiences and learning with colleagues.
- Leadership continues to develop at all levels in school and as a result the school's capacity to improve continues to grow. Staff confidence is growing and more and more staff are taking advantage of leadership opportunities and adding value to the school's learning community
- The school continues to build on engaging in an increasing variety of ways with parents. A change in the reporting structure has ensured that all parents and carers can attend their child's class and share and celebrate their learning. Open evenings and afternoons also add to encouraging parents to share learning with their children.
- The school's commitment to working with partner agencies is making a difference in supporting children and their families. This is having a positive impact in supporting pupils to engage effectively and make progress in all aspects of their learning.

6. Record of updating

Date	Amendment made	By who	Comment