

Standards & Quality Report

2015/16



Meldrum School

Meadowbank

Oldmeldrum

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COUNCIL



The School In Context

Meldrum School serves the catchment area of Oldmeldrum and the surrounding rural area. In session 2015/16 the roll averaged around 360 pupils and 100 nursery children. The school has 18 classrooms, a large nursery, a sports hall, a general-purpose room, a library, a dining room, an extensive grass area, wildlife area and tarmac playgrounds. The school is non-denominational and works closely with the Meldrum Cluster of local primary and secondary schools

Meldrum School 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.

The School Management Team consists of the Head Teacher, 2 Depute Head Teachers and a Principal Teacher. The Head Teacher is non-teaching and the Depute Head Teachers and Principal Teacher usually have class commitments. One Depute Head has responsibility for Early Stages whilst the other has responsibility for Upper Stages. The Principal Teacher has responsibility for Nursery and also has Meldrum Cluster commitments.

The school has 17 full time equivalent teaching staff. Specialist Teachers support the teaching of Drama, Music and Physical Education. A Modern Languages Teacher from Meldrum Academy supports the teaching of French in P6 and P7. Additional pupil support is provided by a Support for Learning Teacher and 2 Enhanced Provision Teachers. The Nursery is staffed with 2 Teachers, 1 Early Years Lead Practitioner and 12 full or part time Early Years Practitioners. In addition, 12 full or part-time Pupil Support Assistants, two School Administrators and kitchen staff support the School and Nursery. The school building and grounds are maintained by Robertson Facilities Management who provide janitorial and cleaning staff as part of the Private Public Partnership scheme.

A School Club runs in the mornings and afternoons during the week and also provides childcare during the school holidays. Meldrum Parent in Partnership (MPiP) encourages the involvement of parents in the life and work of the school.

Key Development	Progress during year/year
Curricular Developments	<ul style="list-style-type: none">• Science Programme of Study implemented• Aberdeenshire Curriculum Frameworks shared with teaching staff• Reporting process evaluated and developed. Learning Journey Booklets introduced.
Restorative Approaches	<ul style="list-style-type: none">• Training opportunities for pupils, staff and Parent Council Representatives• School Expectations developed and in use and weekly Relationship Building sessions in place• Meldrum School Behaviour and Relationship Policy written
A 1+2 Approach to Modern Languages	<ul style="list-style-type: none">• Current capacity across the school audited• Timescales planned and adhered to• Upskilling and resourcing ongoing• Information shared with Parent Council
Implementation of New Nursery Staffing Structure	<ul style="list-style-type: none">• The process of Staff Capacity Building, Planning, Profiling and Assessment has begun and will continue during session 2016/17

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

	Evaluation
QI 1.3 – Leadership of Change	Satisfactory
Other selected QIs or themes	Satisfactory

In arriving at these evaluations, we considered the following evidence

- Self Evaluation – staff
- PDRS/Professional Update
- Staff meetings/working groups
- Improvement Planning documentation
- Learning Journey Booklets

Our key strengths in this area are

- Pupil target setting has been reviewed and improved, giving children the opportunity to set and review targets in their learning. Children and teachers value the opportunity to engage in regular learning conversations. Parental engagement with target setting and review has increased.
- Staff feel supported by management and colleagues. New, temporary and visiting staff feel welcomed and supported by existing school staff.
- Improvement Plan priorities for session 2015/16 were well paced and have led to changes in practice in Nursery Planning, Profiling and Assessment; Restorative Approaches and 1+2 Approach to Modern Languages.
- The Nursery Team have worked collaboratively to develop the roles and responsibilities within our new Nursery staffing structure.

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

- Staff to be given opportunities to evaluate, reflect on and share their own good practice, focusing particularly on the impact of their practice on learning and attainment. IP2.
- Use staff expertise to facilitate curricular developments and leadership. IP1 IP2
- Development of Pupil Council and RRSA Groups to allow pupils to have a greater voice. IP1.
- To further develop staff confidence and capacity in delivering high-quality Early Learning and Childcare – Developing curricular knowledge and skills in planning and assessment. IP3.

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

	Evaluation
QI 2.3 – Learning, Teaching and Assessment	Satisfactory
Other selected QIs or themes	Satisfactory

In arriving at these evaluations, we considered the following evidence

- Formal and informal teacher assessment
- PIPs and INCAS data
- New Reporting Procedures and Learning Journey Booklets (target setting)
- Quality Assurance
- Self Evaluation – children, parents and staff

Our key strengths in this area are

- Children, parents and staff recognise that there are good relationships between children and staff to support children's needs.
- Children are engaged and motivated by teaching and learning experiences.
- Teachers are aware of the specific needs of children within their class and use a range of teaching approaches.
- Revised reporting procedures facilitating increased opportunities for parents to engage with their child's learning.
- Transitions from Nursery to P1 are effective in ensuring a smooth transition. Children transfer confidently to new year groups and additional support is in place for individuals as required. Good links with Meldrum Academy, particularly with regard to extended transition processes.
- We have many effective links with partners both within and outwith Education and Children's Services which improve outcomes for some learners.
- Key Worker system has allowed staff to get to know individual children well as learners and manage the recording of their achievements in their digital profile. Nursery staff work successfully in collaboration with a variety of agencies to support children with a range of additional support needs.

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

- Review planning, resourcing, teaching, assessment and moderation of writing. IP2.
- Continuation of Restorative Approaches. IP1.
- Further develop Nursery planning, assessment and profiling/reporting. IP3.

3. How good are we at ensuring the best possible outcomes for all our learners?

	Evaluation
QI 3.2 – Raising Attainment and Achievement	Satisfactory
Other selected QIs or themes	Satisfactory

In arriving at these evaluations, we considered the following evidence

- Self evaluation – children, parents and staff
- Child and parental engagement with Learning Journey Booklets
- SEEMiS tracking of attainment
- PIPs and INCAS data

Our key strengths in this area are

- Staff are sensitive and responsive to the needs of children and colleagues.
- United Nations Convention on the Rights of the Child guided children and staff in the creation of new School Expectations.
- The introduction of Restorative Approaches places increasing emphasis on children taking responsibility for their behaviours.
- Learning environments are used flexibly to meet the needs of children as required.
- Children are generally fully engaged in their learning experiences and Learning Journey Booklets are used termly by children, in discussion with their teacher, to set targets for their learning.
- The learning environment in the Nursery settings provides opportunities to promote and support the development of Early Literacy and Numeracy skills. The development of an assessment focus calendar has supported staff to recognise children's progress over time in key skills and areas of knowledge.

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

- Continuation of implementation of Restorative Approaches across school and nursery. Introduction of Rights Respecting Schools Award process and the development of Pupil Council. Auditing and revising School Ethos statement. IP1.
- Focus on improving attainment in writing. IP2.
- Developing staff curricular knowledge to support the delivery of high quality learning experiences. Establishing moderation of assessment and continued moderation of profile comments. IP3.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/17

Improvement Plan 1 – School Ethos

- Continuation of Restorative Approaches
- Begin Rights Respecting Schools Award process
- Development of pupil voice groups

Improvement Plan 2 – Writing Attainment

- Review planning, resourcing, teaching, assessment and moderation of writing
- Sharing of good practice to facilitate improvements in writing attainment

Improvement Plan 3 – Nursery

- Continue to developing staff experience of working with Curriculum for Excellence
- Development of planning, assessment, profiling, reporting

At Meldrum School this session, some of our achievements are...

School Community

- House System
- Responsible Citizens
 - P3 Walking Wardens
 - P5 Play Leaders
 - P6 playground buddies
 - P7 lunchtime monitors
- Parent Helpers in classrooms, on school trips and the School Library
- Nursery
 - Visits from Community Nurse (hand washing input)
 - Visit from Child Smile Team
 - Relaxakids
 - Yoga sessions led by parent helpers.
- Meldrum Parish Church
 - P4 and P5 Easter Experience
 - P7 Remembrance Day visit
 - Whole School End of session Church Service
- P7 transition visits to Meldrum Academy
- P1 Christmas Singalong
- P2,3,4 Christmas Show 'Straw and Order'

Learning

- Learning Journey Booklets
- Open Afternoons
- P5 and P6 Bikeability programme
- P5, P6 and P7 First Aid Training
- P4 and P5 Guitar tuition
- Nursery termly 'Stay & Play' sessions
- Nursery End of Term Celebration

Celebrating Successes

- Golden Book
- Early Stages Stars
- Wonder Wall
- X Factor
- OTTER Clubs
- House Points
- Green Tickets
- Golden Table

Parent Council - Meldrum Parents in Partnership

- Halloween Disco
- Christmas Fair
- Theatre Company Visit 'Railway Children' plus P6 theatre workshops

Class Events

- Nursery to Hoodles and Haddo Country Park
- P1 trip to Turriff Sports Centre
- P2 Medieval Afternoon
- P3 trip to Haddo Country Park
- P4 Viking Day
- P5 trip to Aberdeen Sports Village
- P4 and P5 K'nex Challenge
- P6 trip to Culloden
- P7 residential trip to Ardeonaig
- P7 trip to Meldrum Academy to see Christmas Show.