



# STANDARDS AND QUALITY REPORT

FOR

**Echt School**



**Standards and Quality Report for Session 2011-12**

**Aberdeenshire Council Education, Learning and Leisure Service Vision**

*“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.”*

*Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”*

# Standards and Quality Report

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## 2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

*"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."*

*The Journey to Excellence Part 4: Planning for Excellence , HMle , 2007*

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

*"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"*

*Standards in Scotland's Schools etc Act 2000, Section 2*

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

*"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."*

*Improving Scottish Education, HMle, 2006*

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

*"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."*

*Ambitious, Excellent Schools, HMle, November 2005*

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

### 3. Aims

Aims	Quality Framework HGIOS 3
<p><b>Challenging Learning Experiences</b></p> <p>1. To engage children and young people in the highest quality and challenging learning experiences</p> <p><b>A Caring Environment (Everyone Valued)</b></p> <p>2. To value and empower our staff, children and young people to promote well-being and respect</p> <p><b>An Ethos of Achievement</b></p> <p>3. To develop a culture of ambition and achievement which focuses on quality experiences and maximises success for all learners</p> <p><b>A Shared Vision</b></p> <p>4. To develop a shared vision for all by promoting fairness, justice and equality of opportunity, involving the whole school community in the life of the school</p> <p><b>Partnerships</b></p> <p>5. To work in partnership with parents, the community of Echt and other agencies in order to meet the needs of every child in Echt School</p> <p><b>Outdoor Environment</b></p> <p>6. To promote the outdoor environment as a space for learning and encourage everyone to explore, appreciate and respect their world</p> <p><b>Leadership</b></p> <p>1. To encourage a whole school approach to leadership - responsibility and decision making</p>	<p>Success &amp; Achievements (1- 4)</p> <p>Work &amp; Life of the School (5-8)</p> <p>Vision &amp; Leadership (9)</p>

November 2010

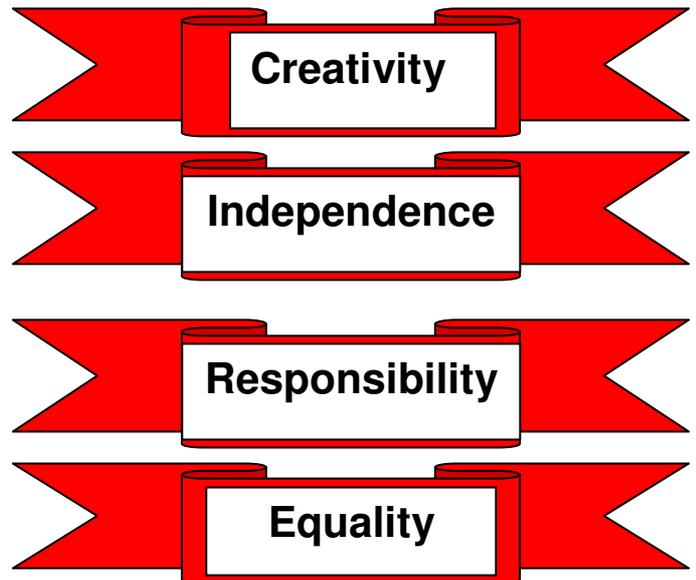
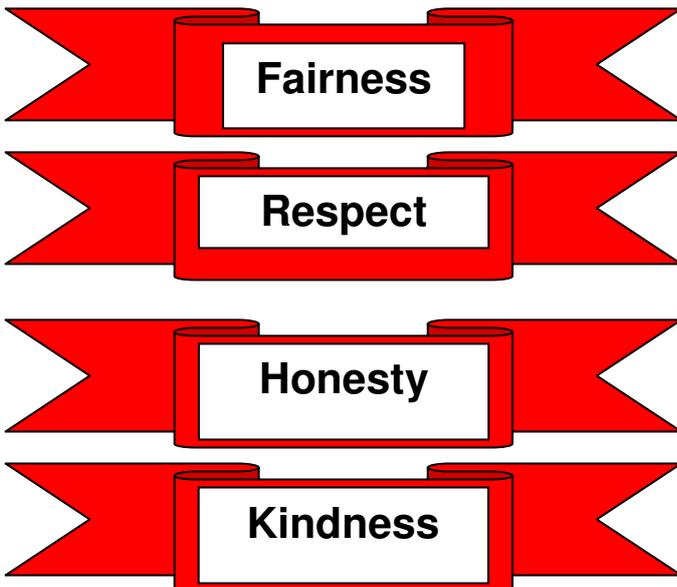
The above aims will be supported and progress monitored via a well-managed and resourced school where self-evaluation and the view of all stakeholders are sought, respected and valued.

**Echt School & Nursery**  
Agreed by all stakeholders 2010-2011

**Our Vision**

**E**veryone valued and  
**C**ared for in a  
**H**appy, healthy environment where  
**T**eaching and Learning are fun!

**We all value:**



**Pupils' Aim**

All pupils should follow our School Values and pay exceptional attention to our School Vision.

This will encourage all pupils to become:

Successful Learners  
Responsible Citizens

Confident Individuals  
Effective Contributors

#### 4. The School in Context

The village of Echt, in Aberdeenshire is situated twelve miles to the West of Aberdeen. The area has many historical features including a Bronze Age Fort on the Barmekin Hill and nearby Stone Circles at Sunhoney and Cullerlie.

Echt School is situated on the outskirts of the village and enjoys an attractive, rural setting adjacent to the local park and Echt Church.

The school has a long history and was a Junior Secondary until 1969. The building today, is bright and spacious with three classrooms, a library, a computer suite, a hall, a kitchen, a staff room and office and several resource areas.

The school enjoys an extensive outside area including a front and back playground. The school garden has enhanced outside facilities. This area is used for both curricular and recreational activities and is where our school chickens are kept.

Echt School is non-denominational and the catchment area is the village of Echt and surrounding district. The school is part of Alford Community Schools Network, one of 12 primary schools associated with Alford Academy. Our partnership within the Community Schools Network facilitates joint projects and will include working with the multi agencies to provide an enriched, cohesive service.

Echt Nursery was opened in August 2000 and caters for children from ages 3-5 years. The catchment area includes Dunecht, Echt, Midmar and Cluny Schools. The Nursery now accommodates up to 40 places in two sessions.

The predicted school roll for 2012-2013 is 31 in the Primary and 27 in the Nursery:

- Ante Pre-school Nursery - 14
- Pre-school Nursery - 28
- Primary 1-3 - 16
- Primary 3-7 - 15

There are five permanent members of teaching staff.

- Head Teacher - Ruth MacDonald
- Class Teacher - Kirsty Lytton
- Class Teacher - Janice Geddes
- Class Teacher - Diana Robb
- Head Teacher Relief - Laurel Raeside

Head Teacher Relief teaches part time to release Mrs MacDonald for management duties.

A school administrator, two pupil support assistants, three nursery nurses and a clerical assistant support the teaching staff.

We have strong links with four other rural schools in the Alford Cluster, Cluny, Dunecht, Midmar and Monymusk Primary Schools. We work together on aspects of development planning, staff development and provide opportunities for the pupils to get together for a variety of activities.

The school has a very supportive Parent Council and an active Parents' Committee. On leaving Echt School, pupils transfer to Alford Academy.

Further information is contained in the school handbook.

*The school manages its budget in accordance with authority guidelines.*

## 5. Progress Check – Evaluating the Schools Previous Improvement Plan

### School Improvement Priorities 2011 / 2012

No	Improvement Priority	Evaluation / Impact	Evidence
1	Self-Evaluation	<ul style="list-style-type: none"> <li>• Staff continuing to use the QIs to raise the level of Learning and Teaching experiences for pupils</li> <li>• Improved awareness of school's strengths and weaknesses and how these can be built upon/strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Self-Evaluation blogs by staff has led to improvement in the delivery of high quality Learning and Teaching experiences for our pupils</li> <li>• Raised attainment and achievement for all pupils and greater pupil involvement in leading learning</li> <li>• Improved learning and teaching experiences for pupils</li> </ul>
2	CfE – planning, tracking, assessment, reporting	<ul style="list-style-type: none"> <li>• Improved practice by focusing on different methodologies employed in the teaching of all curricular areas and thus improved learning experiences for all young people</li> <li>• Increased motivation and enjoyment in reading and maths especially, but in all areas</li> <li>• Increased attainment across all curricular areas through contextualised learning</li> <li>• Increased use of ICT and Glow for learning and teaching</li> <li>• Staff more familiar with and confident in use of AfL strategies</li> </ul>	<ul style="list-style-type: none"> <li>• More active learning approaches used across the school – Heinemann Active Maths, North Lanarkshire Active Literacy</li> <li>• Children more involved in self-assessing – introduction in term 4 of CfE blogs</li> <li>• Introduction of Bug Club – online reading tool</li> <li>• All children encouraged to use Glow on a weekly basis</li> <li>• All children blogging to share information with each other and to comment on each others achievements</li> </ul>

3	GIRFEC	<ul style="list-style-type: none"> <li>• All staff involved in the whole process of meeting children's needs and have an improved understanding of Pathways To Policy and the IAF process</li> <li>• Staff are aware of their roles and responsibilities re Child Protection</li> <li>• Improved inter-agency working Consultation with, sharing information with, and involvement of children and parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff familiarisation sessions with Pathways to Policy and the IAF process</li> <li>• All staff undertook Child Protection training</li> <li>• Staff undertaken RRSA training – improved understanding of children's rights and needs</li> </ul>
4	Health and Wellbeing	<ul style="list-style-type: none"> <li>• Pupils understand their responsibility to personal health and wellbeing and know where to access support</li> <li>• 2 hours of physical activity per week across the school for all children</li> <li>• Whole school involvement in RRSA beginning to show a more consistent approach towards respecting others throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Active Health and Wellbeing group in school – activities shared across school</li> <li>• All children enjoyed at least 2 hours of physical activity each week where possible – in the gym hall, outside, walking in the community</li> <li>• All children becoming more aware of their own rights and the rights of others</li> <li>• Consistent approach throughout school</li> </ul>

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## 6. Self Evaluation Audit The Child At The Centre 2

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
<b>What outcomes have we achieved ?</b>									
<b>1. Key Performance Outcomes</b>									
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Curriculum reflects CfE E&amp;Os</li> <li>End of year reports shared with parents, HT and feeder schools</li> <li>Nursery to P1 at Echt induction programme successfully carried out.</li> <li>Nursery team attend weekly whole school staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Cluster approach to transition/school induction</li> <li>Parental access to Glow</li> <li>Use of 2BuildaProfile to record child's learning journey which will be shared with parents</li> </ul>
1.2	Fulfilment of statutory duties	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>All staff trained in Child Protection</li> <li>Budgets are managed in line with Authority guidance</li> <li>Spending plans to highlight use of funds to promote improvement throughout school</li> <li>Nursery Teachers liaise with HT on budgets and resources</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update policies and procedures inline with Local and National policies</li> </ul>

How well do we meet the needs of our early education centre community ?									
2. Impact on Learners, Parents, Carers and Families									
		1	2	3	4	5	6		
2.1	Children's Experiences							<ul style="list-style-type: none"> <li>• Children's work and profiles shared with parents</li> <li>• Talking boxes brought in from home and shared in Nursery Mon to Fri</li> <li>• Children involved in planning process through floor book planning and plans displayed on notice board outside Nursery for parents to see</li> <li>• All children participated in School Christmas concert which was well attended by parents and grandparents</li> <li>• Children more involved in school – attending school assemblies, church services, charity fund-raising days</li> <li>• Children took part in School Sustainability project and National Glow Meet</li> <li>• Children learning outdoors on a daily basis in playground, garden, playing field, woods and local walk – contextualised learning</li> <li>• Visits to local shop enjoyed by children</li> </ul>	<ul style="list-style-type: none"> <li>• Fully involve children in planning through Talking and Thinking Floorbooks</li> <li>• Develop free flow outdoor learning with French doors from Nursery now in place</li> <li>• Children to share more experiences with P1 children as new facility will enable this to happen seamlessly</li> </ul>

2.2	The centre's success in involving parents, carers and families	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Active Parent Committee</li> <li>• Many parents disclosed and helping out on a regular basis in Nursery and on visits</li> <li>• Talking Boxes involved parents fully in their children's learning</li> <li>• Curriculum meeting well attended in September</li> <li>• Parents helped out by making costumes for concert</li> <li>• Plans displayed outside Nursery and parents encouraged to add to plans and make suggestions</li> <li>• Parents invited to Open Days, to come in and work with their child</li> </ul>	<ul style="list-style-type: none"> <li>• Parental/carers access to Glow to be rolled out to all Nursery parents which will aid communication</li> <li>• Provide opportunities for parents/carers to come into Nursery</li> <li>• Use of email to inform all parents</li> <li>• Creation of Facebook page to inform parents also</li> <li>• Parents/carers invited to whole school events</li> </ul>
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**How good is the education we provide ?**

**5. Provision of Early Education**

5.1	The Curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Curriculum for Excellence at Early Level supported through whole school planning meetings</li> <li>• Nursery team meet weekly to plan next steps and discuss agreed experiences and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Strive to develop Curriculum for Excellence Planning with children at all times building on prior knowledge and experience</li> <li>• Daily use of indoors and outdoors for effective learning and teaching</li> </ul>
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5.2	Teaching for effective learning	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Learning intentions are shared and learning is evaluated through talking to children, quality of participation and photographic evidence</li> <li>• Staff evaluations through blog on Glow targeting QI3.1 and QI 5.2</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of 2BuildaProfile in Nursery to record learning and plan next steps with children</li> <li>• Continue to be aware of different learning styles and accommodate</li> <li>• Get iPads online in all classes to further support learning</li> <li>• Use of Talking and Thinking Floorbooks for planning with children and taking PLODS forward as next steps in learning</li> </ul>
5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Pupil Learning Stories indicate children's experiences and outcomes</li> <li>• Use of floorbooks to involve children more in planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review and evaluate children's needs</li> <li>• Continue to involve parents and partner agencies</li> <li>• Being aware of different children's learning styles and accommodating them</li> </ul>
5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• The nursery has Health and Safety policies for food preparation, handling and consumption.</li> <li>• Fridge temperature is checked and recorded.</li> <li>• Children follow hand washing and tooth brushing routine.</li> <li>• Healthy snack provided daily and menus on Notice board for parents</li> <li>• All staff trained in Child Protection and Nursery Nurses trained in First Aid</li> <li>• Children have Outdoor Play/P.E. daily</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote a positive ethos of care taking into account the school's vision, values and aims and the principles of Rights Respecting Schools</li> <li>• Further develop and foster home-nursery links</li> </ul>

5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Weekly evaluations and next steps discussed at weekly team meetings</li> <li>Staff reflect on current practice and make changes as required</li> </ul>	<ul style="list-style-type: none"> <li>All staff evaluations to be shared through blogs</li> <li>Continue to fully involve children and parents in learning</li> <li>Children evaluating their learning and recording in floorbooks and 2BuildaProfile</li> </ul>
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Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
<b>How good is our leadership ?</b>									
<b>9. Leadership</b>									
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>All staff maintain a CPD record</li> <li>Class teachers and Nursery Nurses enthusiastic re new learning.</li> <li>Excellent teamwork, use of initiative, partnership working, able to lead developments</li> <li>Nursery Nurses attending CPD at weekends</li> <li>Nursery teachers attended National Early Years conference</li> <li>Nursery Teacher gained PGCEY</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with other cluster schools on transition</li> <li>Continue to further develop ways of communicating with parents through Glow, Facebook and emails</li> <li>Involving parents on a daily basis in Nursery to support children's learning</li> </ul>

9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Planning meetings with HT</li> <li>• Whole staff development</li> <li>• Whole school weekly staff meetings involving Nursery teachers and Nursery nurses</li> <li>• Nursery staff involved in taking forward whole school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• HT to continue to support and develop the leadership capacity of the Nursery team</li> <li>• Nursery staff and children involvement in whole school weeks such as Road Safety, Health, Eco week etc</li> <li>• Nursery involved in development of whole school outdoor learning initiatives</li> <li>• Change to learning environment will continue to be encompassed in learning and teaching</li> </ul>
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## 7. Self Evaluation Audit

### How Good is Our School 3 (HGIOS3)

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
What outcomes have we achieved?									
1	Key performance outcomes								
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>All staff believe the school encourages pupils to develop positive attitudes in a caring and supportive environment</li> <li>Positive feedback from parents</li> <li>New CfE blogs encourage children to evaluate and track own learning</li> <li>Weekly staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of CfE blogs</li> <li>Active learning in all curricular areas, indoors and out, will continue to be extended and built on</li> <li>Involve staff, pupils and parents in Improvement planning</li> <li>Continue to expand opportunities for children to take on roles of responsibility across the school</li> </ul>
1.2	Fulfilment of statutory duties	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Budget spent on local and national priorities and helped show improvements in attainment</li> <li>All staff have annual review of Child Protection procedures</li> </ul>	Next session's budget to extend reading resources and H&W resources

How well do we meet the needs of our School Community?										
2		Impact on Learners								
2.1	Learner's experiences	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Classroom monitoring on drop-in basis by HT and also for longer sessions</li> <li>Pupils interviewed informally by HT about their learning</li> <li>AiFL strategies being further developed in all classes</li> <li>Evidence in CfE blogs</li> <li>Pupils asked for feedback on learning in blogs</li> <li>Various learning opportunities outwith school and visitors invited into school</li> <li>Children involved in choosing topics for inter-disciplinary learning</li> <li>Children benefit from outdoor learning opportunities almost on a daily basis, contextualised learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff to peer monitor</li> <li>Continue to develop staff self-evaluation blogs</li> <li>AiFL to become further embedded</li> <li>Further develop use of pupil CfE blogs</li> </ul> <p>(Also across MCMED's cluster group)</p> <ul style="list-style-type: none"> <li>Children to set own learning targets for literacy</li> <li>Develop e-profiling - pupil Ican....'s, across the school and 2BuildaProfile in Nursery</li> <li>Continue to involve the children fully on decision making in the school</li> <li>Further develop opportunities for enterprise by way of Enterprise Leaders training for P6/7's</li> <li>Reintroduce children to RRSa and develop across school community</li> <li>Continue to encourage Volunteering Award scheme</li> </ul>	

2.2	Involvement of Parents, Carers and Families	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Monthly newsletters e-mailed to all parents. Also on Glow</li> <li>• Parents encouraged to add comments to Glow blogs</li> <li>• Last whole school assembly of each month open to parents followed by a Parent Café which is attended by P6/7</li> <li>• School exceptionally well supported by Parent Council and PTA</li> <li>• Parents helping out fortnightly with School Groups – Eco, Pupil Council, Health and Technologies and also with Masterclass sessions</li> <li>• Parents working to refurbish school library</li> <li>• Learning folders sent home on a fortnightly basis with examples of children’s learning – parents asked to comment</li> <li>• High level of attendance at concerts, induction meetings</li> <li>• Parents giving support on school trips</li> <li>• Open afternoon /Evening</li> <li>• Curriculum for Excellence Evening led by the children</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop communication – issue calendar of events to parents for next session</li> <li>• Develop and launch school website</li> <li>• Create a school Facebook page for parents to access</li> <li>• Continue to develop use of Glow – class blogs –</li> <li>• Start up after school clubs and involve parents as far as possible in assisting staff at them</li> <li>• Build on Open afternoon/Evening by introducing termly invites to parents</li> <li>• Develop further consultation through questionnaires both paper-based and on Glow</li> <li>• Parents to run online library for Nursery and School pupils</li> </ul>
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How good is the education we provide?									
5 Delivery of education									
		1	2	3	4	5	6		
5.1	The curriculum							<ul style="list-style-type: none"> <li>Curriculum based on National and Authority guidelines</li> <li>Pupil CfE blogs are beginning to show breadth, progression and relevance</li> <li>Heinemann Active maths embedded across the school</li> <li>Contextualised learning supports learning at all stages</li> <li>Developed spelling contract for homework by changing activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop children's use of CfE planning booklets</li> <li>Continue to develop Numeracy skills (mental and problem solving) through Active Maths – encompassing Nursery</li> <li>Further develop writing skills across all stages through NLAL</li> <li>All staff members to continue to take part in joint cluster working groups on moderation of writing</li> <li>Look to introduce more active learning into literacy learning through NLAL</li> </ul>
5.2	Teaching for effective learning							<ul style="list-style-type: none"> <li>Use of ICT and Glow (including blogging) for learning and teaching</li> <li>Cooperative Learning approaches used</li> <li>Use of outdoors to put learning into context for children</li> <li>AiFL strategies used more widely</li> <li>Children evaluating their learning by way of Learning Journeys in classrooms and pupil CfE blogs</li> </ul>	<ul style="list-style-type: none"> <li>Use of Ican... at all stages for profiling and 2BuildaProfile in Nursery</li> <li>Continue to be aware of different learning styles and try to accommodate</li> <li>Try to get iPads online in all classes to further support learning</li> <li>Further develop consistency in learning and teaching by staff/peer monitoring and staff dialogue</li> <li>Shared use of space between Nursery and P1-3 to ease transition for Nursery children</li> </ul>

5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Dialogue with all staff</li> <li>• Involvement of other agencies where necessary</li> <li>• Support staff are dedicated to meeting learners' needs, using appropriate resources</li> <li>• Teachers' evaluations of learning shared through blogs and commented on by each other</li> <li>• Increase in pace and challenge for individual pupils</li> <li>• Vertical grouping to support learning where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Raise staff awareness of GIRFEC</li> <li>• Continue to provide an appropriate learning programme for all learners – monitor pace and challenge</li> <li>• Regular meetings with Sfl teacher and support staff</li> <li>• Continue to build on prior learning of all pupils</li> <li>• Increased involvement of all pupils in planning their learning through talking and thinking floorbooks at all stages</li> </ul>
5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• P7 – S1 transition arrangements built on with joint residential trip with Cluny</li> <li>• Children involved in self-evaluation of learning through blogs in Glow and whole school monitoring procedures</li> <li>• Registration with RRSA</li> </ul>	<ul style="list-style-type: none"> <li>• Develop MCMED's Nursery to P1 transition policy</li> <li>• Further develop child protection chronology folder in SEEMIS for every child</li> <li>• Further develop children's' involvement in self-evaluation procedure through blogs</li> <li>• Roll out RRSA Award across the whole school – concentrating on 2 articles to begin with</li> </ul>

5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Staff evaluations through blogging</li> <li>• Continual dialogue between staff</li> <li>• Regular review of progress towards school improvement priorities – collegiate calendar</li> <li>• Development of new QA calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Endeavour to include support staff in broad audit</li> <li>• Review QA calendar with staff</li> <li>• Establish QA policy</li> <li>• Establish sampling of pupil CfE blogs</li> <li>• Monitoring of planning through floorbooks and Active maths</li> <li>• Evaluate progress on school improvement plans regularly</li> </ul>
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**Quality Indicator**

**Audit Levels (shaded)**

**Evidence**

**Next Steps**

<b>How good is our leadership?</b>									
<b>9</b>	<b>Leadership</b>								
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• All staff working very well together through a few very difficult months</li> <li>• Staff willing to take on leadership/developmental roles</li> <li>• Everyone feels fully consulted and valued</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to offer an extra-curricular activity to pupils, supported where possible by parents</li> <li>• Encourage continued involvement in development work of school</li> <li>• Encourage learning from each other by enabling class visits</li> <li>• Extend partnership working whenever possible</li> </ul>

9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• All staff showing commitment to improving the school by fully embracing the proposed physical alterations to the school building</li> <li>• Enabling staff to try innovative practices</li> <li>• Opportunities for staff in cluster groups to work together and share ideas and good practice</li> <li>• Use of self-evaluation in all areas of school life to recognise and build on school strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate value added by the numerous changes that have been made across the school and impact on pupils</li> <li>• Allow all new initiatives time to become embedded</li> <li>• Continue to foster an ethos where practice is shared and all staff and pupils learn from each other</li> </ul>
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## 8. Other Achievements

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement

**Some examples of our achievements this session are:**

### **PUPILS**

- All pupils took part in a Harvest Festival celebration at Echt village hall with parents and community members
- All pupils took part in European Day of Languages
- One 7 pupil went on a residential trip to Abernethy with pupils from Cluny School
- All pupils took part in our Scots Verse competition
- P4-7 pupils put an entry into the Education tent at Echt show
- All pupils took part in Total's Green School Award
- All pupils took part in our Christmas show in Echt Hall
- Many pupils, parents and staff enjoyed carol singing around the village after the Christmas show
- All pupils joined a school group and worked hard all year – Eco/Pupil Council/Health and Fitness/Technologies
- P6/7 pupils took part in cycling proficiency
- All children contributed to their class blog in Glow
- P3-7 started to develop their CfE self-evaluation blogs
- All pupils introduced to and most using Ican...
- All pupils from Nursery to P7 took part in fortnightly assemblies
- P1-3 pupils took part in the Aberdeen and North East Music Festival
- P1-7 took part in Europe Direct's Christmas Decoration exchange
- Five pupils attended the Cairngorm National Park Conference on Outdoor Learning and delivered a presentation on keeping chickens
- Same 5 pupils were interviewed by Radio Scotland for Out of Doors
- All pupils took part in Road Safety Week
- P4-7 pupils took part in the Alford Cluster Ballroom Dancing Festival
- P4-7 pupils took part in Basketball training
- P7 pupils attended Link days at Alford and Westhill Academies
- All pupils took part in a Sustainability Week and led a National Glow Meet on all the sustainable activities they had been involved in all term
- Six pupils attended the Eco Conference at Craibstone where they delivered presentations to 3 different groups of children and adults
- All pupils took part in joint church services with neighbouring schools
- 2 pupils and Mrs MacDonald attended Green Dream workshop in Inverness

### **FUNDRAISING AND CHARITIES**

- Supported Children in Need day
- Filled shoeboxes for Westhill Rotary Appeal
- Took part in Wear your Wellies day for children's medical research
- All pupils took part in Ready Steady Read for new books for the school library

## **OUTINGS**

- P4/5 pupils attended a presentation on Internet Safety by The Safety Net - Live Wire Productions
- All children attended the Christmas Tree Service at Midmar church
- All pupils attended the pantomime in Aberdeen before Christmas
- All pupils attended the Cooking Bus at Craibstone
- P7 pupils attended a Microbiology workshop
- Eco Group pupils visited Glens Windfarm
- P4-7 pupils attended Techfest
- P4-7 pupils attended Cineworld, invited by Total to see the launch of a film
- P3-7 pupils attended a showing of Myth's and Legends at Midmar Hall
- P1-7 spent the day at The Royal Highland Show at Ingliston
- P4-7 pupils visited Dunecht Estate to learn about the running of the estate

## **VISITORS**

- All children benefited from a visit from the ALEC bus
- All pupils enjoyed various sessions taken by Tracey Lumeng on aspects of Chinese culture
- P1-7 pupils worked with a member of the Aberdeenshire Media unit and successfully made their own film entitled Rubbish to Riches
- Help with assembling our Goblin Greenpower car came from a member of a neighbouring community
- Parents attended various assemblies in school and P6/7 pupils set up a Parent Café
- Children from Tullynessle and Rayne North schools visited to enquire about keeping hens
- Staff from Monquhitter school spoke to the children about keeping hens
- Police officers came to school and showed the children how they check the speed of vehicles on the road outside the school
- Travel Planning officer worked with Eco Group to produce the School Travel Plan
- Waste Aware Aberdeenshire officer spoke to the whole school about recycling
- Juliet Robertson spent a day working with all pupils on improving our outdoor space

## **PARENTS AND CARERS**

- Funds raised through bag packing at Morrisons in Banchory
- Very good attendance at Open afternoon and Evening in Oct and Parent Evenings in March
- Masterclass sessions supported
- Helped out with School Groups
- Very active PTA provided financial help throughout the year by means of Bags 2 School, Photographs, Spree Books, Spring Fair
- Supportive Parent Council

## STAFF

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- Staff members attended British Association of Early Childhood Education meetings
- Mrs Geddes gained her Post Graduate Certificate in Early Education
- Mrs MacDonald presented to probationers on using technologies in school and to colleagues across Aberdeenshire and the North East on outdoor learning at an Education Scotland conference in Aberdeen
- Mrs MacDonald attended the Parent Conference in Meldrum Academy
- Mrs MacDonald visited Rosehearty school to find out more about using Ican... with pupils
- All teaching staff took part in an iPlanner twilight for Active Maths
- Mrs MacDonald undertook a skipping training course and a hockey leaders course
- Staff members attended RRSA training courses
- Started to develop school website with support from Paul Brown, ICT
- Mrs MacDonald continued to attend Outdoor Learning strategy meetings and was also part of the Council Policy Working Group
- Mrs Geddes and Mrs Robb attended Primary Engineer training day
- All Nursery staff and Mrs Raeside spent a day at Auchlone Nursery in Perthshire looking at creative outdoor learning
- Nursery Nurses visited Dales Park School to look at working in an open plan space – Nursery and P1

## **9. School Improvement Priorities for session 2012/13**

### **1. Curriculum for Excellence**

- Fully embrace North Lanarkshire Active Literacy across the school
- Using Talking and Thinking Floorbooks for planning with children across all stages
- Further develop Heinemann Active Maths at all levels
- Encourage attendance at extra-curricular groups
- Develop school learning and teaching policy encompassing all areas of the curriculum
- Further develop active approaches to learning and teaching across all stages

### **2. Self-Evaluation**

- Embedding rigorous, robust and consistent approaches to self-evaluation
- Further develop use of staff self-evaluation blogs, encouraging staff to comment on each others blog posts
- Encourage children to self-evaluate, using CfE blogs and dialogue with HT and CT

### **3. Health and Wellbeing**

- Development of school ethos to include children's rights - Rights Respecting approach established in classrooms
- Two hours of physical activity each week for all pupils
- Enhanced use of the outdoors for learning and teaching across all stages
- Pupils understand their responsibility to personal, health and wellbeing and know where to access support
- Improved morale amongst staff leading to fewer absences