

**Standards & Quality Report**

**2018-19**

**&**

**School Improvement Planning**

**2019-20**

# *School Forward*

We are pleased to present both our Standards and Quality Report for Session 2018– 2019and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Echt School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards**  to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards**  to gauge what continuous improvement might look like in the longer term

At Echt School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

*Margaret Cochrane*

Head Teacher

**The School and its context**

**Vision for the school**

**“EVERYONE CREATIVE AND HAPPY TOGETHER”**

EVERYONE INCLUDED, RESPECTED AND RESPONSIBLE

CREATIVE AND CURIOUS, INDEPENDENT LEARNERS

HAPPY AND HEALTHY, WE BELIEVE IN OURSELVES

TOGETHER WE GROW, ACHIEVING SUCCESS

**Values that underpin our work**

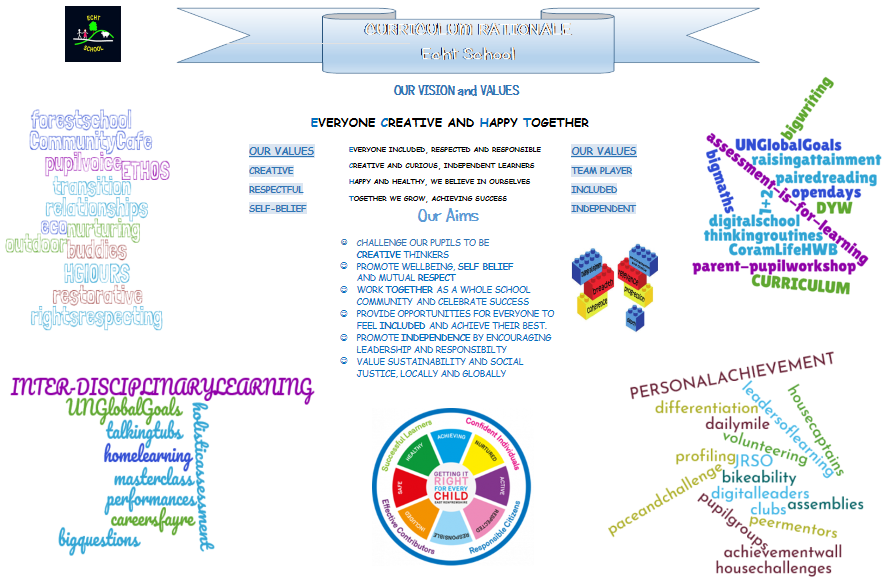
CREATIVE RESPECTFUL SELF-BELIEF

TEAM PLAYER INCLUDED INDEPENDENT

**What do we aim to achieve for our children/pupils**

* Challenge our pupils to be **creative** thinkers
* Promote wellbeing, **self-belief** and mutual **respect**
* Work **together** as a whole school communityand celebrate success
* Provide opportunities for everyone to feel **included** and achieve their best.
* Promote **independence** by encouraging leadership and responsibility.
* Value sustainability and social justice, locally and globally.

**Echt School Curriculum Rationale**



**Context**

Echt School and Nursery is a small rural school situated in the village of Echt. It lies approximately 13 miles west of Aberdeen on the Aberdeen – Tarland road. The school has 2 classrooms, one of which accommodates Nursery and P1-3 with a shared space between the two classes which has direct access to outdoors. There is also a P4-7 classroom, a library and a school hall/gymnasium. The school is surrounded by a playground and has the added advantage of a large playing field within close proximity. This playing field is used by the children during fine weather. The Nursery outdoor area has recently been refurbished in order to create a natural learning experience outdoors. This lies adjacent to the school building. The children participate in a wide variety of curricular and non-curricular activities within the school grounds and also in their local environment and community. The children from the Nursery attend Echt, Dunecht, Midmar and Cluny schools. The local academy is Alford, and most P7 children move here for their secondary education.

The teaching staff compromises of a staff equivalent of 2FTE, which includes a Head Teacher, a 0.55FTE teacher flexible days, 1FTE teacher, an EYLP and 2 EYPs. Echt has a 27.5 hour allocation of PSA support, this resource is carefully timetabled to support the needs of identified pupils and enhance learning. We currently have a specialist teacher that delivers PE and Music on a Monday. The school aims were reviewed in 2019-19 along with the creation of our Curriculum Rationale. The school has a very strong collegiate ethos which is well supported with an engaged parent forum and active Parent Council.

**Impact of our developments**

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018-2019.

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| Priorities  **Priority 1 –** *Revisit the VVA and Curriculum Rationale of the Nursery and whole school*  **Priority 2 –***Develop approaches to literacy and numeracy in order to deliver high quality learning experiences.*  **Priority 3 -** *Begin to develop observation, planning, assessment and tracking processes****.*** | |
| Progress | 1. Staff have taken part in self-evaluation activities related to the 6 point scale and HGIOUS based on the 4 main QIs.   The vision, values and aims were refreshed in wide consultation wide the whole school community by means of a very thorough process. These are on display in the front entrance hall and throughout the school and are continuously referred to by staff. They also form part of our classroom charter. Assemblies have taken place to celebrate each value and reward those qualities via house points etc.  Curriculum rationale has been updated to include new programmes of work. The curriculum is in the process of being updated to reflect the UN Global sustainability goals. All staff and pupils have taken part in assemblies based on the wellbeing indicators. GIRFEC and chronology processes have been refreshed and feed into the curriculum rationale. Pace and challenge has improved in both classrooms and pupils are beginning to improve the pace of their work.   1. The Big Maths programme is being used throughout school. Staff were trained initially by the HT and have also since, attended relevant training. Phonics International is fully implemented across the school.   The HT and one other teacher are trained in Big Writing approaches but a change of staff has resulted in 1 teacher still requiring training. The school took part fully in the Emerging Literacy programme and Nursery staff have attended training. A series of writing moderation collegiates were planned and attended at mini-cluster level and were well received by staff. Aberdeenshire skills progressions are in now also in use in Nursery, forming the basis of observations and planning for core areas and a key worker system is now in place. The Core provision document has guided the evaluation and development of all nursery areas. Literacy and numeracy stay and play sessions have been well attended. Staff took part in a practitioner enquiry project based on language and questioning skills. The outdoor area has been refurbished.   1. Staff are using the benchmarks and the Aberdeenshire skills progressions to plan, assess and generate next steps. Children now set targets at the start of every term and reflect on these. Reports now include next steps and are written, printed and stored in PPRs rather than stored digitally in order to make transition of document to the academy as bit smoother. Pupil profiles are on Book creator and solely focus on achievements, skills and application. The reporting calendar has been revised to reflect the changes. A whole school achievement wall is updated each term. Wider achievements are now tracked across the school and clubs generated based on need or gaps. In the nursery, online learning journals have been adopted in order to record observations for pupil profiles. These include next steps and are guided by Aberdeenshire and/or Northern Alliance skills progressions. Staff have visited other settings as part of ‘looking outwards’ and adapted practice where good practise has been observed. Staff and the HT have attended training on planning and evaluation, making observations and responsive planning. Personal plans have been refreshed. Staff have read a book on schemas but this may need to be revisited. |
| Impact | 1. On the whole, staff agree that the school and nursery are in agreement on where the school and nursery sit on the 6 point scale, although staff do lack confidence in this type of self-evaluation.   Workshops on Big Maths, Phonics International and Emerging Literacy have been well attended by parents and led by pupils in some cases. Pupils and parents have shared that the new maths programme has had a positive impact on the pupils’ confidence but this will be analysed via surveys. Pupils are responding well to the new themes based on the UN Goals, although refreshing of the curriculum is still in progress.   1. Progress in number and calculation methods has accelerated significantly in both classes, as evidenced by Big Maths trackers and Progress in maths/NGRT assessments.   End of units assessments in Phonics International evidenced progress for most and Schonell spelling assessment evidenced exceptional progress for some pupils and an average of 12 months progress in P4-7. In P1-3 good progress was made for the majority.The Phonics International handwriting resources were evaluated as having less impact at P4-7 so another approach needs to be considered. Emerging literacy trackers have evidenced progress for all from Term 1 to Term 4. There is evidence of improved layout and application of genre features in non-fiction writing, however writing will still need to remain as focus next session. Teacher confidence has improved in the assessment of writing but this also needs to remain as a focus. An enabling environment based on core provision is up and running in the nursery. A self-evaluation wall has been created. Some emerging literacy activities are being incorporated into the key areas. Progressions are now in place, guiding assessment of progress in profiles and informing next steps.   1. Staff report improved confidence when planning and differentiation is more clearly evident in lessons. Pupils’ achievements are more widely celebrated and pupils are becoming more skilled in their use of reflective language. Wider achievements have highlighted potential focus areas for clubs and opportunities. In nursery, visits to other settings have resulted in the purchasing of an online tracking system, a learning journey wall and a planning whiteboard to be implemented next session. The core provision document has helped to improve the consistency of numeracy, literacy and HWB activities on offer in the nursery. This now needs to extend to the outdoors. |
| Next steps | 1. Ensure new curriculum is underpinned by vision, values and aims   Continue to deliver assemblies based on VVAs. Share SHANARRI assemblies with nursery staff. Collect views through parent and pupil surveys in Term 1 of 2019-20 to assess any perceived impact. Assign collegiate time in Term 1 to complete bundling of curriculum. Nursery need to ensure wellbeing indicators are more prominent and children and familiar with them. Use data from HGIOURS Relationships theme to further develop the ethos of the school values through RRS (mutual respect) and pupil voice by means of RRS Gold award and the Leaders of Learning pilot programme. Use In Service day next term to evaluate the school improvement plan, agree priorities and evaluate the core QIS use the audit wheels (Nursery). Continuous self-evaluation – in nursery will form a focus of weekly Nursery meetings. A self-evaluation calendar in Nursery would be beneficial.   1. Encourage pupils to apply the strategies within Big Maths to problem solving –early morning task focus. Phonics International to continue but SNSA data showed that a focus on common words will need to be planned into term 1 of 2019-20. The Nelson handwriting scheme has been purchased to develop handwriting and will be fully implemented next session. Continue to use emerging literacy processes. Nursery needs to further develop this. All staff to engage with and pilot the language resources next session. Continue to develop moderation activities for writing in particular. Nursery needs to evaluate the impact of the new outdoor area, using the My World Outdoors, Loose parts documents and the relevant QIs. The further development of questioning skills to improve quality interactions will need to remain a focus. The school needs to further develop pace and challenge through classroom observations as well as embarking on the Making Thinking Visible programme which focuses on deepening thinking through thinking routines. Introduce more grammar sessions into the timetable to focus on weak areas in SNSAs. Develop library and purchase Accelerated Reader to improve reading comprehensions and engagement, particularly in P3 and P5. Purchase NGRT and PTM GL assessments to enrich data available. 2. Review planning processes once curriculum has been fully refreshed. Surveys to parents around Big Maths, phonics, reports and profiling in particular. Purchase and administer online assessments to support and moderate teacher judgement. Begin to develop holistic assessments. Plan clubs, masterclasses and other opportunities by reflecting on wider achievements data e.g. swimming, healthy cooking, running. In nursery, fully embed the new online tracking via a key worker system and moderate pupil profiles to identify evidence of progress. Use the core provision document, relevant self-evaluation and My World Outdoor, Building the ambition to evaluate and improve learning opportunities outside. Ensure parental involvement in evaluation. HT to meet weekly with Nursery staff. |

2.1 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  Level of quality for core QI: 3  (HGIOS?4 1-6 scale) |
| Overview:  Pupils, parents, partners and staff have been involved in the review of the vision, aims and values of the school. All staff are committed to change and are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. The strategic direction and pace of change is carefully considered to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities. All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning. The strategic direction of the school is based on an improving analysis of data and other feedback. Staff work effectively as a team, there is a strong ethos of sharing practice and peer support. Staff, pupils, parents and partners are involved in improving the life and work of the school. There is a strong focus and desire to further improve learning within the staff. The culture and ethos of our school is positive and focused on the needs of all staff, partners and learners. Continual review and reflection of the use of resources and programmes of work, including digital technologies, supports effective and engaging learning.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:   * The school, nursery and whole school community reviewed the vision, values and aim in 2018-19 and a refreshed curriculum rationale has been created by staff. * There is a positive ethos across the nursery and school. * Staff show commitment and enthusiasm and are willing to take responsibility for change. * There have been opportunities for staff to take on leadership roles through leading initiatives and groups e.g. Pupil Council, Health, Eco, Rights Respecting Schools Award work, Fairtrade and pupil clubs as well as 1+2. Teaching staff are also Leaders of Learning on the Making Thinking Visible programme which focuses on developing higher order thinking skills with the pupils. * Every pupil in P1-7 is part of a pupil group e.g. Pupil Council, Health and Eco Group and some pupils will form part of a representative group in the Leaders of Learning programme. * Nursery staff are involved in weekly staff meetings and focused Nursery meetings with the Head Teacher and Principal teacher. * The Head Teacher is aware of aspects for improvement and is continuously planning how to drive this forward. * School and nursery staff have used In Service days to work collaboratively on self-evaluation e.g. vision, values and aims. * Staff attend training relevant to improvement priorities e.g. Big Writing, Big Maths, MTV, Emerging Literacy, Observation and Planning training, Planning in The Moment etc.   Identified priorities for improvement:   * Further develop strategies to ensure that the agreed vision, values and aims are exemplified in daily practice across the whole school and that they drive learning and underpin the curriculum. * Further develop collegiate opportunities for staff in nursery and school to work collaboratively, engage in professional dialogue and self-evaluation so that they can contribute to continuous improvement. * Create further opportunities for looking inward (analysis of data and moderation of pupils’ levels) and looking outward (visiting other settings and incorporating best practise). * Develop leadership in nursery via implementation of a key worker system, responsibility for zones or areas and a QA/self-evaluation calendar. |

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  Level of quality for core QI: 3  (HGIOS?4 1-6 scale |
| Overview:  The ethos of Echt School is positive. The majority of pupils engage well with learning experiences. The school continues to develop the use of IT to support learning appropriately. Staff plan collegiately and they are continuing to develop their use of assessment information in order to track progress and identify next steps in learning. Learners play an active role in the school and wider community and regularly take on leadership roles. Assessment approaches are generally well matched to learning needs and are used to support learners to demonstrate their knowledge and skills. A growing body of evidence is used to support assessment judgements and decisions about next steps. Processes for assessment are manageable and are on the whole effective. Reporting processes are in the process of becoming more effective and efficient. Teachers use an increasing range of creative teaching approaches in order to ensure continuing progress. Collegiate discussion and professional dialogue is key to our practise and we use this to moderate assessment across all areas of the curriculum. Current methods of recording school tracking are improving and data is being used to identify areas for improvement.  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * The learning environment across the nursery and school is positive and nurturing. On the whole, children interact respectfully with each other and with staff. The school is currently working towards Rights Respecting School Gold Award as part of the school improvement plan in order to further develop pupil voice and an improving ethos of respect. * Staff know the children and families in nursery and in the school well. * Staff show an awareness of the context in which children and families live and know the community well. * There are opportunities for children to actively participate in the local community e.g. Teeny Tiny Tots, Community Cafes * There are regular opportunities for children in nursery and school to access outdoor learning. * Children are aware that their views are sought and valued. * Children share their achievements in learning through profiles using Book Creator. Also through achievement assemblies and our achievement wall as well as leadership roles within pupils groups, peer mediators, house captains and challenges and volunteering. * Children have regular opportunities to develop their skills using digital technology. * Effective transition arrangements for nursery children and P7 pupils moving to other schools are in place. * Reporting procedures have been refreshed. * Planning across the school and nursery is based on skills progressions and benchmarks and responds to the needs of the pupils as informed by data, tracking meetings and ongoing teacher assessments. Planning is underpinned by progression frameworks and the benchmarks. * A clear rationale links with the refreshed vision, values and aims.   **Identified priorities for improvement:**   * Continue to monitor learning experiences to ensure they are appropriately challenging and well matched to children’ needs and interests * Use knowledge of how children learn to develop high quality observations of and interactions with nursery children and as a basis for planning. * Continue to monitor the newly acquired Online Learning Journals in Nursery to ensure Nursery profiles focus on learning and next steps for learning. * In the school, continue to develop tracking and planning processes to improve outcomes for learners by reflecting on the data and diagnostics provided by assessments. * Embark upon the RRS Gold award. * Develop higher order thinking skills and pupil voice by means of the Making Thinking Visible programme. |

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  Level of quality for core QI: 3  (HGIOS?4 1-6 scale) | | |
| Overview:  Staff at Echt School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect. Pupils have access to universal support and there is a clear staged procedure in place with regard to targeted support. All stakeholders promote a climate where children and young people feel safe and secure. Staff and partners model behaviour which promotes and supports the wellbeing of all and are sensitive and responsive to the wellbeing of each individual child and colleague. Staff, children and young people are using the SHANARRI wellbeing indicators as an integral feature of school life. Child Protection and Safeguarding policies and procedures are regularly reviewed. Staff have a clear understanding of their responsibilities in this area. The ethos and vision of the school strongly promotes equality and respect, challenging all forms of discrimination. The learning environment is built on positive and nurturing relationships which generally lead to meaningful learning opportunities. Learners play an active role in the school and are encouraged to take on leadership roles. There is a strong ethos across the school to minimize the impact of potential barriers to learning. All pupils are involved in planning and evaluating their learning. Echt, Midmar, Dunecht and Cluny Schools have an enriched programme of learning experiences which support social relationships and transitions. The school understands and plays a significant role in the life of the local community. Outdoor spaces are used effectively to promote positive relationships and wellbeing, although this area needs to be further developed.  [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * There is evidence of a positive ethos across the whole school. * Relationships across the whole school community are supportive and positive. There is a strong sense of community. * Nursery staff have developed positive partnerships with other agencies. * The majority of children feel safe and secure in nursery and school. Staff have created an environment where children feel they are listened to and cared about. * The school has achieved Rights Respecting Schools Award Level 1 and are working towards Gold level. Children are aware of children’s rights. * The use of outdoor spaces to promote positive relationships and wellbeing is encouraged across the whole school.   Identified priorities for improvement:   * Further develop the use of the wellbeing indicators in Nursery in particular. * Formalise approaches to reviewing and monitoring progress and the impact of interventions so that improved attainment can be demonstrated. * Further develop a ‘language’ of Childrens’ rights . * Use the refreshed school values, HGIOURS, RRS Gold processes, the Making Thinking Visible programme and the Leaders of Learning programme to further improve pupil voice and supportive relationships between pupils. * Further develop parental engagement across the school and Nursery. | | |
| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Level of quality for core QI: 3  (HGIOS?4 1-6 scale)  Most children are achieving appropriate levels and a few are exceeding these. Raising attainment in aspects of literacy and numeracy however will continue to be a central feature of the school’s priorities for improvement. Improved tracking of attainment over time has demonstrated that in particular, writing needs to be prioritised. Staff are working closely to moderate teacher judgement of pupils’ levels, both with school and within the cluster. Effective dialogue between ASN teachers and all staff allows for continuous progress and appropriate intervention for all learners. Tracking systems are under continuous review in order to become as robust as possible to improve outcomes for every child. All children are engaged in the learning process and are given the opportunity to make decisions about their learning. The children have plenty of opportunities to participate actively in their local community, such as attending Teeny Tiny Tots, Community Cafes and Community Litter Picks. Feedback from the community, regarding the children’s attitudes and capabilities is always extremely positive.  Key strengths:   * Teacher professional judgements gathered suggest: * Most children attain appropriate levels in Reading at P1, P4 and P7. * The majority of learners attain appropriate levels in Writing at P1, P4 and P7. * Most children attain appropriate levels in Maths at P1, P4 and P7 * Improvements are planned on the basis of evidence available. Staff are engaging with the National Benchmarks and Aberdeenshire and/or Northern alliance skills progressions when considering pupil attainment and appropriate next steps. * Pupils achievement is evidenced via pupil profiles, assemblies, volunteering, house captains, house points and house challenges, peer mediators, buddies, pupil groups and clubs on offer in school or via Active Schools. * The school is working towards Rights Respecting Schools Gold Award. The school Eco Flag has was successfully renewed this year. * There are no exclusions.   Identified priorities for improvement:   * In nursery, continue to ensure tracking and monitoring of children’s progress is well-understood by staff and used effectively to secure improved outcomes for all children. * Further enrich school diagnostic data by purchasing surplus online assessment for reading and maths. * Continue to establish and develop a robust tracking and monitoring system across the school which integrates teacher professional judgement and standardised assessment, including Curriculum for Excellence predictions, and enables staff to identify additional support needs and interventions. * Continue to share school data with staff to ensure they can identify development needs for individuals and groups and plan interventions and priorities for improvements. * Plan clubs and opportunities for this session based mainly on wider achievements data. * Continue to focus on pace and challenge across the whole school. * Embark on the Making Thinking visible programme to develop higher order thinking skills across the whole curriculum with a view to raising attainment for all. * Work with Parent council to improve the library area and introduce the accelerated reader programme to improve engagement with reading and comprehension skills. * Track attendance and lates and take action as appropriate. |

**PEF 2019-20**

**Proposed interventions**

The appointment of a PSA (0.2/ 1 day a week) to target groups of pupils(including PEF pupils) for support in spelling, writing and reading skills.

**Impact Measurement**

Through targeted intervention, the groups of identified pupils should evidence a narrowing of the gap in attainment, with an aspiration to bring them as close to ‘on track’ with the benchmarks as possible. An improvement in grammar, spelling and reading comprehension skills, particularly inference would be evident through teacher judgement and SNSA results or standardised assessments as appropriate.

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|  | Details | FTE/Hours/ No. | Cost 2019/20 |
| Teaching staff |  |  |  |
| Support staff  **(Plan A)** | PSA Additional post | (0.2 for whole school year) | **£3600** including on- costs and holiday entitlement |
| Supported study |  |  |  |
| Transport |  |  |  |
| Lets |  |  |  |
| Resources/Equipment/ Materials |  |  |  |
| Commissioned/purchased services/partners |  |  |  |
| Other |  |  |  |
| Total |  |  | **£3600** |

**Capacity for improvement**

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.