

At St Fergus School this session...

- Charity donations and fundraising events for MacMillan £721.42, CMIAid and Watoto £1310.42 and Sports Relief £298.48. 193 tins of food was donated to Peterhead Projects. 80 shoe boxes sent to Blytheswood Appeal.
- Donation of £2500 from SFSA towards improving digital literacy.
- £850 donation from Worley Parsons for pantomime buses.
- Whole school pantomime trip, Renouard Court visit to entertain residents, YMI Samba, Cycle to Rio, daily mile introduced, ALEC Van, The NED Show, SSPCA workshops and Queen's Birthday BBQ.
- St Fergus pupils attended and won many medals during athletics events held at interschool events.
- Active Schools provide Junior Joggers and Yoga.
- Each class performing large scale 'sharing their learning' events and Christmas Concert.
- E-Safety event.
- Improvements, girls' toilets and changing area, P1 and P4/5 furniture, P1 and P2/3 carpet, corridor flooring, pegs and benches for P4/5, sink and wet area in P6/7 and a new water cooler.
- Nursery - visit to Boomerangs, Lido, village walks and transition activities with P1.
- P1 - village walks, church visit, Story Book Glen, Boris' Ball, Boris' Teddy Bears' Picnic, Trip to Morrisons and beach trip with P6/7. First nativity by P1 at the church.
- P2/3 – Lifeboat visit, Fire Station visit, Theatre trip, visit to Morrisons and village walks. Community Warden, Lollipop Person, Coastguard talk etc.
- P4/5 – Fyvie Castle trip, Ednie Farm trip, Hampden Banner and swimming lessons.
- P5/6 – Tech Fest, Peterhead Library trip and Oscar Award Ceremony.
- P6/7 – Bible Exhibition, Choices for Life and Millennium Garden visit
- P5-7 girls' football from Active Schools.
- P4-7 visited Score.
- P5-7 – Go Run for Fun at Aden, First Aid Training
- Bikeability was run for P6.
- 12 P6 pupils managed to learn to sail through the Andrew Simpson Sailing Foundation.
- P7 activity week was a resounding success visiting various venues in Aberdeen and P7 enjoyed a celebratory Night Out paid for by SFSA.
- Transition links with secondary – German and Maths departments.
- Leavers' Legacy worked to hold a Scottish Ceilidh raising £1250 which was topped up by £1000 from Jo Walters Trust along with a donation from Clara House to enable a climbing frame to be installed.
- Collaborative Classes events.



Standards & Quality Report

2015/16

St Fergus School

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COUNCIL



The School in Context

At St Fergus School our vision is to ensure that every child is given the opportunity to 'Create the Potential to Succeed' and that 'Pupils will Exceed Expectations'. Our core values are that we believe that pupils should be Happy, Confident, Achieving and Creative. Our school aims are in line with Aberdeenshire Council School Aims.

St Fergus School is situated in the village of St Fergus, five miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by Mobil Oil. It admits pupils from nursery (age 3) to primary 7 (age 12).

On completing P7, pupils transfer to Peterhead Academy, in the town of Peterhead which has ten associated feeder schools, part of the Peterhead Cluster. Within the Peterhead Cluster, all services operate in an integrated framework to ensure that each child has the fullest opportunity to maximise his or her potential.

The school roll is 120 pupils and a nursery roll of 29 with eight full-time equivalent staff, including the joint head-teachers and a core teacher. The teaching team is supported by three Pupil Support Assistants, one Support for Learners teacher 0.3fte, an Early Years Lead Practitioner, one full time and two part time Early Years Practitioners, a school administrator, a clerical assistant, kitchen staff, cleaning staff and a part-time janitor. The school handbook provides more information on names of staff along with other school data. A copy is available in the school office.

Community links are a vital part of school life. School has close relationships with all companies situated at St Fergus Gas Terminal and with smaller local businesses. The village church and hall are utilised throughout the session. The school has a supportive School Association who donated £2500 towards digital literacy last session. Parents run football training and make use of the school facilities. Active Schools run various after school clubs and a private company runs a daily after school childcare.

Key Development	Progress during 2015-2016
Excellent Learning and Teaching Develop whole school approach to pupil profiling. Raise attainment in literacy.	Each pupil has a reflective record including a learners' statement, numeracy, literacy and learning across the curriculum. Reading risen by 2% Writing risen by 9%
The Curriculum Review rational and programmes of work. Familiarisation with frameworks.	Rationale now updated and shared. Digital Literacy programme in place. Frameworks and school progressions been aligned for maths.
E-Safety E-Safety Policy E-Safety Event	Working groups established and ongoing. E-Safety policy and procedures created and followed. E-Safety fortnight now part of school calendar.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/17

Leadership and Management

- Create school website, Computer Science Club and school magazine.
- Develop leadership roles and partnership working.
- Continue to develop E-Safety work started 2015-16.
- Tackling Bureaucracy – streamline teacher paperwork.
- Use frameworks for areas where there are no progressions in school.

Learning Provision

- Introduce French from P1-7
- Develop new Family Learning opportunities in school.
- Develop improved approaches to reporting progress and achievement to parents/carers.

Success and Achievements

- Ensure confident teacher judgement through moderation.
- Focus on quality and timely feedback and dialogue between staff and pupils to improve outcomes for learners.
- To raise attainment in reading and spelling.

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- All staff have done the appropriate equality and diversity training.
- IEPs with involvement of pupils and parents/carers.
- UNICEF Rights of the Child collaborative work.
- Evaluation of global citizenship week.
- Pupil Council involvement with CMI Aid and Watoto.

Our key strengths in this area are

- Use of UNICEF Rights of the Child materials to complement cross curricular themed work.
- Global Citizenship focus on The Rights of the Child.
- Parents comment positively on inclusion and equality across the school.
- Pupil views are valued through participation in fund raising focus to various charities.

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

- Continue to promote a climate of respect, fairness and equality.
- Training will be given to class teachers to ensure ownership of IEPs.

Key

Evaluation – Excellent 6 -outstanding, sector-leading important strengths with some areas for improvement
very good 5 - major strengths
Good 4- strengths just outweigh weaknesses
Satisfactory 3- strengths just outweigh weaknesses
Weak 2 - important weaknesses
Unsatisfactory 1 - major weaknesses

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

QI 1.3 ~ Leadership of change

Evaluation

5

QI 1.2 ~ Leadership of learning

5

In arriving at these evaluations, we considered the following evidence.

- Vision, values and aims.
- Improvement working groups – priorities from Improvement Plan.
- Self-evaluations.
- Pupil led learning.
- Critical enquiry within staff.

Our key strengths in this area are

- An aspirational vision underpinning continuous improvement shared by the whole community.
- Sharing and collaboration of evaluation and improvement priorities (all staff, pupils, parents, SFSA and wider community).
- All key improvements link clearly to evaluations which are collated and driven by strategic direction.
- Collaborative working practices between all staff to improve learning and teaching.

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

- Learning Leaders initiative.
- Develop staff leadership roles.
- Initially, teaching staff to concentrate on key issues in ‘Delivering Excellence and Equity in Scottish Education’, ‘NIF’ and key drivers for improvement for St Fergus School, before filtering this to parents and the wider community.

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

QI 2.3 ~ Learning, Teaching and Assessment

Evaluation

5

QI 2.2 ~ The Curriculum

4+

In arriving at these evaluations, we considered the following evidence.

- Updated shared rationale in line with HGIOS 4.
- E-Safety developments.
- Development of Excellent Learning and Teaching collegiate materials positively impacting class practice.
- Reflective profiles developed.
- Changes to maths progression to align with framework.
- Assessment practices.

Our key strengths in this area are

- Clear priorities for continuous improvement regarding curriculum development.
- The success of the E-Safety audit showing high level of improvement over the year.
- Our curriculum is regularly reviewed and refreshed by an awareness of current educational thinking.
- Leavers' Legacy has provided very good opportunities to develop children's skills for learning life and work in a motivating context.

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

- Use frameworks where no curricular programme is in place.
- Planning to be SAL focused and tackle bureaucracy.
- Changes in assessment procedures to gain a better insight into 'starting points' for pupils.
- Focus on feedback and ensure skill development.
- Learning will be enriched and supported by more effective use of digital technologies.

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

QI 3.2 ~ Raising Attainment and Achievement

Evaluation

5

In arriving at these evaluations, we considered the following evidence.

- Attainment results over time in literacy and numeracy.
- Robust tracking and predictions.
- Wider Achievement.
- Effective intervention procedures.
- Pupil Participation.

Our key strengths in this area are

- Attainment in writing, overall risen by 9% in a year from 74% to 83% at or above level. 14% rise to 22% above national level.
- Attainment in reading, overall risen by 2% in a year from 83% to 85% at or above level. 6% rise to 20% above national level.
- Attainment in numeracy, overall risen by 2% in a year from 84% to 86% at or above level and in shape position and movement by 11% from 80% to 91%.
- Using benchmarking from frameworks to inform judgements.
- Pupil participation groups lead to long lasting improvement in local community and wider achievement celebrated.

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

- Focus on reading comprehension practices to raise attainment further.
- Moderation collegiate work to ensure confident teacher professional judgement.
- Encourage extra-curricular clubs, Children's University developments initially with P6.