



## STANDARDS & QUALITY REPORT 2016-17

FOR

# St Fergus Primary School

Creating the Potential  
to Succeed



Pupils will Exceed  
Expectations

HAPPY CONFIDENT

ACHIEVING CREATIVE

**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 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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016\\_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)

## **1. Context of the School**

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 25 with eight full-time equivalent staff, including the joint head-teachers and a core teacher. The teaching team is supported by Four 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. Our new school website provides current information on all aspects of school life, this is updated weekly by our senior pupils. 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 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. School has many extra-curricular clubs for pupils to choose from.

## **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:**

QI 1.3 – Leadership of change QI 1.2 – Leadership of learning

- Our school has a shared vision, values and aims relevant to our school and community.
- Improvement working groups effectively contribute to the strategic direction of continuous school improvement.
- Rigorous self-evaluation involving all stakeholders, encouraging pupils to take responsibility for decision making and improvement.
- Pupil led learning in the form of Learning Leaders' initiative.
- Critical enquiry within staff ensure professional engagement and collegiate working across planning, assessment and moderation.

### **Key strengths:**

- 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.

### **Identified priorities for improvement:**

- Learning Leaders' initiative to be further developed.
- Year two of website and magazine and establish Computer Science Club
- 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.
- Pupil Equity Funding to target specific improvements.
- Use of Excellent Learning and Teaching collegiate materials positively impacting class practice, focus on feedback.

### **Evaluation of QI 1.3 - Leadership Of Change:**

#### **Sources of evidence/evaluation activities undertaken:**

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

#### **Overall evaluation of level of quality:**

- 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.
- Collaborative planning and delivery of lessons which was effective in improving the quality of learning and teaching. Profiling collaboration between early and second level. First and second level collaboration encouraging leadership during Macmillan fundraiser. Weekly active maths sessions across first and second level, planned, implemented, assessed and moderated. Ongoing CCT collaborative work between P2 and P3 culminating in a successful whole school presentation. Nursery P1 transitions.
- Staff input in to excellent learning and teaching resulted in more opportunities for collaboration between staff at planning, delivery and assessment stages. Opportunities to observe and feedback encouraging improvement through peer support. Time for professional dialogue so that all members of the school community can contribute to our plans for improvement, encouraging leadership roles through various working groups.
- Extensive opportunities for leadership roles particularly within P4-7.
- Evaluations planned throughout the session for reflections on impact of changes made.

**Level of quality for this QI: 5 very good**  
( HGIOS?4 1-6 scale)

### **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:**

QI 2.3 – Learning, Teaching and Assessment QI 2.2 – The Curriculum QI – 2.5 Family Learning

- Updated shared rationale in line with HGIOS 4.
- Aberdeenshire Frameworks in use and further developments to school progressions for maths and grammar and punctuation.
- Moderation at school/cluster/nationally.
- Planning SAL focused for cross curricular themes.

#### **Key strengths:**

- Clear priorities for continuous improvement of curriculum.
- Changes in assessment procedures to gain a better insight into 'starting points' for pupils.
- The success of the E-Safety audit showing high level of improvement continued over 2 years.
- Learning has been enriched and supported by more effective use of digital technologies.
- 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.
- Family Learning Days.

#### **Identified priorities for improvement:**

- Year 2 1+2 French
- E-Safety Year 2 embedding into class entitlements. (Year 1 whole school presentation/focus fortnight)
- Music progression to be developed across school.
- Science progression to be adapted in line with CCT changes.
- Changes to rationale to develop key entitlements within themes.
- Holistic assessment to be developed for literacy and numeracy/maths.

## **Evaluation of QI 2.3 - Learning, Teaching and Assessment:**

### **Sources of evidence/evaluation activities undertaken:**

- 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.

### **Overall evaluation of level of quality:**

- Clear priorities for continuous improvement regarding curriculum development and learning and teaching.
- 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.
- A positive learning environment is evident throughout the school where high expectations and challenge is the norm. Effective interventions are in place to support pupils.
- Modified induction/transition period to support moderated starting point judgements based on multiple factors has supported more effective teaching through having a clear baseline.
- Data analysis is effectively supporting learning and teaching.
- Large investment into high-quality digital technology – greater focus on staff training in Digital Literacy and E-Safety- has improved the learning throughout all stages increasing independence of learners.
- Greater consistency in learning and teaching across the school through focus on knowing pupil starting points, setting clear learning intentions and success criteria with in-depth reflection and feedback.
- An adapted P1-3 numeracy progression has supported more coherent progression for pupils and increased pace and challenge.
- Robust tracking and monitoring allowing meaningful improvements to individuals.

**Level of quality for this QI: 4+ good**  
( HGIOS?4 1-6 scale)

## **Evaluation of QI 2.5 – Family Learning:**

### **Sources of evidence/evaluation activities undertaken:**

- Letters from parents.
- Sustainable proactive working groups bringing improvements.
- Disengaging families becoming engaged with the life of the school.
- Responsive family learning through engagement with working groups and SFSA where identified needs are recognised and focused on.
- Pupils in SIMD 1-4 performing well.

### **Overall evaluation of level of quality:**

- Introduction of Family Learning Days with a different focus each time – Numeracy, Literacy, Learning and Teaching, E-Safety, Reporting.
- New Parent yearly overview.
- Parent friendly Curriculum Rationale updated and shared. This is created with working group input.
- Specific families targeted to encourage engagement to make improvements for individual pupils.
- Almost weekly opportunities for parents to be invited in to school.
- Strong home/school links which are improving outcomes for learners through valuing parental input.
- Parents facing particular challenges/difficulties are supported compassionately.
- Impact of poverty on attainment is recognised and pupils in these situations are supported, recognition of SIMD and attainment/closing the gap.
- Closer partnership between home and school.
- Pupils and parents in the classroom environment working together.
- Raising awareness of how parents can better support pupils, particularly in the early and first level.
- Creative approaches are being used to engage families
- Pupils becoming Learning Leaders showing learning and supporting other parents.
- New approaches to reporting.

**Level of quality for this QI: 5 very good**  
( HGIOS?4 1-6 scale)

## 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:**

#### QI 3.2 – Raising Attainment and Achievement

- Attainment results have risen steadily over time in literacy and numeracy
- Robust tracking and predictions ensure learners make good progress from prior levels of attainment.
- Wider Achievement is tracked, monitored and celebrated.
- Effective intervention procedures are in place to ensure continuous progress for learners including at points of transition.
- Pupil Participation ensure equity for learners.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- All staff have done the appropriate equality and diversity training.
- IEPs with involvement of pupils and parents/carers, all staff completed IEP training.
- UNICEF Rights of the Child collaborative work.
- Evaluation of global citizenship week.
- Pupil Council involvement with Archie and Comic Relief.

### **Key strengths:**

#### QI 3.2 – Raising Attainment and Achievement

- Attainment in reading, overall risen by 6% in a year from 85% to 91% at or above level.
- Attainment in numeracy, overall risen in number working above expected level. In Number Money Measurement attainment has risen from 86% to 87% at or above level. Mental maths beginning to impact NMM.
- Moderation collegiate work ensures confident teacher professional judgement.
- Pupil participation groups lead to long lasting improvement in local community and wider achievement celebrated.
- Focus on extra-curricular clubs and Children's University.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- 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.

### **Identified priorities for improvement**

#### QI 3.2 – Raising Attainment and Achievement

- Focused interventions in literacy to further raise attainment. Focus on reading comprehension practices/spelling to raise attainment further. Moving onto writing focus 2018-19. (Attainment still good but 83% at or above 2015-16, 78% 2016-17 therefore reading input to begin to address writing in further year)
- Numeracy/maths progressions to be developed further to include assessment, homework and third level progression. Education Scotland Benchmarks to be added once final copies published. Consistent problem solving strategies to be developed focusing on mental maths, focusing on maths as well as numeracy. New holistic assessment approaches for numeracy/maths.

#### QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- Continue to promote a climate of respect, fairness and equality by interventions for social and emotional development.
- Relate Pupil Participation Groups to UNICEF Articles.

### **Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:**

#### **Sources of evidence/evaluation activities undertaken:**

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

#### **Overall evaluation of level of quality:**

- Confident pupils who have positive attitudes towards the life of the school displaying a sense of pride and community.
- Pupil participation groups lead to long lasting improvement in local community and wider achievement celebrated.
- Attainment tracking used at an individual, group and cohort level to evaluate input into learning and teaching.
- Using benchmarking from frameworks to inform judgements.
- Staff input on excellent learning and teaching focussing on raising attainment through most relevant research methods.
- Individual success in closing the gap for pupils can be evidenced through attainment tracking and evaluations.
- Focus on Literacy, Numeracy in the improvement plan has created notable rise in attainment.
- Use of benchmarking to improve attainment giving clarity to next steps for learners.
- We encourage pupils to have a say in improving their experiences at school through participation groups, working groups and Leavers' Legacy. These are realistic and acted upon and sustained.

**Level of quality for this QI: 5 very good**  
( HGIOS?4 1-6 scale)

### **Evaluation of QI 3.2 - Raising Attainment and Achievement:**

#### **Sources of evidence/evaluation activities undertaken:**

- All staff have done the appropriate child protection, equality and diversity training.
- Staff know and understand GIRFEC and the wellbeing indicators.
- IEPs with involvement of pupils and parents/carers.
- UNICEF Rights of the Child collaborative work.
- Evaluation of global citizenship week.
- Pupil Council involvement with Archie and Comic relief.

#### **Overall evaluation of level of quality:**

- 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.
- Pupil participation groups support positive relationships encouraging active participation in the community.
- Robust professional learning to ensure all staff are fully up to date with local and national legislation affecting the rights, wellbeing and inclusion of all children.
- Inclusive practices where all children are respected and valued as individuals.
- Pupil participation groups are tracked to ensure inclusion and equality.
- Many opportunities for outdoor learning in the local environment, collaboration with local business to develop outdoor classroom promoting wellbeing.
- Robust child protection procedures and chronologies kept to support individuals.
- An environment where pupils are valued and cared for and can feel listened to with their opinions and concerns being regarded as important and worthwhile.

**Level of quality for this QI: 5 very good**  
(HGIOS?4 1-6 scale)