



ELCC STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN 2017-18

FOR

St Fergus Primary School

Creating the Potential
to Succeed



Pupils will Exceed
Expectations

HAPPY

CONFIDENT

ACHIEVING

CREATIVE

Version: 04 April 2017

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 and Improvement Plan 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

HGIOS?4 - 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.

Our ELCC has had a complete change over in staff over the past 2 years with the introduction of EYLP and principal teacher.

Our gaps are very unique to our setting where on the whole deprivation and low attainment are not linked. Our gaps are concentrated on individual/cohorts of pupils for specific areas such as unique issues within HWB, reading, writing, maths and numeracy. We are developing targeted support interventions to close these gaps for our disadvantaged children. These are explained within the School Improvement Priorities, this IP relates directly to ELCC.

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

<p>Relevant NIF priority: All</p> <p>Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement</p>
<p>Overview: QI 1.3 – Leadership of change QI 1.2 – Leadership of learning</p> <ul style="list-style-type: none"> • Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan <p>Key strengths:</p> <ul style="list-style-type: none"> • See above <p>Identified priorities for improvement:</p> <ul style="list-style-type: none"> • See above

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>AUGUST Staff online training of Mindstretchers introduction to floor book planning. EYLP EYP</p> <p>TERM 1 Implementation of floor book planning. Paperless planning still to be used. EYLP EYP</p> <p>TERM 2 Nov In service Evaluate floor book planning. Decide on way forward. PT EYLP HT</p>	<p>Staff to be trained on new floor book planning.</p> <p>Trial period of floor book planning.</p> <p>Evaluation of floor book planning.</p> <p>Decision on planning type.</p> <p>Increased child/parent led planning leading to greater challenge for child.</p> <p>Child interaction/engagement/ownership.</p>	<p>Ask... do both planning formats complement each other? Are there duplications? Is it overly time consuming? Are children enthusiastic in their engagement?</p> <p>Parental feedback at Stay and Play.</p>
<p>ONGOING Continue to embed paperless planning alongside pilot. Familiarisation with Early Years federation guidance and frameworks. EYLP EYP</p>	<p>Curriculum coverage through use of frameworks and paperless planning.</p> <p>Using benchmarks to support next steps for children.</p> <p>Responsive planning. Use of EYF guidance.</p>	<p>See above.</p>

<p>OCTOBER FEBRUARY MAY Identify strengths as professionals and as a setting, to improve children's experiences and progress. Identify areas for improvement. Staff to meet to use HGIOELCC to evaluate on key challenge questions. EYLP EYP</p>	<p>All practitioners understand their responsibility in improvement for self-evaluation Staff to use self-evaluation to impact positively on improvements.</p>	<p>Using self-evaluation calendar and booklets to inform improvements.</p>
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan

Overall evaluation of level of quality:

- See ELCC Inspection Report and Action Plan

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

- Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan

Key strengths:

- See above

Identified priorities for improvement:

- See above

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>ONGOING Embedding of new profiles, developing on work initiated early 2017. EYLP EYP PT</p> <p>AUGUST IN-SERVICE Refresh staff awareness of Literacy, Numeracy, Health and Wellbeing frameworks. EYLP</p>	<p>Progression and next steps in learning to be clearly linked to frameworks and benchmarks.</p> <p>Increased parental involvement through Stay and Play reporting.</p> <p>Increased children ownership.</p> <p>Parents included in Family Learning Days on HWB and positive parenting.</p>	<p>Planning and profiles to be clearly linked.</p> <p>Parental feedback.</p> <p>Children's engagement.</p>

<p>ONGOING Further development of nursery garden and outdoor play area, incorporating natural resources to encourage creativity and child led learning. Topper Tuesdays to continue to expand particularly in local woodlands. EYLP EYP</p>	<p>Greater opportunities for outdoor learning to support challenge. More child led creativity and learning.</p>	<p>Frequent visits to village woods. Children interacting with their outdoor environment on a regular basis. Increased play with natural resources leading to challenge.</p>
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Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan

Overall evaluation of level of quality:

- See ELCC Inspection Report and Action Plan

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

- Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan

Key strengths:

- See above

Identified priorities for improvement:

- See above

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>FEBRUARY IN-SERVICE Staff to research Tom Bedard (Canadian Researcher on sand and water play) Block Play (Ed Scot) to support increased opportunities for making activities more open ended and challenging.</p> <p>ONGOING Evaluate use of open ended challenge activities. PT EYLP EYP</p>	<p>Increased challenge through sand, water and natural materials.</p> <p>Staff developing open ended challenge activities.</p>	<p>Children will be engaging with an increased level of challenge questions and activities.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.2 – Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Please see ELCC Self Evaluation Calendar, Care Inspectorate Self-Assessment, Inspection Report and Action Plan

Overall evaluation of level of quality:

- See ELCC Inspection Report and Action Plan

Level of quality for this QI: 4 good

(HGIOS?4 1-6 scale)