 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

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**RAYNE NORTH SCHOOL**

**LAST UPDATED: September 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](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-%20%20870533.pdf)

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| 1. Context of the School  Values and Vision of the School – Currently being reviewed  In Rayne North Primary School we aim to work in partnership with pupils, parents and our local community to help develop successful learner, confident individuals, responsible citizens and effective contributors.  Together we learn, Together we achieve, Together we care for the future  Care for ourselves, each other and our world  Include and value everyone  Be the best we can be  Be a friend  Be healthy and Happy  Enjoy Learning  Work well with others  Be a caring, safe and secure school  To help us achieve our aims we will strive to:-  • Provide a broad, balanced, creative and continuous curriculum which caters to the needs of all our young people as individuals  • Raise the attainment and achievement of all of our pupils across all the curriculum by encouraging and enabling them to reach their full  potential; sharing and celebrating the success of all.  • To ensure we provide high quality learning and teaching experiences which motivates and inspires our young people  • To provide a fully inclusive environment ensuring support for all of our young people  • Create a positive school ethos and climate where mutual respect, good manners, teamwork and trusting relationships amongst all  stakeholders are evident  • To provide a highly trained and motivated staff, who use a wide range of appropriate and well organised resources, to create an  attractive, industrious and fun environment  • To ensure quality by demonstrating strong leadership, creating a fully empowered staff and a participative management approach  Ethos, Community Links and Partnerships  Rayne North School is situated at a crossroads approximately 8 miles north of Inverurie. The main village in our catchment area is Meikle Wartle but other districts included are Kirkton of Rayne, Tocher and Warthill. The school was opened in 1876 and at one time was a junior secondary. This has meant that we have always had plenty of space in which the children and staff can work. At present we have three class rooms, a large gymnasium/hall and a general purpose/dining room. We also have a large playing field, an eco-garden and two tarred playground areas.  Rayne North Schoolis a non-denominational school with a role of 67. The school serves Meikle Wartle catchment area.  Rayne North Primary School provides education for children aged 5 –12 i.e. from P1 – P7  Rayne North Primary School currently has 3 classes. The school has 3 teaching staff. The Head Teacher also teaches 2 days per week. We also have one additional part time teacher who provides cover and supports delivery of the curriculum. Specialist teachers help with the delivery of P.E. Music, and Modern Languages. We also have support for learners’ teacher one half day per week. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.  Our Active Schools Coordinator support us in providing sporting activities for the children.  The staff are supported by 2 Pupil Support Assistants, 1 school administrator/ receptionist/clerical assistant, 2 Catering staff, 1 cleaner and a part time janitor.  On leaving Rayne North Primary School the pupils transfer to Meldrum Academy, Oldmeldrum. Rayne North School is part of the Meldrum Community Schools’ Network and works closely with the other 12 schools in the Network.  Community links are a valued part of school life. The school is used for a range of community activities. The school has a very supportive Parent Council and associated sub groups. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school. Regular coffee mornings are organised within the school maintain good community liunks and relationships.  Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.  *At all stages, children are enthusiastic about their learning and, as a result, they learn and achieve very well. Relationships amongst children are extremely positive. They treat each other with respect and support each other well both in and out of the classrooms.*  HmIe last inspected the school in 2013.  Considering the current position of the school this will be considered a working and constantly updated document as strengths and further evidence develop.  SIMD Profile  Analysis of the SIMD data shows that no child at Rayne North School live in an area of deprivation (deciles 1 and 2); the majority of children are in deciles 8 and 9 with 5 children in deciles 6 and 7. Although Rayne North School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.  Pupil Equity Funding  The use of Rayne North Schools PEF funding will be targeted towards improving attainment in numeracy through engagement with Numicon and as part of Meldrum network we will be looking at resilience through the Bounce Back health and Wellbeing programme.  Overall Strengths of the School –  Range of experience of staff, staff professionalism and commitment to pupils and families – Staff know children very well and work closely with parents to ensure we are aware of circumstances which might affect children or their learning. Support staff are effectively deployed and work as part of the core team to ensure the needs of all children are met.  Enthusiastic pupils who are engaged in and committed to their learning – staff pupils and parents are motivated to work for the continual improvement of the school. Staff are committed to CLPL to enhance their own practice and maximise impact for learners.  Warm, caring and nurturing ethos  Wide range of curriculum enhancing experiences across the school  Well-resourced school with a good range of facilities including outdoor spaces and local facilities  Quality learning experiences, staff consider carefully the interests, knowledge and experiences of the children in order to plan and deliver quality learning experiences. |

2. 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 |
| Overview:  The Head Teacher and the school are engaging with all stakeholders to review and relaunch the Vision, Values and Aims of the school  Staff are reflective and motivated to improve the school. They are aware of what needs to be done to improve the school.  Children give their views about the school in classroom discussion and through pupil council.  HGIOS?4 has been introduced and now needs to be focused on and built into practice.  Monitoring of plans and classroom practice is designed to have an impact on the quality of learning and teaching for learners.  Engagement with stakeholders; open sessions, coffee mornings, sharing learning events, parent council engagement  Staff engage with professional learning CPL opportunities through Aberdeenshire events and within Meldrum Cluster.  Professional Review and Development PRD and Employee Annual Review procedures are implemented.  Staff have begun further engagement with Reflective Language and are focused on engaging pupils in reviewing their own learning and the work of the school.  Key strengths:   * Commitment to improvement of the whole school community – staff commitment to professional development * Rolling Plan of priorities for improvement to sit alongside SIP to support improvement   Identified priorities for improvement:   * Further engagement with HGIOS? 4 Create a self-evaluation and quality assurance calendar based around this – engage with challenge questions in completion of whole school evaluation * Further engagement with stakeholders to encourage the involvement of all * Build up approaches and opportunities for pupils to record and share their thinking, review and reflections on learning * Review and Refresh Vision, Values and Aims to get the school working together for improvement through a shared understanding * Establish clear Quality Assurance Calendar to support the improvement of the school |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Review of School Vision, Values and Aims through HT vision and consultation with all stakeholders | Involvement of all stakeholders to create vision through in-service input and consultation  Vision, Values and Aims launch week to share common understanding with whole school community | New Vision Values and Aims  Evidence of consultation  Awareness in school community of School Vision, Values and Aims  Regular reference to, communication of and refreshing of Vision, Values and Aims |
| 2. Establish a refreshed Quality Assurance Calendar for the school to drive progress through improvements as a result of professional dialogue, consultation, evaluation and reflection | Clear programme of events focused on progression of school clearly linked to QI and a set timetable | QA Calendar document  Related paperwork, evaluation, minutes, reflection  School improvement Plan |
| 3. Increase engagement with HGIOS?4 through whole school evaluation, whole staff professional engagement and use in quality assurance activities | Raised staff awareness of and interaction with  Clear reference in school developments such as QA Calendar – used in related activities  Use in school self-evaluation through consultation | Consultation evidence  Self-evaluation evidence  QA Calendar  SIP Plan |
| 4. In line with establishment of new Vision, Values and Aims through consultation refresh school behaviour policy | Consultation with pupils on class charters  Consultation with pupil council on school charter  Consultation with parent council on direction of behaviour policy  Draft policy shared with all stakeholders for consideration  New Behaviour policy understood by all reflecting Vision Values and aims | Consultation evidence  Final Policy |
| Evidence of progress/comments/identified next steps:  Date: Nov 17  HT share focus areas for new vision, staff engaged in activities to stimulate thinking around what they see as school vision, Staff plans made for pupil, parent and community involvement in creation of school vision. Planning for the launch and engagement with new vison – focus week with pupil presentations to parents  Date: Nov 17  Staff looked outward and considered Behaviour Policies within the local authority, Aberdeenshire Councils documentation on behaviour and exclusion and Education Scotland Better Behaviour, Better Relationships This along with professional dialogue on what is wanted in Rayne Norths policy created a skeleton on which to build through consultation.  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * Professional discussions with staff in development time to evaluate practice, the impact of change, to remove barriers to learning * Informal and formal classroom observation * School Improvement Plan * Parental Feedback of Sharing the Learning Numeracy Event - Positive * Parental attendance and feedback at PC meetings, school events * Newsletter indicating where learning opportunities and experiences are being shared with new symbol * New reporting format and calendar * Family Learning and staff development events on Dyslexia   Overall evaluation of level of quality:  A full review of Vision Values and Aims is motivating all and will give a clear focus for improvement, consultation and evaluation  SIP focus to all development meetings needs to fully established  Quality assurance calendar needs to be refreshed to ensure a tight programme for monitoring, observation, consultation, self-evaluation  to ensure this is embedded and part of ongoing practice. All staff are committed to develop professionally and improve the school. Staff, Parent and Pupil views are sought but this needs to be tightened up to allow for better evidence gathering and clearly planned resulting action and impact to ensure there is a purpose.  Since its last inspection in 2013 the school has undergone a number of changes in staffing and leadership. This session the school is emerging from a challenging session which was the first full session of a new HT. There is a considerable amount of improvement to be tackled and a rolling plan is being developed to address in the short, medium and long term. The SIP will focus on a limited number of priorities to allow time for quality work, embedding and sustainable impact.  Level of quality for this QI: 3 Satisfactory |

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 |
| Overview:   * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. * Education Scotland Benchmarks / Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, this needs to be built on to review planning and thoroughly review and adapt each curricular area. * Transitions are well-supported with good use made of additional support opportunites where required. * Child protection, use of chronology and communication with parents and partner professionals form part of the fabric of the school’s everyday activities * Parental engagement with nature club, coffee mornings, school events shows, parent council, supporting teaching inputs and after school clubs * Parental engagement in attending - sharing learning events * Staff have engaged with quarterly tracking sessions with professional dialogue around children to plan next steps. This will be developed further * Newsletter shares wider learning opportunities – clearly indicated with symbol – house captains maintain boards of house wider achievement. * Class curricular newsletters share learning experiences   Key strengths:   * Committed staff willing to undertake CPL and work to improve the school, Staff attending cluster teacher led development groups * Positive impact of parents willing to support quality experiences for children - nature club, code club, science experiences * Clear understanding of all of the need for improvement and change * The high quality of personalised support based on application of clear information about learners and their needs e.g. very good working relationships with SALT, educational psychologist, health visitor, school doctor and nurse RDA, IPT, PSW, etc   Identified priorities for improvement:   * Review of Social Subject Curriculum in line with Education Scotland benchmarks and considering Aberdeenshire Frameworks * Introduction of Bounce Back in HWB curriculum as part of Cluster development plan * Ongoing review of all curricular areas beginning with statement of current position in English Language and LIteracy with a view to moving into full review within this session – See rolling plan for detail of curricular review progress |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1.Bounce Back Plan created for introduction across cluster | Staff familiarisation with Bounce Back through in-service input and curriculum development time to focus and plan  School Plan developed to take forward Bounce Back in school , plan implemented and review planned in 2018 -2019 session | Plan created  Staff familiarity  Plan implementation begun  Review and Evaluation planned | |
| 2. Benchmarks – Social Subjects | Look outward at bundling approaches taken in other settings  Consider requirements of RN school, discrete teaching and bundling, composite classes and rolling programme – three years  Consider Education Scotland Benchmarks for SS  Create a programme for the school of appropriately bundled outcomes which allows for clear progression  -Consideration through process may pull in HWB, Technologies and Science | Programme for RN School | |
| 3. Benchmarks - Literacy | Create a current position statement  Begin review of practice against Education Scotland Benchmarks and Aberdeenshire Frameworks  Address any areas of needs  Pull together a policy statement this is how Rayne North deliver, reviews, assesses | New literacy structure and policy | |
| Evidence of progress/comments/identified next steps:  Date: Nov 17  Consideration and professional dialogue around bundling approaches and Education Scotland benchmarks between HT and Ct during 4th year student placement in older class. Begin to look at how this can be done in RN school – draft notes  Date:  Date: | | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response. * Informal and formal classroom monitoring * Collegiate professional dialogue focused on learning in Reflective Language, Talking and Thinking about Learning – ways to use and record, Tapestry, Barriers to Learning, Evaluation on Practice. * Moderation on Literacy and Numeracy across three schools on talking, reading and fractions ( Old Rayne, Logie Durno, Rayne North)   Overall evaluation of level of quality:  The school has a lot of work ahead to review its curriculum and take forward improvement after an unsettled period in its history. Plans are in place and consideration is being given to a rolling plan to sit alongside annual focused plans to ensure the school is making progress and focussing on the correct areas.   * Learners’ achievements in and out of school are recognised regularly at our assemblies and shared with pupils, parents and the wider community through our Board of Achievement, Newsletters and photo albums. * Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire’s Progression Frameworks and Education Scotland Benchmarks. This requires further review and development. * A high value of support is provided to all pupils, targeted at an early intervention approach – support staff targeted to P1-3 currently * Teachers are very dedicated to the welfare and progress of all of the pupils in their care, the progress of pupils forms the day to day core of what we do. * Majority of pupils attain nationally expected levels. * Pupils have wide experience of extra-curricular opportunities and activities, trips, visitors and opportunities to perform throughout the year.   Level of quality for this QI: Satisfactory 3 | | | |

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 |
| * Rayne North School works to ensure pupils are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is using its PEF to purchase Bounce Back resource (to support mental health and wellbeing) and to support equity of outcome for learners who need additional support with numeracy expectations through the introduction of Numicon which gives practical approaches to aid understanding. * All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. * Children are generally enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. * Standardised data and professional judgements are being used to track progress and identify areas requiring targetted support. This needs to be further developed. * The school is improving on its’ inclusive approach by having reading rulers, acetates, off-white paper, writing slopes, wiggle cushions, fidget toys, etc. more widely available. All staff received further training on dyslexia, ADHD and ASD and further resources are available in school. * The attainment of our learners has been sustained at a good level.   Key strengths:   * The inclusive and collegiate approaches of staff and pupils to meeting children’s needs. * The majority of children attain nationally expected levels. * Those that do not attain these levels, or are not on track to attain these levels, are identified early and support provided quickly from available resources   Identified priorities for improvement:   * To raise further levels of attainment in numeracy as well as to raise the profile of numeracy by showing the application and importance of it in everyday life. * To extend the schools commitment to the promotion of diversity. * To implement SNSAs and effectively track, monitor and use this data. * To increase our use of digital technology to assist in supporting and extending learning. * To improve the social, emotional and mental health of all pupils. * Continue to cross-reference levels for pupils against tested results, carefully considered professional judgement and inter-professional dialogue   Increase opportunities for teacher led activity, innovation to allow impact evaluation at a classroom level (structured and supported practitioner led enquiry) |

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

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Data on children’s progress  Quarterly tracking meetings – professional discussion to be developed further  Staff familiarisation with and Implementation of new assessment process  New Report format to be considered again | New report format – look at exceeding expectation, on track and requires support / Remove B,M,E  Tracking as staff to continue and introduce recording formats for key children who are exceeding expectation or requiring support to look in detail at next steps which can be reviewed at next tracking session  Staff familiarisation with and implementation of SNSA through curriculum development time  NIF return | Refreshed new reporting format  Development of tracking process  SNSA implemented |
| 2. PEF Plan impact on Numeracy for attainment levels for small group struggling in maths. | Baseline Testing at beginning of session  Numicon used with small group with a view to introducing further into the school  Professional dialogue around progress  Evaluation of resource  Evaluation of group progress | Successful implementation of resource in small target group  Teacher familiarisation  Increased confidence, knowledge and understanding in basic number knowledge in focus group through testing and comparison to baseline |
| Evidence of progress/comments/identified next steps:  Date: Sept/Oct17  First tracking meeting held and discussion on children not on track had across staff looking at what is being done, what can be done. IEP documentation discussed and children finalised.  Numicon resources purchased, baseline test administered  Teacher familiarisation with resources and introduction to small group begun  Date: Nov 17  Tracking looked at again with further professional discussion  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Cluster development – Bounce Back – Planning Implementation * PEF Numicon group with targeted budget. * Our ethos is recognised as warm and welcoming, visitors regularly comment on the warmth of the welcome they receive, the school has a strong sense of community – supported by parents delivering nature club, bikeability, baking, coffee mornings, delivering learning inputs in classrooms, taking running club, gardening in the Eco garden and supporting staff deliver code club * Our staff comply with statutory duties and codes of practice and annual child protection updates * Restorative approaches generally used effectively throughout the school. * Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations. * Annual training and update of Child Protection procedures and policy.   Overall evaluation of level of quality:   * Our staff have a commitment to GIRFEC and the wellbeing of our pupils working closely with cluster and authority resources to plan to meet needs * All staff support learners through MAAPM’s, IEP’s and working closely and effectively with other professionals. * GREC delivered inputs to each class in order to challenge discrimination, and intolerance. We also had visits from Aberdeen Mosque * Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through restorative conversations, review meetings, MAAPM’s, IEP input and support strategy implementation.   Level of quality for this QI: 3 Satisfactory  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:     * Professional discussion and notes of standardised assessments to ascertain progress in literacy and numeracy * Opportunities to share and celebrate wider achievements for pupils * Feedback from parents regarding progress of individual children   Overall evaluation of level of quality:   * Moderation links made across cluster – moderation of reading, talking and numeracy with Old Rayne and Logie Durno * As a school our judgement of attainment and progression is conservative, but staff are becoming more confident in the use of curricular frameworks and benchmarks in informing planning decisions and assessments. * Pupils are offered a wide ranging curricular experience, offering attainment opportunities across the breadth of the curriculum (including additional experiences e.g. drumming, science inputs, judo and jogging club) all supported by staff and parents * Some of our children are high achievers and every effort is made to ensure that sufficient challenge and depth of experience if offered to such pupils as well as appropriate support to children with a wide range of SEN * Pupils across the school have a good standard of attainment in literacy and numeracy * All children have the opportunity to participate in the nature club and gardening sessions–and many have opportunity to take part in baking sessions * The school has strong partnerships with parents and the community to help maximise opportunities for pupils but more needs to be done to build on this and emphasise the skills for learning, life and work, how these are applied across the curriculum and beyond the formal classroom. Creating a data base of links to support DYW from the variety of occupation and skill around the school * The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people have appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility in a range of leadership opportunities. (pupil council, buddy,house captain) * Our pupils performed well in the rotary quiz, rotary photography competition, recorder festival and Meldrum numeracy challenge   Level of quality for this QI: 3 Satisfactory | | | | |
| 5. What is our capacity for improvement?  Moving forward from an unsettled period in the school’s history and challenges around staffing the school now has the opportunity the focus and staff commitment to bring about improvement. The schools capacity is growing and moving in the right direction to deliver sustainable change. It has a significant amount to do which will pose a challenge but as a staff and community we are motivated to plan for it.   * The overall capacity for improvement at Rayne School is good:   - High levels of commitment from all staff  - Many young people in the school who show a respect for and commitment to learning  - The positive ethos in the school working together to establish a new vision, values and aims and plan for improvement  - A high quality programme of professional learning within the cluster that supports all staff and leads to improvements for learners  - Productive partnerships with parents and other schools.  - Positive feedback about the school from parents and learners themselves that gives confidence in what we do | | | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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