

Standards & Quality Report

2014/2015



Auchenblae School

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The School in Context

Built in 1891, Auchenblae School is a non-denominational rural school, with, a part-time Nursery, serving the village of Auchenblae and surrounding area.

The school roll fell to 124 pupils in the school, arranged in 6 classes: P1, P2, P3/4, P4/5, P5/6 and P7 and 20 in the Nursery. The nursery again ran on a half time. The Head teacher is non class committed and the DHT covers the two probation teachers. This year there is a job share in Primary 4/5. We have Support for Learning teachers for three days a week. There have been visiting specialist teachers for Music, P.E., Drama, Art and French. The teaching team is supported by 4 part time Pupil Support Assistants, 2 Nursery Nurses, a school administrator, two kitchen staff and a cleaner.

The school building is 123 years old. Good use is made of the extensive grounds which include the tarmac area, football pitch, play/wildlife area and the outdoor classroom.

The delineated Secondary school for Auchenblae School leavers is Mearns Academy in Laurencekirk. The Laurencekirk Community Schools Network comprises the Academy, the 7 Primary Schools and all other health and welfare agencies in our area.

Community links are a valued part of school life. Brownies use the school on Monday evenings.

The Parents are very much involved in their children's learning and receive weekly sharing the learning jotters. They are invited regularly to see what is happening within classes and to see the pupils' Learning Journeys. We have Parent Helpers who are involved in a variety of ways including cycle training, supporting classes, Swimming and Football club. The Parent Council committee have been very supportive and run fundraising activities including a winter Wonderland, Spring Den day, and a Summer Fair.

Our Pupil Voice committees, Rights Respecting School Award, Junior Road Safety, Pupil Council, Health and ECO, undertook a variety of activities including assemblies and competitions.

The school manages its budget in accordance with Authority guidelines and in the best interests of the pupils.

The school and nursery are committed to continuous improvement and self-evaluation agendas. Awareness of promoting an eco-school environment is integral to our working. We renewed our eco-school green flag award in June 2014. Making best use of the Outdoor learning space continues to be a priority.

We were awarded the Rights Respecting Schools award Level 1. Our school charter and responsibilities for all areas have been updated. Each class created and works to their class charter and homework activities have been linked to the articles.

Key Developpment	Progress during 2014/2015
Tracking attainment & achievement across the curriculum	Robust system for tracking Maths, Reading and Writing. Will now need to target Listening and talking and Health and Wellbeing.
All stakeholders receive high quality feedback about their learning and able to identify next steps	Replaced sharing the learning leaflets with 'My Week' books and learning Journeys. Children given a face to face meeting with a tecaher once every 6 weeks, proved to be difficult to implement. Reviewed in new year.
Design and implement a clear, consistent and coherent Maths and Numeracy curriculum	Active Maths Learning intentions organised in to learning pathways to encourage coherence and application of skills. Staff encouraged to use Outdoor learning and Co -opertative learning
All stakeholders have opportunities to engage in self-evaluation and have input on school improvements	Parent engagement meetings helped to design resources to support parents in Numeracy. Children questionaired and videoed with varying success, pupil voice will need adapting. Parent evalutaion night a success, more to be arranged next year.

1. How well do our children learn and achieve?

	Evaluation
QI 1.1 ~ Improvements in Performance	Good
QI 2.1 ~ Learners' Experiences	Good

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

- HMle Inspection
- InCas and ePips results
- School tracking data for Writing, Reading and Maths
- Quality Assurance activities including observations
- Planning and tracking meetings
- Parent engagement groups, feedback and questionnaire
- Pupil Voice

Our key strengths in this area are

- Clear Vision, Values and Ethos
- Good relationships across the school between staff and pupils
- Motivated and polite pupils who feel safe and nurtured
- Wide range of clubs and activities promoting wider achievement
- Leadership skills developed through Pupil Voice and volunteer award
- Good attainment in Maths and Reading

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

- Improve Mental maths
- Improve Spelling and Writing including moderation across cluster
- Design and implement a clear system to track wider achievement to ensure no pupil misses out.
- Improve tracking of Talking and Listening
- Revise target setting to ensure all pupils take responsibility and engage with their targets.
- Revisit Rights Respecting School and Philosophy for children to promote respect.

2. How well does out school support children to develop and learn?

	Evaluation
QI 5.1 ~ The Curriculum	Good
QI 5.3 ~ Meeting Learning Needs	Good

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

- Planning and Tracking meetings
- Quality Assurance activities including observations and Co teaching
- Maap M and Saap M reviews
- SFL meetings including Educational Psychology

Our key strengths in this area are

- Clear rationale
- Clear Progressions in Maths, reading and writing
- Innovative IDL opportunities with good use of ICT
- Use of partners and local environment to enhance curriculum
- SFL support for pupils with a range of needs
- PSA support for pupils with complex needs
- Pastoral and Curriculum Transition from Nursery to P1

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

- Curriculum Transition to Mearns Academy
- Meeting the needs of the More able across the curriculum
- Differentiation across the curriculum
- Progressions for Health and Wellbeing, RME and Science
- Improve outdoor learning

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Good

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

- School and Nursery Improvement plan
- Parent engagement events
- InCas and ePip data
- Parent Questionnaires
- QA activities

Our key strengths in this area are

- School improvement plan led to positive changes in Maths, Writing and Reading including clearer progression, tracking and consistent reporting of standards.
- Parents have more information about their child's work, the curriculum and progress
- Accreditation schemes and promoting wider achievement including Crest Science
- Staff co teach and evaluate against learning and teaching policy to inform SIP priorities.

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

- Ensure all children have a clear understanding of their targets
- Evaluate school improvements alongside community partners
- Improve whole school pupil voice and ensure it leads to relevant changes

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014 /2015 YEAR

1.1 Assessment, moderation and tracking attainment & achievement across the curriculum

- Consistent approaches to assessment throughout the school within each curriculum area.
- Rigorous and robust systems of tracking attainment and identifying gaps in learning.
- All stakeholders receive high quality feedback about their learning and able to identify next steps

5.1 Building the Curriculum - Maths

- Design a clear, consistent and coherent maths and numeracy curriculum
- Ensure staff are trained in resources and are able to make best use
- Parents confident in their learning and how to best support their child

5.9 Self evaluation

- Staff using MYGTCS to evaluate their own practise and professional development
- New initiatives and changes have measureable impact
- All stakeholders have opportunities to engage in self -evaluation and have input on school improvements

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

In arriving at these evaluations, we considered the following evidence

- Monitoring integrated data
- Planning and tracking meetings
- Rights Respecting and Eco schools evidence folder
- Parent and Pupil questionnaires
- Pupil Council feedback

Our key strengths in this area are

- Rights Respecting School Award Level 1
- Introduction of Philosophy for Children to P4/5
- Clear values which children engage with daily
- Equality Policy written to reflect updated national policy
- Equality targets set and published
- Dyslexia friendly school
- Work with a wide range of community partners including religious groups.

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

- Whole school implementation of Philosophy for Children
- Improved RME curriculum to reflect diversity
- Rights Respecting Award level 2
- Acknowledging major religious festivals throughout the year
- Continue promoting Dyslexia Friendly School and begin to look at Autistic Friendly School

Key

Evaluation – Excellent -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

At Auchenblae School this session...

Term 1/2

Mid Hill Wind Turbine Visit
HMT Pantomime
Christmas show in Church
Macmillan coffee mornings
First Aid P5, 6 and 7
World Porridge Day
Dahlicious cake day
Marvellous Multi Monday
Forest schools P1
Satrosphere Visits
Pupil Appeal
Morning Multi Sports
Chanter lessons
Active from the start
Pudsey Penny Drop for Children in Need
Science Visit to Mearns
Tree planting – Eco Club
Christmas Tree event – Village Hall

Term 3

K'Next challenge
Burns Lunch
Burns Poetry competition
Countryside Classroom on Wheels
P1 trip to Montrose Museum
P7 Club at Mearns
Ceilidh makers
Fairtrade café
Countryside Ranger
World Book Day
Red Nose Day £371.00
Visit from SSPCA
Euro Quiz – A very close second place.
Maths Enterprise Challenge
Cycle training
Rotary Quiz
Big Pedal
P5/6 water survey in the Den with the ranger
P7 Community Enterprise - Friendship group to visit
Badminton Festival
Spring Den Day

Term 4

Cross Country event
Chemistry Workshop at RGU
Swimming p4
Hockey sessions
Hip Hop
P1 Seaside trips
P4/5 Maritime Museum
Book Café
Football
Tae Know Do Taster
P 7 transition days to Mearns
Health Week
Sports Day
P7 Leavers Assembly
BBQ
Summer Fair
Bikeability
HMIE inspection for School and Nursery