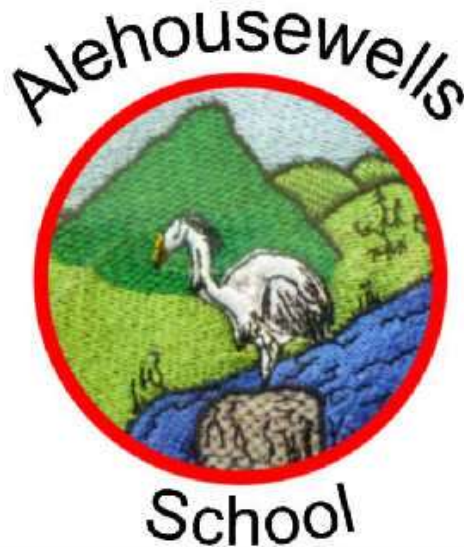




**STANDARDS & QUALITY REPORT AND  
IMPROVEMENT PLAN**

FOR

**ALEHOUSEWELLS SCHOOL  
2015-2016**



**LAST UPDATED: October 2016**

**Aberdeenshire Council Education & Children's Services**

"Education & 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.

## E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



## 1. Context of the School

- Values and vision of the school

### **At Alehousewells School, our vision, is:**

Alehousewells School aspires to be a safe and supportive learning community where everyone is respected and can realise their full potential within a friendly and caring environment.

### **Our Values are;**



- Ethos of the school and wider learning community

Alehousewells Primary and Nursery School is situated in the village of Kemnay, approximately 17 miles from Aberdeen and 6 miles from the town of Inverurie. The village is in a rural setting and has several shops and businesses. The school is non-denominational. The catchment area includes designated zoning of mainly local authority and some private housing within Kemnay and extends into outlying rural areas. On leaving Alehousewells Primary School, most pupils transfer to Kemnay Academy. The school is very much part of the Kemnay community and there are effective links with Kemnay Academy and the other schools in the cluster. There is an active Parent Council who supports the school effectively.

The school's current roll is 145 with a projected roll of 138 for next session. The school roll has remained fairly stable over the last few years. Alehousewells School provides education for children aged 4<sup>1/2</sup> –12 in primaries 1-7, and from 2-5 in our three Nursery classes. This session we have 7 classes. Our team consists of a non-teaching Head Teacher, 7 full time equivalent class teachers, 7 PSA's, an Administrator, an Admin Assistant, Kitchen Staff, Cleaners and a Janitor (all of whom are part time). Specialist teachers help with the delivery of Art and Design, ICT, Drama, Physical Education and, for the upper stages, German. Our Active Schools Coordinator provides a wide range of additional active and sporting activities for our children. We work closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff and a culture of learning and school improvement. The school benefits greatly from strong and purposeful parental involvement through the Parent Forum and volunteers.

- SIMD

***The majority of our pupils (61%) are in decile 5, based on the Scottish Government data from August 2016.***

- Overall strengths of the school

Here at Alehousewells School, we have a lot to be proud of but in particular we have noted the following key strengths:

- Effective collaborative working practices and collegiality across the school
  - Our improved approaches to reporting progress to parents
- High quality Nursery provision, particularly the environment and staffing
  - Our positive and welcoming ethos throughout the school.

## 2. How good is our .....

### How good is our leadership and approach to improvement? 1.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Satisfactory.
Strengths
<ul style="list-style-type: none"> <li>• All staff engage in regular evaluation of progress, and the identification of future priorities.</li> <li>• There is an ethos of Leadership at all levels in existence across the school.</li> <li>• School improvement is shaped by regularly gaining and acting upon views of parents, pupils and staff. The impact of this feedback on school improvement is shared with all stakeholders.</li> <li>• All collegiate activities are based upon working towards the outcomes on the school's improvement plan, and provide a focus for regular reflection and discussion on progress made.</li> <li>• All parents are invited to provide feedback as part of our evaluation exercises, the format of which are designed to allow access to all.</li> <li>• The school has been part of cross cluster CLPL &amp; moderation sessions to support a shared understanding of standards.</li> <li>• There are opportunities for leadership across the school community with staff, learners and parents taking the lead in a range of projects and initiatives, eg Library and Excellence time.</li> <li>• Pupil voice has been used to identify strengths and areas for development across the school.</li> <li>• In nursery, the use of floor books to capture and respond to children's interests and involve them in the planning process, has recently been introduced</li> </ul>
Next steps
<ul style="list-style-type: none"> <li>• Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.</li> <li>• Increase staff awareness of the importance of self-evaluation, through the use of HGIOS 4 and NIF in the school improvement agenda.</li> <li>• Continue to explore ways of involving the wider community in self-evaluation.</li> <li>• Self-evaluation and learning visits to be developed further.</li> <li>• The Head teacher is to be more involved in regular discussions and monitoring activities with teaching staff, giving oral and/or written feedback and following up to evaluate progress made.</li> <li>• A rigorous QA Programme is to be put in place, with staff given regular feedback on the work they do.</li> <li>• In order to ensure continuous improvement, all teaching staff and PSAs will engage in yearly reviews through Professional Review and Development or corporate Appraisal as appropriate. Teaching staff reviews are to be conducted in line with the Standard for Registration giving staff the opportunity to engage in clear, focused self-evaluation leading to clear targets for development over the coming session.</li> </ul>
How do we know? – reference to:
<ul style="list-style-type: none"> <li>• “Looking Inwards” (ie, sources used for self-evaluation in the school)</li> </ul>
Tracking meetings QA calendar School improvement plans PRD
<ul style="list-style-type: none"> <li>• “Looking Outwards” (ie, self-evaluation via collaboration with partners)</li> </ul>
Questionnaires You said we did updates in Newsletters

### How good is the quality of care and education we offer? 2.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good.
Strengths
<ul style="list-style-type: none"> <li>• Teachers work together and have a shared understanding of CfE levels. They are now beginning to use the Aberdeenshire Progression Frameworks to support this.</li> <li>• Our recently created Values involved all stakeholders, and reinforced our partnership working.</li> <li>• The work of the school is supported by excellent Community Links.</li> <li>• Learners feel safe and secure and pupil participation is a strong feature.</li> <li>• The school has high expectations for all pupils, and staff work hard to provide a tailored curriculum to meet pupil need.</li> <li>• Overall, our learners are successful and confident resulting from the many opportunities and responsibilities eg. Monitors, Buddies, Task Force, Eco and Play Leaders.</li> <li>• Achievements both in and out of the nursery and school are celebrated in a wide variety of ways.</li> <li>• Almost all learners are motivated and engaged in their learning</li> <li>• All classes are now beginning to use digital technology to motivate learners. This has been shared with parents and carers, where possible.</li> </ul>
Next steps
<ul style="list-style-type: none"> <li>• Develop Visible Learning approaches from Nursery to P7 and promote a growth mindset across our whole school community, with a view to raising attainment for all.</li> <li>• Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.</li> <li>• Monitor our tracking of pupil's wider achievements and the impact it is having on individual learners.</li> <li>• The recently introduced Tracking, Monitoring and Review (TMR) system allows the Head teacher and class teachers to identify those pupils performing within, below and above expected levels, ensuring support and challenge for all learners.</li> <li>• Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/deployment of resources to identified pupil groups.</li> <li>• Continue to work with the children on learning conversations, with their peers, parents and staff.</li> </ul>
How do we know? – reference to:
<ul style="list-style-type: none"> <li>• “Looking Inwards” (ie, sources used for self-evaluation in the school)</li> </ul>
Tracking systems Standardised Assessment data QA procedures Pupil groups Forward planning Achievement wall/displays
<ul style="list-style-type: none"> <li>• “Looking Outwards” (ie, self-evaluation via collaboration with partners)</li> </ul>
Parental feedback following events Surveys Wider achievement tracking

## How good are we at improving outcomes for all our learners? 3.2

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Satisfactory.
Strengths
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• Staff routinely plan together across levels and deliver learning collaboratively, where appropriate, with learners in mixed or same stage groups working together with different members of staff.</li> <li>• A very effective transition programme from Nursery into P1 exists, maintaining good links with our local early years' partner providers.</li> <li>• A programme which ensures effective pastoral transition from P7 to S1 is in place with strong links to the Guidance and SfL teams at the Academy. As a cluster however, we recognise the need to improve upon curricular transition and have begun to address this.</li> <li>• Effective teamwork across the school and Cluster supports curricular development and CPD.</li> <li>• Staff are beginning to engage with Aberdeenshire Progression Frameworks to enhance learning and teaching across the school. Staff have a shared understanding of expected standards in Literacy and Numeracy.</li> <li>• Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children's learning.</li> <li>• Effective transition arrangements are in place for pupils. Extended provision is available in our Nursery. Pupil transitional postcards, where necessary, help establish positive relationship with new teachers.</li> <li>• IEPS are in existence for pupils with pupils, parents, class teacher and SFL teacher being involved in the process.</li> <li>• Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.</li> <li>• Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.</li> <li>• The improved approaches to reporting progress to parents work has been extremely well received, and we will continue to build on this again this session.</li> <li>• The school is continuing to develop skills for learning, life and work.</li> </ul>
Next steps
<ul style="list-style-type: none"> <li>• Complete and share our Curriculum Rationale.</li> <li>• Further develop staff's understanding of, and confidence in, expected standards in literacy and numeracy through engaging with the SALs and the benchmarks within the Aberdeenshire Curriculum Frameworks.</li> <li>• Further develop processes to gather and act upon stakeholders views on their experience of the work of the school.</li> <li>• Focus on the national priorities of 'Raising Attainment for All' and 'Closing the Gap' by reviewing use of available data to rigorously track individuals and plan appropriate, timely interventions.</li> <li>• Plan opportunities for staff to engage with HGIOS 4 and build familiarity with the new guidance.</li> <li>• Create a spreadsheet to capture all agency involvement, testing scores etc.</li> </ul>
How do we know? – reference to:
<ul style="list-style-type: none"> <li>• "Looking Inwards" (ie, sources used for self-evaluation in the school)</li> </ul>
Minutes of meetings
Tracking systems
<ul style="list-style-type: none"> <li>• "Looking Outwards" (ie, self-evaluation via collaboration with partners)</li> </ul>
Questionnaires

### How do we ensure quality, inclusion and promote diversity 3.1

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
<p>Strengths</p> <ul style="list-style-type: none"> <li>• Everyone in our learning community is treated fairly and with respect, and we place importance on fostering positive, open &amp; supportive working relationships based on trust.</li> <li>• We have a whole school approach to promoting positive behaviour, and sanctions and consequences are consistent throughout the school, with the flexibility to support individuals where necessary.</li> <li>• Pupil learning passports exist for specific children and are shared with relevant staff. They identify individual pupil need with strategies to support them.</li> <li>• Where staff identify learners who require support, we respond quickly, accessing available resources and working closely with partner agencies where appropriate.</li> <li>• We actively utilise opportunities to promote diversity and engage in global citizenship through our curriculum, whole school assemblies, focus activities &amp; learning contexts.</li> <li>• Global citizenship is reinforced through extensive charity work carried out by pupils. The Task Force helps to identify the school's chosen charity each year.</li> <li>• Individual Education plans (IEPs) are in existence for approximately 4% of the school in order to support individual pupils and ensure needs are met. IEPs contain very clear and succinct targets, are regularly reviewed and updated accordingly. Both Parents and pupils are involved in formulating an IEP alongside staff.</li> <li>• Our Educational Psychologist is used to good effect, addressing concerns and supporting learners within our school. Other agencies including Health provide some effective support in order to reduce barriers to learning. The School Nurse and Pupil Support Service also provide effective support in order to meet needs.</li> <li>• Clear procedures are in place regarding child protection. There are annually reviewed and all staff are involved in this. Staff have received training around GIRFEC in order to ensure we are working to support pupils appropriately.</li> <li>• The curriculum is differentiated to meet the universal needs of individuals and groups and technology is used to support learners as appropriate.</li> <li>• All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.</li> <li>• A Behaviour Management System is in place from P1 to P7 with a focus on promoting positive behaviours and proportionate consequences where necessary.</li> <li>• PSAs are targeted to need on a priority basis.</li> <li>• SfL staff undertake the '5 roles of SfL' and liaise closely with colleagues to provide the most appropriate support.</li> <li>• A network Intervention &amp; Prevention Teacher supports learners with complex social/emotional needs and vulnerable learners.</li> </ul>
<p><i>Next steps</i></p> <ul style="list-style-type: none"> <li>• Further develop Visible Learning across the school community; promote learning characteristics.</li> <li>• Impact of our work on Visible Learning as part of our Improvement Plan this session – eg The Learning Pit, Reflective Language, Growth Mindset etc.</li> </ul>
How do we know? – reference to:
<ul style="list-style-type: none"> <li>• "Looking Inwards" (ie, sources used for self-evaluation in the school)</li> </ul>
IEPs, written collaboratively and reviewed regularly Minutes of MAAP meetings Annual Child protection and GIRFEC training records.
<ul style="list-style-type: none"> <li>• "Looking Outwards" (ie, self-evaluation via collaboration with partners)</li> </ul>
Parental feedback Positive behaviour system reviewed regularly with all stakeholders.

## **What is our capacity for improvement?**

<ul style="list-style-type: none"><li>• Teacher professionalism / opportunities for professional learning</li></ul>
<ul style="list-style-type: none"><li>• Moderation of Literacy</li><li>• 1+2 support</li><li>• Restorative practise</li><li>• Improved approaches to Reporting progress to parents</li><li>• Autism awareness</li><li>• Mindfulness</li><li>• Moving Image Education</li></ul>
<p>Leadership at all levels</p> <ul style="list-style-type: none"><li>• All staff and learners engage in regular evaluation of progress and the identification of future priorities</li><li>• Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan.</li><li>• New initiatives and their impact are reviewed using appropriate data, with amendments made where necessary.</li></ul>
<ul style="list-style-type: none"><li>• Engagement with parents and partners</li></ul>
<p><b><u>Parents</u></b></p> <ul style="list-style-type: none"><li>• Parents, pupils and staff were asked to comment on the strengths and areas for development in general through the system of Two Stars and a wish.</li><li>• Regular reviews and evaluations of systems will be ongoing throughout next session.</li></ul> <p><b><u>Future Priorities</u></b></p> <p>Continue to use the Task Force (Pupil Council) and assemblies to consult with pupils and ensure we have sufficient pupil groups that can have an ongoing voice in school improvement. Improve links with parents regarding all areas of our school i.e. improve consultation through Parent Council.</p> <p><b><u>Partners</u></b></p> <p>Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together.</p>

## **4. Appendices**

Attached are more detailed plans for the 3 key areas:

- Improving leadership and approaches to improvement (Leadership and management)
- The quality of the care and education we offer (Learning provision)
- Ensuring the best possible outcomes for all learners ( Successes and achievements)



<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and management</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	<b>Use of data to improve outcomes for learners</b>		
<b>Actions</b>	<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>	
Design new tracking system that allows staff to predict and track pupils attainment effectively	An effective system which will lead to teacher confidence in professional judgement and therefore increased levels of attainment.	Increased attainment over time as seen in the tracking system.	
Staff Development sessions to be carried out on interpretation of data/understanding importance of self-evaluation using materials such as HGIOS 4/NIF	Staff awareness increased on the importance of self-evaluation. Interpretation of data should inform pace of planning and impact on attainment.	Staff can speak with confidence and accuracy about their pupils' attainment now and their predictions.	
Use of progression frameworks and benchmarking to moderate practice across school. Work with other schools in the cluster	Better informed planning and an impact on pace and challenge. Better understanding of CfE levels. Clear overview of coverage, ensuring progression.	Teaching and learning will be enhanced as seen in classroom monitoring and in sampling forward plans.	
Use of data and tracking meetings to ensure resources are deployed effectively to meet needs.	Improved attainment. Support is targeted. Support and challenge for all learners.	Accurate tracking system to refer to and compare back.	
Design system that allows pupils wider achievements to be tracked.	Be more aware of the impact this has on individual learners.	Effective easy to use system in place.	
<b>Evidence of Progress / Comments / Next Steps</b>			
Date			
Date			
Date:			
Date			

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>An effective curriculum</b>	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
Develop Visible learning and a Growth mind-set		Improved resilience, perseverance and high expectations for all.	Increased attainment
Further develop our use of Bounceback resources and Restorative practice		Promotion of harmonious relationships and a successful resolution of harm and conflict.	In audit with staff, pupils and parents.
A clear Curriculum rationale and design for the school completed, shared and implemented		All stakeholders can clearly see why we do what we do the way we do, the uniqueness of Alehousewells.	All stakeholders are able to talk about how the unique features of the school community inform the rationale.
Robust self-evaluation and improvement calendar created, shared and implemented.		A comprehensive calendar which illustrates the school's commitment to involving parents, pupils and staff in improving the life and work of the school.	Calendar in operation with a range of evidence alongside to illustrate our evaluations.
Bundling of experiences and outcomes that occur every session completed.		Reducing teacher workload Opportunities for discrete and interdisciplinary learning.	In reviewing teachers; forward plans and in discussions with teachers.
<b>Evidence of Progress / Comments / Next Steps</b>			
Date			
Date			
Date:			
Date			

<b>Improvement Focus No.</b>	<b>3</b>	<b>Nursery</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	<b>Care and Support Management and Leadership</b>		
<b>Actions</b>	<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>	
<p>Refine profile (Learning Journey) in light of recent Care Inspection advice and using current Aberdeenshire guidelines.</p> <p>Revise planner/skills tracker so that it links with the Well-being indicators. Remind staff of good quality observations/evaluations when assessing, linking to next steps.</p> <p>Evaluation sheets improved and timetable created so that staff use their time more productively and can assess and complete profiles during nursery sessions when ratios allow for this to happen.</p>	<p>A more manageable and realistic Learning Journey which still shows a child's progress as well as areas for development.</p> <p>Children's progress and development will be tracked more effectively and efficiently with next steps for learning clearly identified</p> <p>Clear record keeping which is able to be completed in available time.</p>	<p>Head teacher will monitor the Nursery rooms and sample Learning Journeys termly. The Early Years Lead Practitioners and Early Years Principal teacher will also have parts to play in this process and there will be a clear protocol for this.</p> <p>Record keeping will clearly show children's progress and how this is being tracked and further developed.</p> <p>Audit completed in December to review how effective the changes have been.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>			
Date			
Date			
Date:			
Date			