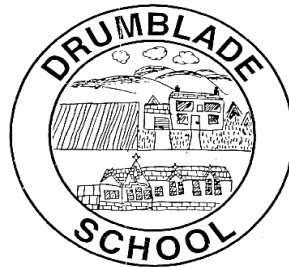




STANDARDS AND QUALITY REPORT

FOR

Drumblade School and Nursery



Standards and Quality Report for Session (2011-12)

Aberdeenshire Council Education, Learning and Leisure Service Vision

***“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.*”**

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”

Standards and Quality Report

Contents Page

Section	Section Title	Page No.
1	Contents Page	2
2	Aberdeenshire Council School Improvement Framework	3
3	School & Nursery Vision and Aims	4
4	The School in Context	5
5	Progress check – Evaluating the School’s Previous Improvement Plan	6
6	Self Evaluation Audit (Nursery)	8
7	Self Evaluation Audit (School)	13
8	Other Achievements	25
9	School Improvement Priorities for Session 2012 -13	26

2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."

The Journey to Excellence Part 4: Planning for Excellence, HMle , 2007

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

Standards in Scotland's Schools etc Act 2000, Section 2

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."

Improving Scottish Education, HMle, 2006

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."

Ambitious, Excellent Schools, HMle, November 2005

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

3. Drumblade School & Nursery Vision



4. The School in Context

Drumblade School is situated in rural Aberdeenshire, in the heart of farming country, 2 ½ miles from the town of Huntly. Pupils come from quite a large surrounding area, travelling to school by minibus or by car, only a handful of pupils walk to school. The school is non denominational and substantial improvements have been made to the school with the relocation of the nursery to a separate building and a new kitchen added to the school. The main building has two classrooms with the staff room and stage area being used as quiet group teaching areas. There is a multipurpose hall which is also used as the dining area, a kitchen, a staged area and the school office; The school enjoys extensive grass and tarmac playground areas with a new area established with a very large willow tunnel.

The school roll is currently 35 primary children and 21 nursery children. This includes out of zone children.

Teaching staff comprises of a Head Teacher, who is class committed approximately three days per week, two full-time permanent teachers, one in P1-4 and the other in the Nursery, and one part-time Head Teacher Relief. A Learning Support Teacher assists one morning per week. The school is allocated Visiting Specialists in PE, Science and French. Support staff include: - one full time Nursery Nurse, one part-time classroom assistant, one Support for Learners Auxiliary, one lunchtime auxiliary, one part-time administrator, one part-time clerical assistant, one catering assistant, one cleaner and janitorial support one morning a week.

Almost all primary one pupils starting at the school have had pre-school nursery experience usually at Drumblade Nursery. The Nursery opened in August 1998, and runs full time to accommodate up to 32 pre-school and ante-pre school children. Each morning and afternoon session lasts for two and a half hours with all the nursery pupils, from both sessions, meeting together on a Friday morning.

On leaving Drumblade Primary most pupils transfer to the Gordon Schools in Huntly. Drumblade School is associated with 11 other primary schools which feed into the Gordon Schools. This association involves regular meetings as a CSN (Community Service Network) to discuss the big picture of Education in the area. There are also Cluster meetings, where the feeder primaries meet to discuss issues at school level. The school enjoys links with nearby schools. For example, pupils participate regularly in joint trips, sport matches, technology challenges as well as music and drama events. Pupils from Drumblade Primary also use the resources at the Gordon Schools with P6 and 7 pupils regularly involved in transition events; an excellent opportunity to meet other pupils who will be moving up to the Gordon Schools with them.

Community links are a valued and well-established part of school life. Members of the community often contribute to the pupils' learning; with talks on rocks, baking methods, RSPB and other items. Senior citizens are involved in school events through our annual Harvest Festival and Coffee Morning when they come along to enjoy the pupils singing and then have their fly cup.

Pupils, parents and staff wholeheartedly support community ventures. The school has an active Parent Council and encourages involvement of parents in the work of the school. Through the Pupil Council, pupils are also involved in the work of the school and its improvement. The school operates the budget in line with Aberdeenshire Authority guidelines.

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their full potential and expectations.

5. Progress Check – Evaluating the Schools Previous Improvement Plan

School Improvement Priorities 2010 / 2011

No	Improvement Priority	Evaluation / Impact	Evidence
1	Curriculum for Excellence Literacy and Language	<p>*North Lanarkshire Spelling format routine has been a great success. Pupils are more confident with their spelling phonemes in every day work. P3 have also started the same spelling routine.</p> <p>As an extra P4-7 are also doing Wordwasp activities as part of their spelling.</p> <p>Kit of work for each phoneme was started but was very time consuming to create and since we did not have support staff we stopped this.</p> <p>HTR introduce novels as the centre of literacy work. Focus was on Michael Murpurgo novels. This has proved very successful. Disinterested pupils have gained an interest in this author. School has now purchased sets of this author's works.</p>	HT monitoring records Class observations by HT Feedback from parents was very positive They see an improvement in spelling Discussions with pupils Professional dialogue with staff and sharing experiences On going self evaluation Comments in teacher's daily plans P4-7 – improvement in their spelling skills and working independently as a group.
2	Curriculum for Excellence Numeracy and Maths	<ul style="list-style-type: none"> • Pupils very motivated when actively learning • Both classes now using Heinemann Active maths resources. • Early Level also has been purchased 	Staff have monitored pupil/peer discussions about their learning. Planning records Some of the maths activities are being used. I Planner

<p>3</p>	<p>Curriculum for Excellence Outdoor Learning</p>	<ul style="list-style-type: none"> • New Recycling bins have been purchased and in use by all stakeholders • Beechgrove Gardens visited for the day on 25th August 2011 to help revamp our old sandpit area. This has been maintained and bulbs been planted. We were also on TV! Outdoor area is being used a lot in the pupils' learning activities. • Playground markings are still not in place but Aberdeenshire Council said they would put markings down so we no longer will use £300 of parent council money for this. • New chain link fencing has been put in place on pitch. Pupils can now play safely on the grassed area. • Pupil Council were successful with their bike rack project. The Council have installed 16 bike racks. • John Muir Award Scheme never took place 	<p>Bins evident around school</p> <p>Photos of Beechgrove Day available</p> <p>Fencing on pitched area evident</p> <p>Racks in Bike Shed</p>
<p>4.</p>	<p>Curriculum for Excellence Learning and Teaching, QA process</p>	<ul style="list-style-type: none"> • GLOW workshops for parents. This was very valuable as parents now have more insight on the workings of Glow and use this site to see pupil's work and what is going on in the school. • New chronology reports in place. Very good resource for pupil tracking. • I Can software in great use. P6/7 pupils have trained HTs in network, presented to S1, S2 and S3 pupils. Small groups went round all cluster primaries and trained the P4-7 pupils. An article was printed in the CFE Aberdeenshire newsletter celebrating the pupils successes • Snow packs issued to all families • PSA review took place – mixed feelings about this amongst staff 	<p>Very positive feedback from parents.</p> <p>HT records</p> <p>Very positive feed back from all HTs, schools and S1-3</p> <p>Sample snow pack available</p>

6. Nursery – The Child at The Centre 2 – Audit of Quality Indicators

Self-Evaluation Audit

What outcomes have we achieved?

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Key Performance Outcomes									
1.1	Improvements in performance	1	2	3	4	5	6	Smooth transition to P1 <ul style="list-style-type: none"> • More opportunities for Nursery and P1 pupils to work together. • Nursery involved in the school concerts at Harvest and Christmas • Bank of all major self evaluation documents available for staff in office Nursery attend whole school assemblies. Learning Visit Report Questionnaire Feedback from stakeholders Care Commission on line report	Continue to improve the monitoring process of the nursery by SMT Staff to become more familiar and using the current documents BtC5 etc Whole school specific audits of QIs in detail at staff meetings and In Service Generic transition documents to be created for transition to P1
1.2	Fulfilment of statutory duties	1	2	3	4	5	6		

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Impact on Learners, Parents, Carers and Families									
2.1	Children's Experiences	1	2	3	4	5	6	Children can tell SMT what their Learning Objective is. Nursery Learning Wall – feedback	Apply for door to be installed to outdoor play area

2.2	The centre's successes in involving parents, carers and families	1	2	3	4	5	6	<p>comments from pupils evidenced by photos</p> <p>Questionnaire comments</p> <p>Photo evidence of parent visits etc</p> <p>Always very positive feedback from parents about their child's learning in the nursery.</p> <p>Very high attendance by community to concerts</p> <p>Digital photo frame</p>	<p>Parents involved with installation of greenhouse</p> <p>Whole school approach – get parents to attend activities like Technology week with all parents</p>
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Quality Indicator	Audit Levels (shaded)	Evidence	Next Steps
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Impact on Staff

3.1	The engagement of staff in the life and work of the centre	1	2	3	4	5	6	<p>Nursery team fully integrated in whole school developments and activities.</p> <p>Staff have regular meetings and record the meetings.</p> <p>All staff attend In Service Training</p> <p>Nursery staff work very well as a team and organise their trips, workshops etc.</p>	Give staff a particular development focus- transition documents
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Quality Indicator	Audit Levels (shaded)	Evidence	Next Steps
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Impact on the Community

4.1	The centre's successes in engaging with the local community	1	2	3	4	5	6	<p>Very good links with feeder schools</p> <p>Have good links with the wider community</p> <p>We are the only school in cluster which hosts a concert for the elderly in homes – they love attending the concerts.</p> <p>Green Flag raising ceremony involved whole community.</p>	<p>Continue to seek wider range of opportunities within local community –parents and pupils suggestions.</p> <p>Continue to develop opportunities for outdoor learning – door to outside play area..greenhouse</p>
4.2	The centre's successes in engaging with the wider community	1	2	3	4	5	6		

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Provision of Early Education									
5.1	The Curriculum	1	2	3	4	5	6	<p>Curriculum for excellence at the early level supported through joint planning opportunities across staff.</p> <p>Learning intentions shared and learning evaluated via discussions/participation/engagement with photos etc.</p> <p>Pupil profiles indicate children's experiences and outcomes Pupils' achievements and attainments shared with pupils/parents. High expectation of children's learning.</p> <p>Supportive links with parents and carers and other agencies. Health Promoting activities linked to other agencies/whole school. Parent meetings very well attended</p> <p>Child Protection training for all staff – regularly updated</p> <p>Parental Questionnaire – views sought and acted upon.</p> <p>Care Commission online report very positive</p>	<p>Continue to develop opportunities for outdoor learning</p> <p>Focus on interactive literacy/numeracy activities across the curriculum in line with AiFL and in partnership with P1</p> <p>To continue to make sure all pupils needs are being met – more able pupils being challenged through SMT monitoring</p> <p>Continue to improve pupil profiles and reporting to parents in line with whole school and ACfE.</p> <p>Improvement of staff self evaluation</p> <p>Embrace new technology - iPad</p> <p>Pupil responsibility for displaying own work</p>
5.2	Teaching for effective learning	1	2	3	4	5	6		
5.3	Meeting learning needs	1	2	3	4	5	6		
5.4	Assessment for learning	1	2	3	4	5	6		
5.5	Expectations and promoting achievement	1	2	3	4	5	6		
5.6	Equality and fairness	1	2	3	4	5	6		
5.7	Partnerships with children and parents	1	2	3	4	5	6		
5.8	Care, welfare and development	1	2	3	4	5	6		
5.9	Improvement through self-evaluation	1	2	3	4+	5	6		

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Policy Development and Planning									
6.1	Policy review and development	1	2	3	4	5	6	Policies are being fine tuned by Aberdeenshire Council – available online All staff members engaged in policy and planning – Minutes of meetings – active learning.	Continue to review and develop policies in line with ACfE Revise the daily planning format to be able to track pupil's progress – next steps and how they were followed through.
6.2	Participation in policy and planning	1	2	3	4	5	6		
6.3	Planning for improvement	1	2	3	4+	5	6		

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Management and Support of Staff									
7.1	Staff sufficiency, recruitment and retention	1	2	3	4	5	6	Staff work excellently together, good partnerships maintained and continue to be developed. Excellent support from McCrone Nursery Nurse. Two members of staff SSSC accredited. PDRS/EDRS in place for Nursery team.	Continue to develop Nursery team. Encourage staff to take lead roles in developments
7.2	Staff deployment and teamwork	1	2	3	4	5	6		
7.3	Staff development and review	1	2	3	4	5	6		

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Resources									
8.1	Partnerships with the community, educational establishments and agencies	1	2	3	4	5	6	Links with partners ongoing Nursery staff visited other nurseries to share and observe practice. Regular letters to parents sharing information.	Continue to develop outdoor learning opportunities. –door, greenhouse Continue to encourage staff to take lead with the purchase of
8.2	Management of finance for learning	1	2	3	4	5	6		

8.3	Management and use of resources and space for learning	1	2	3	4	5	6	Notice board has been revamped Digital photo frame changed regular to show parents what there child has been learning. Outside bench supply by council	resources and use of the budget.
8.4	Managing information	1	2	3	4	5	6		
Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
Leadership									
9.1	Vision, values and aims	1	2	3	4	5	6	Shared vision, values, belief etc. shared with all stakeholders – remains very positive and effective. Nursery staff created the vision logo.	Finalise school vision materials – to create large poster etc
9.2	Leadership and direction	1	2	3	4	5	6		
9.3	Developing people and partnerships	1	2	3	4	5	6	Class teacher/ Nursery nurse proactive and enthusiastic re new learning.	Continue to develop opportunities for more parental involvement.
9.4	Leadership of improvement and change	1	2	3	4	5	6	Very good teamwork – use initiative and partnership working – able to lead developments.	Nursery staff to give feedback at staff meetings about what the children have been learning about in the nursery.
Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How Good can we be?									
	Capacity for Improvement	1	2	3	4	5	6	Enthusiastic and professional nursery team who are very enthusiastic and committed to improving practice and provision for pupils and parents.	Improvements in line with whole school developments with ACfE

7. How Good is Our School 3 (HGIOS3) – 6 Key Questions and 9 Key Areas

8.1 What outcomes have we achieved?

Self-Evaluation Audit

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
What outcomes have we achieved?									
1	Key performance outcomes								
1.1	Improvements in performance	1	2	3	4	5	6	<p>More focused meetings – minutes available</p> <ul style="list-style-type: none"> Budget has been used effectively to support developments New Pupil tracking system in place 	<ul style="list-style-type: none"> Attainment will be monitored carefully taking account of changes implicated by BtC5. BIG Writing in place Buying of more maths resources – Heinnean Active Maths & Games Superspell to assess Purchase iPads, GPS Systems, We Do Lego
	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><i>Note: the small number of pupils can make statistical analysis of improvement difficult</i></p> </div>								
1.2	Fulfilment of statutory duties	1	2	3	4	5	6	<ul style="list-style-type: none"> We comply and are actively engaged in developing statutory requirements e.g. Child Protection, ASfL Act, Parental Involvement Act, SSSC registration etc. High expectations and promotion of achievement /attainment at all stages. Positive feedback from parents Collegiate teamwork between staff at all levels. C. f. E., AiFL strategies active learning more embedded and impacting positively on learning. Learning visit feedback 	<ul style="list-style-type: none"> PSA post filled

2.1	Learner's experiences	1	2	3	4	5	6	<ul style="list-style-type: none"> • Good opportunities throughout the school to share, cooperate and work in groups e.g. Pupil Council, Eco Committee, Technology days, Concerts • AifL strategies firmly embedded. • Wide range of Enterprise activities. • I.E.P.s involving pupils' views in place & regularly reviewed with child and parents • Very supportive Parent Council • Very successful afterschool club run by staff • Pupils confident in their learning – this is visible across the school • Positive feedback from parents and learners 	<ul style="list-style-type: none"> • Further develop I Can across the school • Further develop curriculum/children's experiences with all stakeholders involved. • Continue to work in partnership with Parent Council to benefit all pupils. • Extend opportunities for outdoor learning – Duckling topic with P4-7 • Purchase IPAds and GPS systems, We Do Lego and software • Authors Live • Purchase greenhouse for outdoor learning • Establish individual class records of good practice.
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2.2	The school's success in involving parents, carers and families	1	2	3	4	5	6	<ul style="list-style-type: none"> • Parents support the school well through Parent Council, and as helpers – many examples of this documented throughout. • Very high level of attendance at induction meetings and parent workshops • New pupil profile in place in Nursery. • Parental Questionnaire results • Excellent attendance at concerts and performances 	<ul style="list-style-type: none"> • Encourage more parents to share their skills with the school • Sticky note feedback from parents at curriculum workshops. • Encourage new mums to attend parent council meetings
3.1	The engagement of staff in the life and work of the school	1	2	3	4	5	6	<ul style="list-style-type: none"> • Highly professional and very motivated staff – very committed to own CPD. • Skilled staff leading groups / taking whole school issues forward - distributed leadership actively promoted and well received. • Very good community links sought and extended e.g. topic linked, enterprise etc. • Staff continually state that they feel valued, consulted and supported. • Staff are beginning to self evaluate own teaching – evidence in monitoring by HT • Staff attendance at concerts, parent council meetings etc 	<ul style="list-style-type: none"> • Embed self evaluation more • Staff peer evaluation of teaching • Continue to promote strong positive ethos in the school • HTR to be given time to deal with ICT issues

4.1	The school's success in working with and engaging with the local community	1	2	3	4	5	6	<ul style="list-style-type: none"> • Local Community involved in activities to gain Green Flag • School events, including concerts, well supported by local community. • Pupils taught parents how to access Glow • Beechgrove Garden event • Mother and toddlers meet weekly in the school – brings community together. • Interschool sports day held with Forgue and Largue schools • Very successful harvest concert held for the elderly homes – extended to two days. • Snow packs given home for pupils to work on during bad weather. 	<ul style="list-style-type: none"> • Develop more business links. • Continue with cluster initiatives, including cluster CPD. • Continue to support Parent Council Activities. • Regular updates on GLOW of school activities HTR
4.2	The school's success in working with and engaging with the wider community							<ul style="list-style-type: none"> • Range of local visitors, including Guide Dogs for the blind, RSPB RSPCAetc. • Excellent links with Techfest, Rag Bag, Hope Trust, Deveron Trust, Tesco bag packing, Children First • Harvest Festival – successful 2 day concert for elderly in community 	<ul style="list-style-type: none"> • Continue to support Parent council in fund raising activities to support swimming lessons etc. • Host a teaching student

How good is the education we provide?

Self-Evaluation Audit

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is the education we provide?									
5	<i>Delivery of education</i>								
5.1	The curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> Evidence within M.T. observations of cross curricular work & increased confidence with CfE experiences & outcomes. Aberdeenshire 3-18 curriculum framework and entitlements impacting positively on the curriculum and its delivery across all stages – classroom practice and planning should continue to reflect this. P1 pupils visit the nursery on regular basis Pupils are actively learning and can talk about their learning. 	<ul style="list-style-type: none"> Purchase Early Years Heinemann Active Maths Big Writing North Lanarkshire spelling scheme I Planner training for staff Online training on I planner from Pearson

5.2	Teaching for effective learning	1	2	3	4+	5	6	<ul style="list-style-type: none"> • AFL strategies embedded throughout including appropriate & regular self-evaluation. • Effective use of whiteboard & Internet embedded. • Further training provided. • Daily evaluation of planning is being encouraged. • More pupils work being posted on GLOW • Staff fully committed to using CfE and active learning in evidence across school • Heinemann teaching resources are observed being used in class 	<ul style="list-style-type: none"> • Continue to discuss and develop target setting and children's ability to self evaluate. • Encourage staff to monitor peers • Records of good teaching practice for each class
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5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> • I.E.P.s & other supporting paperwork in place in partnership with parents, pupils and agencies. • Support staff are dedicated to meeting learners needs using appropriate resources • Current partnerships with SALT, Vision team, NHS, Social work, LAC reviews, Ed Psychologist, , • SFL staff planning regularly together. • Support staff keep their own record of work. • All staff first aid trained – trainer was brought to the school 	<ul style="list-style-type: none"> • Take account of PSA new post and the implications this will have on meeting the needs of the pupils.
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5.4	Assessment for learning	1	2	3	4	5	6	<ul style="list-style-type: none"> • Continued ethos of high and appropriate achievement/expectations 	Detailed audits of QIs to identify improvement
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5.5	Expectations and promoting achievement	1	2	3	4	5	6	<ul style="list-style-type: none"> permeates whole school. Vision, Values and Belief actively and openly supporting equality and fairness. More opportunities sought through consultation for inclusion. Enriched interaction in playground between pupils- more equality/respect. Frequent and effective contact with parents/pupils/staff –all involved with views sought and valued. 	areas - Delegation of improvement priorities
5.6	Equality and fairness	1	2	3	4	5	6		

5.7	Partnerships with learners and parents	1	2	3	4	5	6	<ul style="list-style-type: none"> Workshops held for each level on CfE for parents – Parent packs for each level created – Very positive evaluations from parents Parental Questionnaire results Increased access to Glow by pupils at home. Management available to parents to discuss CfE during Parents' Evening. IEPs compiled with parents, pupils and agencies termly Excellent attendance at concerts Parents participate in Eco School Days Open Door Policy Communicating to some parents by email. 	<ul style="list-style-type: none"> Snow packs updated A Curricular workshop led by pupils to parents – with sticky note feedback
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5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> • Full account taken of GIRFEC agenda. • Excellent P7 Transition procedures and links with Academy, Bridging Group, 3 day moving on procedures • On going group work to help individual needs – ie turn taking etc. • Appropriate training for staff sought and encouraged. • EDRS/PDRS for all staff 	<ul style="list-style-type: none"> • Transition generic documents created from nursery to P! • PSA post implemented.
9	Improvement through self-evaluation	1	2	3	4+	5	6	<ul style="list-style-type: none"> • Pupils & Parents consulted & given opportunities to feedback e.g. reading, Maths Homelink packs, Learning Logs • Good progress made with improvement plan. • Appropriate range of QA procedures embedded. • Care Commission report 	<ul style="list-style-type: none"> • Detailed audit of QIs – create a monitoring calendar • Staff to be encouraged to self evaluate prior to annual review. • Teacher / Teacher monitoring.

4. How good is our management?

Self-Evaluation Audit

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our management?									
6	<i>Policy development and planning</i>								
6.1	Policy review and development	1	2	3	4	5	6	<ul style="list-style-type: none"> Updating of policies in place-reviewed/consulted with stakeholders, in line with CfE developments. Staff feel included. Planning meetings between SFL staff and class teachers also meetings at each class stage Improvement Plan priorities clearly linked to authority and school developments – self evaluation. SIP owned by whole staff. IP a working documents belonging to all stakeholders – everyone involved - shared with all. Stakeholders' views valued and considered. Staff take leading role in inhouse training 	<ul style="list-style-type: none"> Arcadia online policies All staff to familiarise themselves with up to date GIRFEC procedures and guidelines.
6.2	Participation in policy and planning	1	2	3	4	5	6		
6.3	Planning for improvement	1	2	3	4	5	6		
7	<i>Management and support of staff</i>								
7.1	Staff sufficiency, recruitment and retention	1	2	3	4	5	6	<ul style="list-style-type: none"> Staff state that review process meets best practice. Staff feel valued and appreciated. Excellent collegiate working 	<ul style="list-style-type: none"> Continue to value and appreciate individual and collective efforts – ensure equality for all.
7.2	Staff deployment and teamwork	1	2	3	4	5	6		

7.3	Staff development and review	1	2	3	4	5	6	<ul style="list-style-type: none"> • Regular staff meetings • Staff released for PDRS meetings – excellent opportunity for professional discussions. • CPD opportunities are collaborative and collegiate - providing excellent ongoing support/guidance for staff. • V.G./Effective teamwork supports all. • Focussed /well trained professional staff who state that they are well supported. • SFL review process has had an impact on staff and staffing – SFL Aux moved to other location. Future unsure but will have an impact on learning and teaching. • EDRS for all staff. • Staff take on extra roles and swap roles when need arises 	<ul style="list-style-type: none"> • Develop and share role and remit of support staff in light of the recent review. Try to keep staff morale going. • Staff to take responsibility for own CPD – regular check of Aberdeenshire events website. • Line manage Permanent Supply teacher • Ht to take LMG role for PSA and SFL teachers in network
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Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
8	<i>Partnerships and Resources</i>								
8.1	Partnership with the community, educational establishments, agencies and employers	1	2	3	4	5	6	<ul style="list-style-type: none"> Regular IEP meetings with agencies and parents Excellent partnerships with RSPB, local estate, Deans shortbread outlet, Elderly homes Excellent links with social work, family support worker and pupil support worker 	<ul style="list-style-type: none"> Cluster initiatives
8.2	Management of finance for learning	1	2	3	4	5	6	<ul style="list-style-type: none"> Budgets managed effectively in line with policy, good practice evident 	Revamp and rearrange staff notice board and information.
8.3	Management and use of resources and space for learning	1	2	3	4	5	6	<ul style="list-style-type: none"> Budgets carefully monitored with planned spends in line with Improvement Plan Staff use laptop in staffroom to access internet / work with 	Purchase iPads – look for opportunities to update our current technology resources
8.4	Managing information	1	2	3	4	5	6	<ul style="list-style-type: none"> Absences now recorded on SEEMIS by class teachers daily 	

5. How good is our leadership?

Self-Evaluation Audit

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our leadership?									
9	Leadership								
9.1	Vision, values and aims	1	2	3	4	5	6	<ul style="list-style-type: none"> Celebrating success and high expectations for all. Whole school vision format was finalised H.T. has a very clear vision for school improvement and takes account of views of all stakeholders. Strong leadership. Continued opportunities to lead and participate in working groups, increased professionalism, great team work, more staff meetings and sharing of info, collaboration very good. Staff feel fully consulted and included. Achievement for all shared at assembly and recognised. Collaborative working/team working recognised as strength by all staff. Shared planning supporting T/ L. Consultative and collegiate school. <ul style="list-style-type: none"> Innovative practices/new ideas encouraged, valued, supported Pupils offered many opportunities to develop leadership skills e.g. Pupil Council, Eco School Committee, Knex challenge Lead learning groups. 	Get vision pos printed Responsibility to staff for acc resources. Apply for teach student at sen level.
9.2	Leadership and direction	1	2	3	4	5	6		
9.3	Developing people and partnerships	1	2	3	4	5	6		
9.4	Leadership of improvement and change	1	2	3	4	5	6		

9. Other Achievements

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement

Some examples of our achievements this session are:

PUPILS

- Whole school Christmas concert
- Pupils participated in a very wide variety of extra-curricular activities.
- Nursery pupils took part in whole school assemblies
- Took part in Harvest Concert for senior citizens
- Whole school involved in eco school days
- Very successful pupil council.
- P4-7 took part in Ballroom dancing festival at network level
- Swimming for P3-7 pupils
- P6/7 train other schools on I Can profile software
- Hooked production at Stewart's Hall with other P6/7 pupils
- Pupils take part in 'Author's Live' on Glow
- Trip to Highland Wildlife Park

STAFF

- Staff lead the physical activities in the 'Getting Healthier' after school club
- Staff lead curriculum workshops for each stage for parents
- Nursery staff visited other nurseries for job shadowing and good practice.
- All staff First Aid trained in school
- School hosts teaching students

PARENTS/CARERS

- Parent Council raised funds from the Coffee Morning in Huntly
- Parent Council financed many class trips for the school and nursery out of school.
- Parents leads RSPB day, Big Bird Watch, Rock talks.
- Parent Council organise 'The Bash Street Kids' band event in Huntly

BUILDING

- Nursery play area improved
- Partitions installed at entrance to separate girls' cloakroom area and in boy's cloakroom area

COMMUNITY

- Charities benefited from money raised in the school.
- Huge range of visitors supported learning & teaching.
- Very successful Harvest concert with the elderly citizens from the residential care facilities in attendance.
- Beechgrove Garden visited the school and revamped our sandpit area
- Funding raised from Rag Bag Scheme.
- Whole School visit to Glens of Foudland Windfarm
- Visit to Bear Factory by nursery
- Drumblade School host Fogue & Lague Schools for Christmas disco for pupils
- Ambulance Service visit Nursery

Overview of Factors which informed the School Improvement Priorities (this session)

School Improvement Priorities 2012 / 2013

How were this session's priorities identified?

Improvement Plan No.	Improvement Priority	Continued Development from 2011/ 2012	HMle Action Point	Cluster Priority + Authority	QA Visit	Staff Consultation / Audit	Stakeholder Consultation
1	Literacy & Language	Yes		Yes		Yes	Yes
2	Numeracy & Maths	Yes		Yes		Yes	Yes
3	Learning & Teaching QA Process Self Evaluation	Yes		Yes		Yes	Yes