

Standards & Quality Report

2015/ 2016



Fyvie School

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Turriff

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COUNCIL



The School in Context

Fyvie School is situated in the village of Fyvie and serves the catchment area of Fyvie and its surrounding rural area. The School belongs to the Turriff cluster. Most Primary seven pupils when leaving Fyvie School transfer to Turriff Academy and some transfer to Meldrum Academy. A number of pupils who live out with the catchment area also attend the school.

The school building has eight teaching areas along with a library area, a music room, a Pupil Support room, two halls and a Local Heritage room. Fyvie Playgroup also has a base in the school building. Other facilities include extensive school grounds with tarred and grassed areas.

The roll in 2015/16 was 125 pupils and 40 nursery children. This gave us 6 classes and a full time nursery. During this session the school had 5 full time teachers, 2 part time teachers and a non-teaching Head Teacher. A visiting teacher provided Support for Learning. Six Pupil Support Assistants provided support for pupils throughout the school and three Early Years Practitioners and one lead Practitioner worked with the nursery children. Specialist teachers supported the teaching of French, Art, Music and Physical Education. In addition, the school was supported by an administrator, a janitor, kitchen and cleaning staff.

Fyvie School encourages the involvement of parents in its work of the school and has a very active Parent Council. Through the Pupil Council, Eco Committee, Fairtrade Group and most recently a Rights Respecting Group pupils are also fully involved in the work of the school and its improvement planning.

The school operates its budget in line with Aberdeenshire Authority guidelines.

The school was inspected in May 2009 and a follow up report was written in May 2010. The Nursery was inspected in January 2015 by the Care Inspectorate.

The Curriculum

The Curriculum for Excellence (CfE) is the name of Scotland's School Curriculum from age 3 – 18 years. The curriculum is structured around all the experiences that are planned as part of learning and teaching from Early level to the Senior Phase

Early Level	First Level	Second Level	Third and Fourth	Senior Phase
Nursery – P1	P2 – P4	P5 – P7	S1 – S3	S4 – S6

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/ 2017

HIGH QUALITY LEARNING AND TEACHING

Technologies

Embedding technology in learning and teaching
Training for teachers in digital technologies
Investment in resources for computing science
Online safety awareness raising

1+2

Teachers upskill in modern languages
Audit of resources to enable high quality learning and teaching

Maths

Improve attainment and attitudes
Making maths relevant – potential STEM event

Reporting to parents

Develop a reporting calendar
Teachers and pupils to use the events on the calendar to deliver high quality reporting to parents
Develop an improved annual report to report on levels

Data analysis

Review and analyse data from standardised tests and from teacher judgement. Track this data to note trends. Use data to inform next steps/ support provided. Format to gather data to be developed.

Policies

Continue to refresh policies and procedures

HEALTH AND WELLBEING

Additional Support Needs

Nurturing, Dyslexia friendly, autism friendly school

Mental Health

Growth mind set, mindfulness, Cool in School, Bounce back resources, Restorative Approaches
Pupil Groups (work between groups to make links)
Rights, Rotakids, Fairtrade, Eco, House Captains and Pupil Council

NURSERY CURRICULAR DEVELOPMENT

Planning/ Assessment/ Evaluation

Floor books – whole class next steps
Planning and timetables
Responsibility for Nursery zones

Profiling

Learning Journals – individual next steps
Big Blue Book T4 transition
Personal Plans/ All About Me booklets

Tracking

Keyworker system/ Chronologies/ Care Plans
Tracking skills and experienced and outcomes

Policies

Review of procedures and a risk benefit analysis review

At Fyvie School in session 2015/16...

- The Pupil Council planned and coordinated the Shoebox Appeal and Children in Need. They surveyed their peers, parents and staff to choose positive words that describe the school for use in the school's new vision, values and aims.
- The Rights Respecting Group educated the pupils about children's' rights.
- The Eco Committee achieved its second green flag, Silver Gilt Award in the Formartine Beginning to Blossom Award, Level 2 of the RHS School Gardening Awards and the Gold Award from the Woodland Trust Green Tree School Award
- The Fair Trade group ran a tuck shop and organised fun awareness raising activities for the whole school during Fairtrade Fortnight
- Active Schools supported P4 pupils to swim in curricular time
- The school ran some very popular after school clubs; street dance, tennis, athletics, netball, football, newspaper, painting and eco club throughout the session.
- P6 pupils, and some in P7 too, completed their Bikeability training
- Parent Council ran a very successful Valentine's Disco and Christmas Fair, put on teas for class assemblies and ran a monthly film club, they paid for Christmas treats to all classes and paid for numerous buses for trips
- We supported local events such as the Turriff Christmas Lights Switch On competition, the Rotary Quiz and the Turriff Show
- Every pupil had a part in the Christmas show and each class has delivered an assembly to the whole school and their parents
- The Nursery pupils performed the Nativity at Christmas in the church
- We have received visits from a Kodaly instructor, ukulele instructor, drummers, Barnardos, the SSPCA, the Rotary and the ALEC caravan
- The school enjoyed a magic show about recycling
- The entire school planted a purple crocus to raise awareness of polio
- The whole school community attended Fyvie church at Easter and Christmas
- All classes have enjoyed a class trip to local attractions such as MacDuff Aquarium, Loch of Strathbeg, Satosphere, Belmont Cinema, Hazelhead Park, Maritime Museum, Snowsports Centre, Tarves Heritage Centre, Haddo House and Castle Fraser.
- P1 - P7 pupils enjoyed a visit to HMT to watch the Christmas Panto
- Nursery children enjoyed a visit to the Lemon Tree to watch a puppet show
- Community Cafés were run by each class and money was raised for several charities, we have also especially invited Preston House tenants to some of them
- The School and Nursery held well attended open sessions for parents to attend
- Playgroup and Nursery children enjoyed induction sessions in their new classes
- The Football club won many trophies throughout the session and held a gala at the school.
- The Netball club held a Fyvie Netball festival that was well attended
- Middle stages pupils selected as winner and runner-up in a national Scots writing competition
- 2 classes took part in the YMI showcase concert in Inverurie
- The school, including nursery, held its annual sports day
- P7 pupils enjoyed 4 transition days at Turriff Academy and a transition week long residential trip to Loch Insh with other cluster Primary Schools
- The school held its annual prize giving ceremony
- The school was featured in the local newspaper, the Turriff Advertiser, every month and sometimes more for its achievements

Key Developments	Progress during 2015/2016
Additional Support Needs	Increased level of confidence and understanding around nurture, dyslexia and autism friendly schools through reading and training. Individual Education Plans, Personal Plans and Care Plans reviewed. School working more with Educational Psychologist, Pupil Support Worker and Intervention and Prevention Teacher to support our pupils with ASN. Health and Wellbeing moderation meetings with neighbouring school were well attended and purposeful.
Planning, observations, assessment, profiling and tracking	Big Blue Books of Achievement continue to be developed and improved on to allow learners to reflect on their progress. New online profiling tool used in Nursery which is receiving positive feedback from parents. Quality Assurance calendar used to inform staff of QA procedures and timeframes. Curricular Progression Frameworks used to inform planning, assessment and tracking that complement the existing Fyvie Planners
Consistency across the stages	Many new policies refreshed by staff and 'signed off' by Parent Council. Procedures tightened up. Vision, values and aims completed in January 2016. Pupil Council created a school motto – Respect, Achieve, Happy. All award statuses such as Fairtrade and Green Flag retained. Personal Review and Development meetings and Employee Annual Reviews undertaken with all staff members.

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

Very
Good

QI 2.1 ~ Learners' Experiences

Very
Good

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

- Tracking information
- Using a range of assessment evidence including standardised assessment results to inform teacher judgement
- Minutes of Pupil Group meetings
- Quality Improvement Visit paperwork
- Individual Education Plans/ Profiles
- Pupil work/ events/ excursions and experiences

Our key strengths in this area are

- Vulnerable children are well supported, resources and staff time
- Pupil Committees provide opportunities for pupils to get involved with school improvements
- Learners experience a wide range of experiences including outdoor education in our own school grounds and beyond
- Track three times a year. Using tracking information to identify which pupils require some additional support, planning this support and delivering the support in a timely manner

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

- Analysis of standardised testing data
- Further development of profiling – reflective language
- Share assessment information to report more frequently to parents

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

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

In arriving at these evaluations, we considered the following evidence

- Pupil groups representing their peers
- Nursery involvement in the life of the school
- Behaviour policy
- Charitable donations made
- Pupil, Parents and visitors comments
- Work to be nurture, dyslexic and autism friendly school
- Profiling and Big Blue Books

Our key strengths in this area are

- Good arrangements for induction and transition
- Numerous pupil groups, House Captains, Pupil Council, Eco Committee, Fairtrade Group and Rights Respecting Groups
- Nurturing environment and staff
- Rights Respecting School language used
- Learning about and supporting local and national charities
- Opportunities for children to succeed outside of the classroom environment
- Children are happy to attend school and learn

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

- Crisis, Aggression, Limitation and Management (CALM) training for all staff that are not already trained – acting safely in challenging behaviour situations
- Involve all staff in whole school developments – e.g. PSAs working with a Pupil Group on an improvement
- Development of mental health approaches such as growth mind-set, mindfulness, Cool in School and Bounce Back resources

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.

- Improvement Plan
- Questionnaire results, parent council meetings and pupil group meetings
- Learning Visit paperwork
- Quality Improvement Visit paperwork
- Quality Assurance calendar for Head Teacher, Class Teacher and Early Years Practitioners

Our key strengths in this area are

- We seek opinions from pupils and parents
- Standards and Quality Report informs the Improvement Plan
- Staff are keen to research, read up on and attend training to increase their skills, confidence and understanding which in turn meets the needs of the learners
- Learning visits focus on high quality learning and teaching and reflective conversation following this

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

- Show parents that we have acted on the feedback that they have provided
- Use How Good is our School 3 and How Good is our Early Learning and Childcare documents to assist self-evaluation using the challenge questions
- Teachers should keep an up to date professional learning record on mygtcs and link their self-evaluation to their annual PRD meetings

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

QI 5.1 ~ The Curriculum

Evaluation

Very Good

QI 5.3 ~ Meeting Learning Needs

Very Good

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

- Transition and Induction policy refreshed
- Curriculum Rationale written that sits alongside Learning and Teaching Policy
- Involvement of Pupils when planning learning, setting success criteria and self/ peer assessing
- Additional Support Needs audits, Individual Education Plans, minutes of Multi Agency Meetings, Personal Plans, Care Plans and profiles
- Tracking pupil attainment and celebrating pupil achievement
- Personalised approaches to transition from this school to another for all Pupils to move during the session
- Happy to be Me programme began in school

Our key strengths in this area are

- Transition calendars and procedures at every stage that allows learners to maintain continuity and progression in their learning
- Pupil Support Assistants work very well with class teachers to meet learning needs of our pupils
- Parents and learners are involved with setting and reviewing learning needs and targets
- Planning context based studies and cross curricular planning
- Using SEEMiS as a way to track and monitor attainment

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

- Use the Frameworks for benchmarking
- Revisit our programmes and Courses to evaluate if they are meeting the needs of our learners



The whole school enjoyed a visit from a drumming group from Ghana. The pupils then participated in a drumming and dance workshop with the drummers.



The Eco Club were very impressed by the School's Harvest. Many vegetables have been planted and grown by the classes in the Jannie's Garden. The Pupils then cooked and baked with the vegetables so they could experience the process of growing – harvesting – preparation and cooking – then tasting!



Pupils visited Preston House tenants to entertain them with some songs from our School Christmas Show in December.



Barnardo's was a new charity for the school to work with. The pupils made the links between the work that Barnardo's does and Children's Rights