

Standards & Quality Report

2017/ 2018



“Caring, learning and achieving for all”

Drumoak School

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**Be safe, Be respectful, Do your Best,
TEAM (Together Everyone Achieves More)**

Aberdeenshire
COUNCIL



The School in Context

Drumoak School is situated in the village of Drumoak in Deeside. A newly built school was completed in February 2016. This school has six classrooms and a nursery which opened successfully in August 2017. The new facility includes a General Purpose Room and large sports hall. The school roll is currently 119 pupils split between 6 classes. The Head Teacher is non teaching. There are 8 other teachers (some part time) and 3 Pupil Support Assistants. A range of visiting specialist teachers visit the school during the year teaching skills in drama, PE, and French. P7 children transfer to Banchory Academy which is in the Banchory Community School Network (CSN)

Drumoak School Council meets every six weeks to discuss and support the work of the school. They have raised significant funds this year to buy a range of materials and experiences.

Vision, Values, Aims

Our vision, values and aims are the backbone of our school and permeate through all aspects of our work.

“ Caring, learning and achieving school for all”

Be Safe, Be respectful, Do your best, TEAM (Together Everyone Achieves More)

Caring

- We will provide a safe, healthy, supportive and positive learning environment.
- We will involve pupils, parents and the local community in the life and work of the school.
- We will encourage our pupils to be motivated, respectful, active and independent individuals.

Learning

- Learning will be relevant, fun and inspiring.
- We will aim for all our pupils to be **successful learners, confident individuals, responsible citizens** and **effective contributors**.
- We will create a stimulating, well balanced and coherent curriculum.
- We will provide high quality learning and teaching to meet the needs of all our pupils.

Achieving

- All members of the school will be encouraged to achieve all they can. We will celebrate success.
- We will aim to seek improvements in attainment and achievement.
- We will all continually self-evaluate in order to provide the best possible learning environment.

School examples linked to our vision and aims.

Caring - Learning environment, Involvement of all, motivated pupils

- Getting It Right For Every Child is at the heart of everything we aim to do.
- Two well-presented Sharing Assemblies led by each class followed by well received sharing the learning sessions.
- Active involvement of local church – Harvest, Christmas and Easter Services.
- Additional Support Needs being met in all classes supported by staff providing nurture sessions.
- Families actively support local and national charity events.
- Positive child led support through our P7 Buddy and blue band schemes.
- Very successful French Café morning for the community was held in March.
- Active School Council involved in many aspects of school life.
- Effective transition programmes for Nursery, Primary 1, Primary 7 and new pupils.

Learning - Stimulating, high quality, relevant,

- Excellent Christmas Show which was very well attended by the community.
- Successful promotion of literacy activities which included Author visit, Lunchtime Library club and Sponsored Read. Additional resources for library.
- Children’s learning is extended by numerous out-of-class activities. This includes recorders, swimming, badminton, running club and football.
- Development of cross curricular topics that engage and inspire the learner.
- Purposeful class trips to widen experiences and learning in topic work.
- Range of experiences to engage and develop the four capacities in every learner.
- Successful P1-7 Cluster Events throughout the year. These included I can animate session, library visits, Knex challenges and sporting opportunities.

Achieving - Celebrate success, self-evaluation, improvements

- School Council have been hugely successful in raising funds for the school. Summer Fair was a great example of this.
- Original Dance showcase created with PE specialist attended by parents.
- Growth Mindset meeting for parents and promotion throughout school year.
- P6/7 Cluster School Residential Trip at Compass Centre.
- A number of university/college students were placed at the school.
- Probationer teacher completed her probationary year successfully.
- Successful Sports day held at Drum Castle.
- Weekly achievements recognised at assemblies.
- Number of children were successful throughout the session in a range of out of school activities, this included recorder groups at NE Music festival.
- New reporting scheme embedded.

Key Improvements for 2017/18	Progress during year
Numeracy	Preparation for pre and post numeracy assessments. Mathematical mindsets for our pupils. Review of Active Maths materials.
Embedding the assessment and reporting calendar.	Very good progress in reviewing information sent to parents in a variety of different ways. New format of reporting to parents finalised.
Curriculum Developments	Distribution of information for parents well received.
Additional Support Needs	Cluster of schools looking at ways to engage pupils with a positive mindset. ADHD day for staff – looking at ways for supporting our pupils.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2017/ 2018 (this will be continued and sustained in the forthcoming years)

- Visible learning – continue to embed a Growth Mindset culture within the school.
- Assessment and reporting – embed and extend new approaches.
- PE – continue to develop teachers’ skills and provide new opportunities for our pupils.
- Begin to embed the national benchmarks into practice.
- Sharing curriculum information (newsletters and booklets) with parents.

Improvement priorities for session 2018 – 2019

The main priorities are listed.

- Raising Attainment in Numeracy – looking at the mastery approach to maths.
- The moderation cycle – The small schools cluster of schools will be looking at Education Scotland’s moderation cycle. This involves thinking about all aspects of the learning and teaching process.
- Additional Support Needs – working with Banchory’s Schools Cluster on supporting children with additional needs.
- Improving the Nursery – looking at the planning cycle within our Nursery.
- Developing the Young Workforce – higher profile within the school.

Looking inwards, Looking outwards and Looking forwards.

How are we doing? How do we know? What is our capacity for continuous improvement?

- Very good partnerships with parents and members of the community.
- Our school vision and values is in action on a daily basis.
- Partnerships with other agencies to help all young people achieve their potential.
- Weekly assemblies focus on our values and how we put them into practice. We celebrate success.
- Visits to other schools for ideas. We have a strong capacity for improvement.

The key strengths of the school

- Very good working relationships with pupils, parents and other agencies.
- Professional dialogue between our staff and staff from other agencies. Quality support from our PSA team who provide very good support to pupils and teachers in all aspects of school life.
- Pupils are valued and our school values permeate through the whole school. There is a very good ethos at Drumoak and the children and staff are proud of their school.
- All staff know and respond very well to the individual needs of children and support their well-being.

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

- Continue improving the assessment and reporting process
- Improving the numeracy curriculum and pupil's abilities.
- Continue developing our culture of Growth Mindset.

Education Scotland published in September 2015 "How good is our school 4". This provides the benchmark for all schools. The document provides 15 quality indicators and asks schools to self-evaluate and improve. There are three key areas.

How good is our leadership and approach to improvement?
How good is the quality of the care and education we offer?
How good are we at ensuring the best possible outcomes for all our learners?

We evaluate against the expectations and rate our performance. **Evaluation – Excellent(6)** -outstanding, sector-leading **very good(5)** - major strengths **Good(4)** - important strengths with some areas for improvement **Satisfactory(3)** - strengths just outweigh weaknesses **Weak(2)** - important weaknesses **Unsatisfactory(1)** - major weaknesses

1. How good is our leadership and approach to improvement?

	Evaluation
QI 1.1 ~ Self-evaluation for self – improvement	<input type="text" value="4"/>
QI 1.3 Leadership of change	<input type="text" value="4"/>

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

- Teachers plans and evaluations
- Reflective discussions with staff
- Use of How Good is Our school 4? to evaluate
- Listening to pupils and parents. Parent and pupil surveys.

Our key strengths in this area are

- The staff team reflect on all aspects of school life and always look for ways to improve the quality of learning.
- Pupils, parents and staff were involved in the creation of new values and aims of the school.
- All staff show commitment to shared educational values and professional standards.

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

- Manage the calendar of Self-evaluation to ensure a wide variety of sources are used each session and it is an integral part of learning and teaching.
- Protect time for professional dialogue, collegiate learning and self-evaluation to promote a culture of improvement during a time of considerable workload issues.

2. How good is the quality of the care and education we offer?

QI 2.3 Learning, teaching and assessment

Evaluation

4

QI 2.4 ~ Personalised support

4

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

- Parent survey – 93% agree or strongly agree that the school provides a challenging and stimulating place to learn.
- Discussions with pupils, pupils' survey and staff feedback.
- Staff respond well to children's care and welfare needs and know children and their families well. In discussion, staff can describe children as learners and are aware of individual strengths and learning needs.
- Visitors comment on the positive and calm atmosphere within the building.

Our key strengths in this area are:

- Our children are eager and active participants who interact well during activities.
- Learners' achievements in and out of school are recognised.
- All staff know and respond well to the individual needs of children and promote and support their well-being.
- High quality learning experiences to motivate pupils to achieve.
- Learners' experiences are appropriately challenging and enjoyable and are well matched to their needs and interests.
- An inclusive environment for all pupils to learn, explore and develop.

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

- Review numeracy programme.

3. How good are we at ensuring the best possible outcomes for all our learners?

QI 3.1 Improving wellbeing, equality and inclusion

Evaluation

4

QI 3.2 Raising attainment and achievement

4

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

- Teacher's observations and comments.
- Feedback from pupils, parents and others gathered than formal and informal procedures.
- Parent survey – the staff understands the needs of my child (95%)
- Analysis of tracking and monitoring data.

Our key strengths in this area are:

- All staff and partners are proactive in promoting positive relationships in the classroom, playground, and wider learning community.
- The school has a good understanding of the eight well-being indicators.
- All children feel very well supported to do their best (survey).
- Attainment levels in literacy and numeracy are a central feature of the school focus and priorities. Our school data demonstrates our current learners are making good progress.

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

- Seeking to improve attainment in numeracy and greater understanding for all our pupils.

What is our capacity to improvement?

The staff at Drumoak School are committed to improving and they care about their pupils. They are willing to take responsibility and show leadership at a number of levels. We engage with parents and partners to maximise the outcomes for our learners.