

SCHOOLS FOR THE FUTURE VISITS – LOSSIEMOUTH ASG

LOSSIEMOUTH HIGH SCHOOL

1. Quality Educational Experience

1.1 Attainment

In 2016 standards of attainment in SQA examinations were as follows. The percentage of young people attaining 3+ and 5+ Level 6 awards and 1+ Level 7 in S6 was below the Moray, national and virtual comparator averages. In S5 the percentage of pupils achieving 1+ and 3+ level 6 awards was slightly above the Moray averages but below the national figures and those of the virtual comparator. The 5+ level 6 figures at the same stage were above the Moray and national percentages and below that of the virtual comparator. In S4 attainment of those pupils who achieved 5+ at Level 4 are below the Moray, national and virtual comparator percentages whilst 3+ and 5+ at Level 5 are above the Moray average but below the national and virtual figures. The percentage of young people attaining National 4 literacy and numeracy is above the Moray, national and virtual comparator percentages whereas those achieving National 5 are above the Moray and National percentages but below the virtual comparator. When looking at the attainment of leavers in the attainment data for 2014/15, the percentage of young people who achieve National 4 Literacy and Numeracy is above the Moray, national and virtual comparator figures, however at National 5 the percentage is below Moray, national and virtual comparators. This is generally replicated when you look at the figures individually as well as local measures from Insight and would support further development of aspiration for young people to achieve at the highest level possible. There is not enough value added by the time the pupils reach S6 and the school should review its value of “excellence” and raise aspiration and expectations for all learners. Within certain departments there are some positive results for young people but overall attainment could be improved. Although attainment is analysed in detail there is not enough evidence as yet to support improvements across the school as a result of targeted interventions or challenge. Data trends show a variable picture over the last three years.

1.2 Wider school activities

The school offers an extensive range of opportunities for wider achievement and to recognise pupils’ achievements both in and out of school. These include ski trips, science club, maths competition and football trips and the exchange with Botswana. Over the years there has been a very successful Fish and Ships project with inputs from Art, Drama and Home Economics in partnership with the Fishermen’s mission and local fish suppliers. Music is a great strength of the school and the range of talent in all disciplines is showcased at the annual prizegiving as well as a Christmas and Spring concert. The prizegiving is an opportunity for academic excellence to be celebrated as well as offering leadership opportunities for senior pupils to lead the evening. S6 pupils organise the school fayre, the shoe box appeal and on occasion support younger learners in BGE classes and within the SFL

department. There is also a prefect system in S5/6 and roles tend to be quite traditional with monitoring of the corridors and the canteen. Parents and the wider community are informed of events and learning at the school via Twitter feed which is well received. House captains have responsibility for interhouse tournaments. Profiling of achievement is at an early stage with little use made of P7 profiles. Pupils were not able to reflect on skills gained through various activities or opportunities and so could not identify gaps and how these could be gained throughout their secondary school experience in order to make them better prepared for their chosen pathway.

1.3 ASN provision

144 pupils are registered with an ASN equating to 26.5% of school roll (543) - below Moray average (30.4%).

The Support for Learning department has a clear process of staged intervention and assessment to identify effectively those in mainstream classes requiring support. There is an established enhanced transition for those pupils transferring from primary to secondary to ensure that they are better prepared for the move. Benefits would be gained from recording information electronically for all aspects of additional support needs to ensure that staff are updated and confidentiality is improved. The school uses a supported class model for S1 and S2. They carefully consider the makeup of the classes, including the suitability of placement of pupils with SEBN, so that social make up works to facilitate learning. Mostly the role of challenge for the more able is taken within the subject department (PT subject and class teachers). For those pupils who need individualised timetables, this is done in liaison with guidance, SFL, pupil and parents. Pupils access mainstream classes wherever possible – teachers in classes are mostly very inclusive and will plan with SFL staff to accommodate individual needs. IEP's are well structured with SMART targets and are reviewed termly for those with significant difficulties and twice a year for the more able. Pupils with ASN have an SFL link teacher who tracks them through their progress through school and there is an annual planned programme of SFL reviews with relevant school staff as well as multiagency partners as appropriate.. There is a forum every fortnight for the school Support Team; SFL, Guidance, Home-school link and deputes, to discuss pupil issues/ concerns/SEBN/ learning. This facilitates whole school support and tracking. Arrangements are in place to support pupils as they make choices into the senior phase. The SFL department has good connections with partner agencies e.g. Outfit Moray, home school link workers, locality wellbeing officer. Parent partnership is also working well most of the time and some parents have offered financial support for SFL activities and events, which make a significant difference to young people with ASN.

1.4 Curriculum

There is no clear rationale for the curriculum which links directly to the potentially aspirational values of the school. Work has to be done to ensure that this is in place and that all stakeholders have a clear and shared understanding of what the values would look like and feel like across the school community. With a large number of promoted staff in the school,

leadership potential is quite substantial and senior leaders should promote and support this wide capacity with a clear focus on improving the curriculum across both the BGE and senior phase. Too many pupils in S6 have a large number of study periods therefore a group should be convened to consider pupil entitlements including experience of work, two hours of physical education, PSE and RE. A positive start has been made to the DYW agenda with careers fayre, S4 employability, pathway information evening, sports coaching, career ready and PEEP to name a few. All of these initiatives are credible and care should be taken so that high levels of aspiration are offered to all pupils. There is great potential to also consider various accredited achievements and greater senior pupil leadership opportunities to add value to their SCQF tariff points as well as providing them with more skill based opportunities. Senior leaders are concerned about choices available to pupils due to staff shortages and the school role. The very positive relationships with a variety of partners should be tapped into to see how this could be addressed and also to ensure that pupils across S1-S3 receive the broad general education that they are entitled to. Pupils in S1 and S2 in particular commented on how they had revisited learning from primary school. Work which was undertaken many years ago regarding Literacy and Numeracy progression should be revisited so that there is a clear understanding of progression and skills required in order that learning is seamless throughout the ASG. Although there is tracking and monitoring evident in the senior phase, many senior pupils were not aware of individual targets set with their teachers. The positive start made to tracking and monitoring in S1 should be replicated across the BGE at a pace. This has the potential to be very effective and to also support predicted performance with some pupils to further enable support and challenge interventions. The good relationships between staff and pupils which exist should allow learning conversations to be effectively linked to on-going progression.

1.5 Learning & Teaching

The entrance to the school is bright and welcoming although as you progress into classrooms these tended to be cluttered and not conducive to a high quality learning environment. Senior staff reported that due to staffing levels, classes had been combined although this was not evident during some classroom observations with reviewers commenting on small class sizes. In some classrooms there were helpful wall displays to assist pupils in their learning and in others some helpful displays of pupil work. In less than half of the lessons observed there was evidence of suitable learning intentions or robust success criteria provided by the teacher or co-constructed. Although parents and pupils felt that there was sufficient aspiration, reviewers saw a lack of pace and challenge in almost all classes and no impact of differentiation. Too many lessons were slow in pace and in most cases failed to engage the young people. In a few classes praise and encouragement boosted pupil confidence. Formative assessment practices are not embedded across the school and as a result many pupils do not know where they are in their learning, their targets or next steps. There were few learning conversations observed during the visit and where these did exist they focused on post assessment feedback. The school values were not reflected in the ethos of the classrooms. Lessons were very teacher led and

questioning was variable particularly to deepen learning or to probe when an incorrect answer is given. Use of homework was variable as was feedback in jotters or on completed work. Some good practice was evident and this should be shared to enhance effective learning and teaching practices, for example through a professional learning community.

1.6 School buildings

Condition: standard C

Suitability: standard B

Classroom areas were cluttered and uncared for. Work should be done with staff prior to any move to a new build to carefully consider what a thriving learning environment looks like and what will and will not be moved into the new school.

1.7 Pastoral Care

Lossiemouth High School is a welcoming school with polite pupils. There is evidence of positive relationships within groups and between stakeholders. Young people were keen to engage with the review team. Young people enjoy the school and spoke warmly of the willingness of staff to go the extra mile and provide support to them in almost all subjects. This was also commented on favourably by parents. Both parents and young people spoke highly of the guidance team who are very approachable and make themselves available should pupils have any issues or concerns. Support staff are well regarded by all. The move from four house groups to three has gone well and work is ongoing to build on house identity. Parents feel that their children are happy at the school, are well supported and they welcome opportunities to engage with staff at parents' evenings, curricular evenings and social events.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 91.5% (Moray 92.5%) Authorised absence: 5.7% (Moray 5.3%) unauthorised absence: 2.8% (Moray 2.1%)

Violence / Aggression against staff: 2 incidents (2 pupils)

There were 4 exclusion incidents involving 3 different pupils

The young people conducted themselves well. They were very polite and willing to engage with visitors. Low level disruption was evident in a small number of classes where the pace of learning was too slow and there were not positive relationships with staff.

School roll

2.1 Roll and roll forecast

The School Roll in 2016 is 543. Since 2011 roll decreased by 125

Forecasted roll: 2020 – 588. Estimated increase by 45 pupils over next 5 years.

Maximum Capacity – 694.

2.2 Inward placing requests

Net placings over last 3 years: 2013: -13, 2014: -22, 2015: -11.

2016-17 – one inward placing request

- 2.3 Outward placing requests
2016-17: 4 outward placing requests.
- 2.4 Roll as percentage of capacity
2016 School Roll: 543 Capacity: 694 = 78%
- 2.5 Class composition
n/a
- 2.6 Number of teachers
47.6 FTE – 51 Staff. Includes 24 teachers, 19.6 Principal teachers, 3 Depute headteachers and one headteacher.
- 2.7 School roll
2016 School Roll: 543

3. Financial position

- 3.1 Budgeted running cost
The cost per pupil in 2014/15 was £5,174
- 3.2 Financial trends
School devolved budget (including carry forward) for 2015-16 had a 10.26% overspend and a paper had to be taken to Committee as this exceeded the permitted amount under the DSM scheme.
- 3.3 Financial plans
The school needs to work hard to ensure that the overspend comes back in line with permitted amounts ie 5%.

Conclusions

On the basis of the evaluations of criteria 1-3 Lossiemouth High School is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a secondary school. There are financial concerns over the school and these should be addressed as a matter of urgency. There is therefore no need to evaluate criteria 4-6 at this time.

Recommendations

- Investment is required to bring the school up to condition B. There is a plan to replace the school with a new build to ensure that it is of an acceptable condition.

Strengths

- The polite, well-behaved pupils
- The very positive relationships between learners and all staff
- The nurturing and supportive ethos and environment in the school

- Teachers who are very willing to be approached and to provide support to learners
- The positive start made to tracking and monitoring across the BGE by all departments
- The very good relationships between school and partner agencies to meet individual pupils' needs

Areas for Improvement

- Revisit vision and values with all stakeholders in order to raise expectation and aspiration
- Develop a process to support an improvement in the quality and consistency of learning and teaching
- Implement a progressive system for pupils to profile their learning
- Develop with staff a clear rationale for the BGE and Senior Phase
- Continue to develop strategic leadership in the school

Burghead Primary School

1. Quality Educational Experience.

1.1 Attainment

The school tracks the progress of pupils over time through the PIPs and INCAS standardised assessments which shows that the majority of children make individual progress in their learning across the school. As a result meetings with the Head Teacher and teachers take place to set smart targets for identified children. PIPs scores indicate that value has been added over session 13/14 and 15/16 for both reading and maths. Value added declined marginally below the Moray average in 2014/15 for reading, however remained marginally above the Moray average for maths. P3 INCAS reading shows a decrease in the average score over the period 13/14–15/16, however this still remains above the Moray average. Mental Arithmetic and reading scores fluctuates within the period 13/14–15/16 however remains above the Moray average. P6 INCAS scores for reading at p6 remain largely consistent in being marginally below the Moray average within the period 13/14 to 14/15. Both general maths and mental maths at P6 consistently decline over the period 13/14 -15/16 to below the Moray average. There is a significant decrease in 15/16, taking the average score to below the Moray average. The value added for mental arithmetic shows a decrease in all years between 13/14 and 14/15 between p3 - p6, although all stages remain marginally above the Moray average other than in 15/16 for p6. Between p3 and p6 there is a decrease in general maths with results remaining around the Moray average with the exception of p6 in 15/16. Staff should continue to track progress and include the learning progressions and benchmarks within this process to facilitate a shared understanding of standards. Developing children's understanding of progress and what this looks like will also facilitate their understanding of their learning and what next steps will be. Children identified in discussion that to make things better in school there should be more pupil ownership of learning and more of a focus on ensuring that pupils are active learners.

1.2 Wider School activities

There are a number of Pupil Groups within the school which offer pupils the opportunity to develop wider skills and leadership capacity. The school engages with the community to extend the range of learning experiences that can be offered to the pupils. A Gardening Club, ICT club offered by the Librarian and a Community Action Planning Group, all offer wider achievement opportunities as does the Dynamic Youth Award. Pupils have the opportunity to develop their voice and input into the planning and direction of the school through Pupil Council, JRSO, Clan Days and Rights Respecting Group. This has ensured they have a greater understanding of the school values and their own rights and are able to contribute to the development of the school. P7s take on a leadership role through a P7 Action Group and can develop real life learning experiences in the school office at lunch time. Pupils are able to take part in a whole school residential activity within the senior stages and all pupils have had some involvement in raising money for others, for example within the Children For Need fundraising activities. Wider achievement is celebrated at assembly and is recorded in some areas of the school within profiles or logs. This practice should be explored further in terms of identifying a consistent

approach to be used throughout the school and allowing pupils to extend their developing skill set in this area. Twitter is used to celebrate success and update parents with regard to events and activities.

1.3 ASN Provision

Sixty one pupils were registered with additional support needs on Seemis equating to 49% of the school roll, well above the Moray primary school average. The school engages with other agencies in order to best support the needs of individual children. Limited use is made of some specific assessment methods. Although staff discuss pupil needs and agree strategies to use to support each child, there is not a systematic method for recording and sharing this information. Class teachers agree targets for individual education plans with the support for learning teacher, but there is not routine parental involvement. The support for learning teacher offers weekly consultations to advise teaching and non-teaching staff in order to fully support pupils. Small groups are withdrawn from class by the support for learning teacher for specific pieces of work including to challenge more able pupils. The school is unable to cater for children with complex and severe needs. Pupils spend most of their time in mainstream classes. Pupils identified that small group withdrawal has improved their confidence and that teachers and helpers support them in their learning. ICT is used to support pupil need in classes. The support for learning teacher routinely tracks and monitors pupils she is working with and has developed a system for recording this. The school allocation of support staff tends to work with pupils in class and this is reviewed regularly in order that support is targeted appropriately. The Head Teacher embraces GIRFEC and leads by example in knowing all of his pupils.

1.4 Curriculum

The school provides learning in discrete areas and learning within a context. The curriculum is based on the design principles for Curriculum for Excellence and takes into account the local context of the school. Literacy and numeracy is covered on a daily basis and staff engage with learning progressions to inform planning and assessment. Further engagement with learning progressions will help staff in identifying where pupils have come from in their learning and what the next steps are. In turn, this will ensure that pupils are able to discuss what they are learning and why and what the next steps are. A structure for Interdisciplinary Learning (IDL) has been developed to ensure breadth and depth of the curriculum. It would be useful to consider how this could be extended to include an increased level of pupil direction within the planning and assessment process. There is some inclusion of a skills based learning framework in the delivery of the curriculum. Exploring this area further would be a useful support to linking the curriculum to a real life context and enhancing creativity and problem solving. There was evidence of floor book planning being used in the nursery to support breadth and pupil responsiveness. There was also evidence of outdoor areas being used to support learning. Developing more structured play opportunities in early stages would enhance the curriculum and enhance creativity and problem solving approaches.

1.5 Learning and Teaching

There is evidence of Learning Intentions and Success Criteria being used in most areas within the school. Learning intentions are created by the teacher and in the majority of cases, the success criteria are too. Most children were aware of how to use the learning Intention and Success Criteria to support their learning and to support self and peer assessment. The Learning Intention and Success Criteria were shared visually and in a few observations active involvement with both formed part of the learning process. Differentiation in the majority of classes appeared as differentiation in task. In some classes there was not any evidence of differentiation. There was evidence of AfL strategies being used and an understanding within the pupil body of how to use these. It would be useful to use the aspects of good practice within the school to support development of a cohesive school wide approach.

Staff are supportive of pupils in all aspects of the school and most lessons demonstrated differentiation appropriate to the stage and ability of all pupils. Children with additional support needs were dealt with sensitively ensuring their needs were met within the classroom situation. In the majority of lessons observed the pace of learning was appropriate for the majority of pupils but did not necessarily meet the needs of all learners. In with some lessons, learners would have benefitted from consolidating the concepts taught and others would benefit from more pace and challenge. Formative assessment practices exist throughout the school, however, there was some inconsistency in application and the feedback provided for learners including the time allowed to improve their work. In a few of the lessons observed staff took the opportunity to develop learners' understanding by extending the learning through answers provided by the learners. This could be further developed in the school. IT was used appropriately but could be further developed to enhance the learning.

1.6 School Buildings

Condition: Standard Minimum standard C (2015)

Suitability: Minimum standard A (2015)

The school building appeared in sound operating order. Classrooms were maintained and provided displays to assist learning and celebrate achievement. Corridors were used to display work relating to school groups, or, to provide an overview of key activities and developments taking place within the school. Children were able to discuss the majority of displays and link to activities they had been involved in. The school would benefit from some re-organisation of materials and a refresh of décor in areas. The inclusion of the local library within the school building impacts on traffic flow throughout the building and has necessitated a coded access to the staff room area. Benefits from the library being in the school and significant allowing the school to have access to this area for projects and to hold talks and engagement events with the community. The nursery has access to an outdoor area and engages in outdoor activities regularly. In discussions with pupils and parents, it was noted that there is a desire to improve the play facilitates on site in the future.

1.7 Pastoral Care

Children were mostly engaged and happy to interact with visitors. Children have a sense of community and are secure with their place in the school. Pupils know that any adult can support them and are confident that issues will be dealt with. The Rights Respecting School ethos will continue to develop this. Growth Mindset material is displayed in the hall way, however, pupils were not able to talk to this. Pupils appeared proud of their school and liked wearing the uniform. They thought it was a good place to come and learn.

1.8 Attendance, exclusions & pupil behaviour

2015/16

Attendance rate: 94.8%. The attendance rate overall in Moray primary schools was 95.4%.

Violence / Aggression against staff: no incidents reported

Exclusions: 0 exclusion incidents

There are shared values across the school with staff and pupils demonstrating respectful relationships. Both staff and pupils have shared expectations with rewards for positive behaviour. There is a whole school reward system in place with a display in the corridor to display progress with this. Pupils respond well to this system and can talk about why it exists. Staff know the children and inappropriate behaviour is dealt with appropriately in most classes. Senior pupils have leadership opportunities developing skills for learning, life and work.

2 School Roll

2.1 Roll and roll forecast

The School Roll in 2016 is 125. This is a decrease of 17 pupils since 2001.

The roll forecast for 2020 is 116, a decrease of 9 pupils.

2.2 Inward Placing requests

Net Placings over the last 3 years: 2013: -4, 2014: -4, 2015: -11
2016-17 – 3 inward placing requests

2.3 Outward placing requests

2016-17 – 7 outward placing requests

2.4 Roll as percentage of capacity

2016 School Roll - 125 / Functional Capacity = 158 = 79%

2.5 Class composition

2016 – Classes: 2016 – 6 classes: 2 single stage & 4 composite classes

(Classes: Composite – P2/3, P3/4, P4/5 & P5/6)

2.6 Teachers

2016 – Teachers FTE – (staff) 2016 - Teachers FTE – 7.4 (8 staff)

(includes 6.4 teachers and 1 Head Teacher)

2.9 Maximum Capacity

2016 School Roll: 125 (79% of physical capacity)

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2015/16 was £3,175

3.2 Financial trends

At the end of 2015/16 there was an underspend of 1.11%

3.3 Financial plans

There are no significant financial plans

Conclusions

On the basis of the evaluations of criterion 1 Burghead provides a satisfactory quality of educational experience. The school falls within the roll and financial thresholds in criteria 2 and 3 therefore criteria 4-6 have not been considered. On this basis it is deemed that Burghead is sustainable. Should there be difficulty in finding a replacement Headteacher, which is currently vacant, consideration should be given, as per the Federation Headteacher policy, to considering a paired Headship to ensure the sustainability of both Burghead and Hopeman Primary schools.

Strengths

- The well behaved, polite and articulate children who are very respectful of each other and adults
- Staff working collegiately to develop curricular progressions
- The positive partnerships with parents, agencies and the local community
- Use of the Community Library housed within the school to stimulate community engagement and encourage reading
- A variety of clubs and out of school activities developed in partnership with staff, parents and the community to encourage wider achievement

Areas for Improvement

- Continue to develop tracking systems and use this to ensure progression of learning
- Ensure all partners are consulted and included in the process of meeting individual learning needs
- Continue to develop curricular progressions to ensure coverage of a broad general education.
- Encourage staff to work on moderation activities within school and out with in order to moderate standards
- Ensure a cohesive approach in terms of Assessment approaches and in rolling out initiatives such as Growth Mindset.
- Further develop the sharing of learning with parents so that they can engage more effectively in their child's learning

Hopeman Primary

1. Quality Educational Experience

1.1 Attainment

Overall most children make individual progress in their learning across the school. This is evident from the school's tracking system which triggers intervention for pupils particularly in the lowest 20% and appropriate challenge for the highest 20%. As a result meetings with senior leaders, teachers and support for learning staff take place to set smart targets for identified children. PIPs scores indicate that value had been added over session 13/14 and 14/15 although there was a decline during session 15/16 in maths. Last session's scores were below the Moray average. In Reading there has been improvement since session 13/14 with value being added over the next 2 sessions although slightly less in session 15/16. The most current scores are below the Moray average. P3 and P6 InCAS reading, mental arithmetic and general maths scores are above the Moray average. Children make progress in mental arithmetic from P3 to P6 although there is a slight decline in reading and a significant decline in general maths. It would be beneficial to identify the barriers to progress and staff should continue to familiarise themselves with progression frameworks and benchmarks in order to have a common understanding of standards expected. Some parents, children and reviewers felt that there was a lack of aspiration on occasion and that attainment would rise if children were challenged more and expectations of all children were higher

1.2 Wider school activities

Every child is a member of one of twelve Councils or Committees including, ECO group, Rights Respecting Schools, Art Committee, Learning for Sustainability, Fair Trade, Global Citizenship, Junior Road Safety Officers and Events where they meet every month in vertical groups. This is ensuring that children have a greater understanding of Global issues, children's rights and that they are starting to take on leadership roles across the school. The groups span P1-P7 with teachers planning the learning. Children are fully involved in the planning and benefits would be gained from them having a greater understanding of the skills they are gaining as well as the how this enhances their learning. Care should be taken to ensure that there are sufficient opportunities for depth of learning appropriate to the age of the child. Primary 1-7 children were involved in an intergenerational community project which provided benefits for the children and the elderly participants with a greater understanding of one another as well as enhancing the children's social, communication and social skills. The children enjoy celebrating their achievements in school (star improver awards) and outwith school at assembly and through other means which are linked to the four capacities. Through reflection children have a greater awareness of the four capacities and this can be moved on and linked to profiling where the children can reflect and identify the key skills gained which will help them with their learning and achievement. Members of the pupil council were very knowledgeable about their school and were able to talk about it articulately to the review team.

Children benefit from a range of after school activities including the drama club and active schools opportunities.

1.2 ASN provision

Thirty pupils were registered with additional support needs on Seemis equating to 18% of the school roll, well below the Moray primary school average. The school works with the ASN staged intervention model to identify next steps and when to open a Child's plan as well as engaging with other agencies in order to best support the needs of individual children. Staff meet termly to agree tracking targets for specific pupils. Parental involvement occurs when children have an IEP where there is a joint discussion and the children's views are also taken as well as clear targets set. In addition, it is unclear how the support for learning teacher's expertise is used to advise teaching and non-teaching staff in order to support pupils fully. The school has a nurturing approach and prioritises the wellbeing needs of children where there are identified barriers to learning. Behaviour support plans are created with children to create supportive strategies where required. The school caters for children with complex needs although concerns are raised for those children who are currently funded through exceptional funding streams and how support can be sustained once funding ceases. Pupils' progress is well tracked including those who are giving cause for concern as well as those with individual education plans where targets are reviewed in a timely manner. There are positive relationships with parents who report no concerns with communication regarding their children. The school has a small allocation of support staff who work with those identified with the greatest need, however this is reviewed regularly in order that support is targeted appropriately.

1.4 Curriculum

The school provides a suitably broad and balanced curriculum. The curriculum is based on the design principles for Curriculum for Excellence and is linked to the vision of "Together we achieve more" which is embraced by the local community. Staff have worked collegiately with the headteacher and depute to develop progressions for curricular areas and are also working in groups to plan interdisciplinary opportunities. The local area is very important to staff, pupils, parents and the wider community and so every opportunity is taken to use local contexts when planning learning. The school vision is referred to constantly and embedded in practice including at whole school assemblies. Class charters are linked to the schools' values although consideration may be given to reviewing these to ensure that they are still relevant for the staff and pupils. In order to ensure that there is greater pace in learning, where appropriate, staff should continue to closely monitor those children who are not ready to move on whilst still stretching those who are.

1.5 Learning & Teaching

Across the school children were polite, well behaved and were very respectful of each other and happy to engage with unknown adults. Routines are evident in all aspects of school life and children are very aware of positive behaviour strategies and any consequences. Classrooms are bright and stimulating

learning environments which are well resourced with wall displays to assist children in their learning. Learners would benefit from seeing examples of their work so that success is celebrated and they can clearly evaluate their learning against others. Children were happy and confident and able to talk about their tasks and activities. In a few classes they were able to talk confidently about their learning however the language of learning is not evident throughout the school and should be reinforced. Learning intentions and success criteria were not routinely shared with learners during the visit although some children were aware of them on occasions. Children would be able to talk about their learning and targets better if they had a clearer understanding of why they are used and they were able to contribute to their formation. Although there was evidence of formative assessment practices being used, staff would benefit from revisiting this so that there is clarity on how they are being used to aid and progress the learning. There was evidence of children working alone, with a partner and in groups. Staff meet regularly with senior management to discuss children's progress. They should now consider making connections within and outwith the ASG to ensure that there is a consistent understanding of standards.

1.6 School buildings

Condition: standard B

Suitability: standard B

The school is bright and welcoming with displays of whole school working including Fair Trade, Rights Respecting Schools and pictures of children's learning experiences.

1.7 Pastoral Care

There was a calm and welcoming atmosphere across the school. Children know about their rights and have all contributed to individual class charters. All children were engaged and actively involved in the running of their school and happy to interact with visitors. They liked the Super Improver Cards and felt that these were an opportunity to celebrate achievements although these could be enhanced further by linking this to skills. Staff appeared relaxed and friendly and classrooms were organised and purposeful. Pupils appeared proud of their school and thought it was a good place to come and learn. All wore uniform and liked wearing it. Parents hold the school in high regard and appreciate the wider community involvement and use of the school for clubs. There are good links with active schools ensuring that there are plenty of opportunities for children to improve their health and wellbeing.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 96.03% as opposed to Moray average across Primary of 95.38%.

Violence and aggression towards staff: no incidents

Exclusions – nil.

Very high standards of behaviour were evident in classes and in corridors and play areas. Pupils moved around calmly and staff monitored their movements at key times.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2016 is 167 pupils. This has decreased by 65 from 2001. The school roll is forecast to decrease to 161 in 2020 although there may be planned housing developments. The roll was forecast to decrease by 6 pupils over next 5 years;. The current functional capacity is 273

2.2 Inward placing requests

Net placings over last 3 years: 2013: 0, 2014: 0, 2015: 0.
2015-16: no placing request.

2.3 Outward placing requests

2015-16: no outward placing requests.

2.4 Roll as percentage of capacity

2016 School Roll - 167 / Functional Capacity 273 = 61%

2.5 Class composition

2016 – 7 classes: 4 single stage and 3 composite classes
(Classes: Composite – P2/3 P3/4 & P4/5)

2.6 Number of teachers

2016 - 9.4 FTE (6.4 teachers, 1 Principal Teacher, 1 Depute Head Teacher, 1 Head Teacher)

2.7 School roll

2016 School Roll: 167 (61% of physical capacity)

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2015/16 was £3,319

3.2 Financial trends

At the end of 2015/16 there was an underspend of 3.04%.

3.3 Financial plans

The Head Teacher, after consultation with staff, has been very prudent with her budget in order to ensure that money has been spent on improving the learning environment further including replacement of blinds and floor coverings and paintwork. This has resulted in children being proud of their school as well as having a bright and welcoming learning environment.

Conclusions

On the basis of the evaluations of criterion 1 Hopeman provides a good quality of educational experience. The school falls within the roll and financial thresholds in criteria 2 and 3 therefore criteria 4-6 have not been considered. On this basis it is deemed that Hopeman is sustainable. Should there be difficulty in finding a replacement Headteacher for Burghead Primary, which is currently vacant; consideration should be given, as per the Federation Headteacher policy, to considering a paired Headship to ensure the sustainability of both Hopeman and Burghead Primary schools.

Strengths

- The very well behaved, polite and articulate children who are very respectful of each other and adults
- Staff working collegiately to produce progressions for all curricular areas
- The start made to developing leadership at all levels across the school and the part the Headteacher and depute have played in encouraging this
- The positive partnerships with parents, agencies and the local community
- Work to date on tracking pupil progress
- The welcoming ethos in the school including the bright learning environments

Areas for Improvement

- Continue to develop tracking systems to ensure that there is greater aspiration for all children
- Revisit formative assessment processes so that children are clear about what they are learning and what their next steps are
- Encourage staff to look outwards in order to moderate standards with other schools
- Consider showcasing children's learning in various ways
- Further develop the sharing of learning with parents so that they can engage more effectively in their child's learning

SCHOOLS FOR THE FUTURE: HYTHEHILL PRIMARY

1. Quality Educational Experiences

1.1 Attainment

PIPs data for P1 reading shows an increase in value added over the last 3 years; maths also has an increasing trend over the last 3 years.

Data from P3 Incas shows the reading at this stage decreasing over the last 3 years and is currently significantly below the Moray average, mental arithmetic has a changeable pattern and is currently below the Moray average, with general maths decreasing over the last 3 years and is also currently below the Moray average.

P6 Incas reading shows a fluctuation over the last 3 years but broadly equates to the Moray average; mental arithmetic shows a decreasing pattern over the last 3 years with this falling below the Moray average; the general maths trend shows no discernible pattern but is currently exceeding the Moray average for session 2015/16.

In P1, the Jolly Phonics programmes is being implemented and is beginning to show an impact in improved levels of attainment at early level; the Northern Alliance early Literacy project is also being used within the school. P3 is an identified stage for further work to be done to improve attainment in all areas.

The Senior Management team are aware of the data and are working to address gaps and using Growth Mindset approaches with the middle and upper stage teachers. There is an opportunity to share the data with all staff to highlight areas for improvement and to bring about strategies for raising attainment.

A tracking and monitoring system is being implemented using the Education Scotland benchmarks in Literacy as a trial to support teacher recording; systems are also in place to gather evidence and support learning conversations with pupils. These are at an early stage and their effectiveness should be measured throughout the session in order to assess the impact this is having on pupil attainment at all stages as well as the effectiveness of teacher judgements.

1.2 Wider School Activities

The school is actively promoting wider school activities which take place, these are displayed in the corridors to encourage more engagement and to ensure parents and partners are involved and aware. Children throughout the school develop worthwhile leadership skills through membership of a variety of committees, although some pupils indicated these groups were teacher led and that their voice was not always acknowledged. An element of choice and variety would support a more robust approach to this initiative and allow for progression in skills and personal development. The P6/7 buddies are also used to support restorative approaches within the school.

Almost all children could talk about the reward system and how they earned points, although there were some children who were not clear about who in school awarded points and on which system, with SHINE or Housepoints being in place. Benefits would be gained from this being revisited to ensure there is a consistent approach throughout the school which would support positive behaviour approaches and the celebration of success. The P7/P1 buddy system is working well and pupils and staff were able to talk enthusiastically about the impact this has on both groups of children. Almost all parents, pupils and teachers voiced concerns with regard to the school behaviour policy; the majority would welcome more clarity and a more consistent and uniform approach to behaviour and rewards in place.

There are also Euroquiz activities, football coaching, science club and cricket on offer for pupils at different stages within the school; this supports the development of choice and responsibility as well as improving the range of skills being focussed on in school and the ability to transfer and embed the Moray Skills Framework.

All parents spoke about the school with pride. They reported on very good communication with the Head Teacher and with the office staff. All parents spoke positively about improvements made by the school recently in terms of committees and clubs available to their children.

1.3 ASN Provision

There are 88 pupils registered with ASN on Seemis at 2016 census, this is 27.6% of the school roll, which is slightly above the Moray average of 26.2%.

There is a positive and flexible approach to ASN within the school. A range of Additional Support Needs was evident in the school with some children withdrawn from mainstream class for curricular and nurture activities; some children in the nurture group knew why they were attending. There is an opportunity to ensure all pupils are clear regarding the purpose of their place in the nurture provision. In classes, individual booths were evident as were visual timetables and some children were accessing these resources with Pupil Support Assistant (PSA) support.

The school has an Enhanced Provision and has achieved Autism Accreditation with the National Autistic Society. Some pupils are educated entirely within the ASN provision to ensure their educational and support needs are met but there is opportunity to engage in some whole school events. All pupils with exceptional support needs have individualised curricula and access their learning with their peers in mainstream to the greatest extent possible.

IEPs are well written with SMART targets and are reviewed every term to ensure they are timely and also progressive. There is good use of home school diaries and communication and parents state there are positive relationships between home and the enhanced provision.

There are good working relationships between SMT, class teachers and PSAs and their input is valued by all staff within the school. Daily updates on pupils' wellbeing and learning is via verbal communication between PSAs and teaching staff to ensure targets can be assessed and also pastoral information can be handed on more formally which aids home school communication; this works satisfactorily but the implementation of a more formal written system will ensure that there is a consistent approach to information sharing particularly after an absence.

The school uses the ASN Staged Intervention model to good effect in order to identify next steps and when to begin the child's planning process; this supports the timely engagement of multi-agency approaches to best support the needs of individual children.

The PT ASfL works closely with the nursery staff and Partner Providers to ensure that transitions into P1 are effective and that staff training needs have been identified and catered for. Transition review meetings for P7 pupils moving to the secondary school are timely and there are good working relationships with the PT Secondary.

A unfavourable aspect of school for ASN is the physical layout of the school which is not suitable for those with significant mobility difficulties due to the many stairs although there is wheelchair access for the main floor.

1.4 Curriculum

Following discussion with staff and national curriculum advice and priorities, the focus for the curriculum across the school is Literacy, Numeracy and IDL; there is a 2 year rolling programme in place and in all classes there was a topic around which curricular areas were planned for and delivered. Planning takes place across stages to support collaborative working; there is potential to further develop this approach to ensure quality assurance and moderation procedures are embedded from the planning stage.

There were visual timetables in almost all of the classrooms to support and reinforce the curricular area being taught; in most classes, children looked to this timetable for what they were learning.

There is use of talking and thinking floorbooks which was initially implemented in the lower stages but now permeates throughout the school; some pupils were able to use this as a reflective tool but a focus could be used to ensure that these are used to involve the child in both planning and more effective identification of their successes and next steps.

Within the school there is development work being undertaken in both literacy and numeracy; the literacy working group is implementing a system to track and monitor using the new benchmarks, and there is an intention for Big Maths to be introduced at the next inservice in May. The intention is to continue to develop moderation as a whole school focus; this is an encouraging start for the early stages and has the potential to be successful

through the development of a strategic plan within the ASG to share good practice and a consistent approach.

The school curriculum rationale is still in infancy and has been shared with staff; this document should be shared more widely to ensure the school community are involved in the development of this. There was a redevelopment of the school values last session, using the acronym SHINE; this is visible throughout the school and evident in classrooms. Pupils are able to talk about the values and how they are used to improve expectations and achievement; the staff have an awareness of the values which are visible in the school but this is not yet clearly embedded within the curriculum. There are further possibilities of sharing this with parents at sharing the learning events as well as through newsletters and parent meetings.

In order that there is a deeper understanding of Curriculum for Excellence and a clear rationale for the children at Hythehill, there would be an opportunity for the staff to be more involved in the development of the strategic aspects of the curriculum as well as the progression of curricular areas.

There are clear strengths emerging in the development of the curriculum in discreet areas, the next stage is to draw this together in the collegiate ongoing development of the curriculum rationale, using progressions, benchmarks and other aspects of curriculum design and support.

1.5 Learning & Teaching

Over the Schools for the Future visit, there were learning visits to all classes for the staff who were in on the Monday and Tuesday. Some lessons had learning intentions shared with the children and were visible in the classroom; the majority of the children reported they had learning intentions for writing but not always for other curricular areas. There was less rigorous use of success criteria, these were often task driven and not co-constructed with the children. As a result the children were often unclear about what they were learning and if they were successful. The children were very keen to engage with all members of the team but were less confident when asked what they were learning; most children reported context and subject area rather than a focus on knowledge and skills. There was no evidence of recap of prior learning in the lessons observed although pupils were able to confirm that this happens some of the time. The questioning in almost all classes focused on process and procedure; there is opportunity to deepen the questioning to ensure that higher order thinking skills are being developed. In most cases the children were not aware of the levels they were working at and were not skilled at identifying the intended learning; there is potential to develop feedback into a more formal and measurable format so children are clear regarding their successes and next steps.

In almost all classes visited, the children were participating in a class lesson with little differentiation; in some instances the whole class were working from the same worksheet with the same learning intention and the pace did not match the needs of the learners in the class. Children's needs were therefore

not being met and staff had not identified those who required more challenge or who would benefit from more support.

In some classes, effective behaviour management strategies were used which did not interrupt the flow of the learning for class and the majority of the children showed consideration towards others. However, in other classes the learning was disrupted and benefits would be gained from revisiting this to ensure that all staff have strategies to deal with this.

In some lessons, teachers used digital learning but this was very limited and did not ensure that pupils have an extensive experience of ICT across the curriculum. There was use of netbooks and also the computer suite, although the activities did not support challenge or differentiation.

There are plans for Teacher Learning Communities (TLCs) to have a greater emphasis next term, this will support areas for improvement in the use of learning intentions and success criteria, questioning, pace and challenge and differentiation. This could be supported through further use of the Moray Learning Cycle, with staff working together to gain a shared understanding of what is effective practice. Staff should ensure they are planning for breadth, challenge and application in to their lessons; this could be achieved through further collaborative planning.

Almost all parents were happy with the provision their children received at school and the support and challenge they received, however, most parents did not know where their children were in learning and how they could improve.

The nursery had a number of staffing changes recently; these are beginning to show signs of change and improvement in this area. The learning environment was positive and encouraged independent learning which supported and challenged all children. The learning was differentiated and the activities which supported this were engaging and appropriate.

There was a positive ethos in the nursery and the positive relationships were evident. There is potential to further develop this positive aspect of the school.

1.6 School Buildings

Condition: standard C

Suitability: standard B

The school is well cared for and in good order; there are many positive displays around the school comprising whole school initiatives and priorities as well as pupil work.

The school has informative, well presented displays in the main corridor areas. The children showed pride in these displays. The majority of classrooms were cluttered and resources appeared uncared for. The children showed less pride in the classroom areas, this would be addressed through

leadership and responsibility opportunities for pupils within the classroom as well as a school or class focus on this aspect of the school.

The sensitivity in the automatic lighting in the Support for Learning room was a distraction for pupils and there is concern regarding the safety of the windows in classrooms.

1.7 Pastoral Care

There is a positive culture of support and pastoral care for the children in the school. The staff felt the school was welcoming and friendly and the children felt supported by almost all of the school staff and know they can talk to staff if they have a problem. The majority of pupils were very confident, friendly and spoke highly of the school and the staff. This was evident in particular by the children who supported the learning visit on the first day; they were positive in most aspects of the school and had a pride in the school and the leadership role that was beginning to evolve for them as P6/7 pupils.

GIRFEC and Shanarri displays are evident around the school, although there is an opportunity for pupils to benefit from developing skills to support each another and continue to refer to the indicators so they know how these will support them through life.

1.8 Attendance, Exclusions & Pupil Behaviour

Attendance rate is 94.76%, with the Moray average at 95.4%.

Authorised absence is 8.04% and unauthorised absence is 0.22%.

Violence and aggression: 33 instances of against staff, involving 6 different pupils in session 2015/16

Exclusions: 2 involving 2 different pupils in session 2015/16. In weeks 1-14 in session 2016/17, there has been one exclusion to date.

Pupil behaviour was good and there was a positive ethos in class of care for one another and calm and orderly procedure in corridors. However, there was felt to be a lack of order in a few classes deriving from lack of challenge and focus and also repetitive visits to the toilets.

2. **School roll**

The school roll for session 2016/17 is 319 pupils, a decrease of 97 pupils from 2001. Forecast roll for 2020 is 350 pupils, which is an increase of 31.

The school roll is currently at 87% of functional capacity and 75% of physical capacity.

2.1 Inward placing requests

Net placings over last 3 years: 2013: -15 , 2014: -16 , 2015: -19 .

2016-17: 12 inward placing requests

2.2 Outward placing requests

2016-17: 20 outward placing requests

2.3 Roll as percentage of capacity
2016 School Roll: 319 Capacity: 87%

2.4 Class composition
In 2016 there were 13 classes, 10 of which are single stage and 3 are composite classes.

2.6 Number of teachers
The 1/2, P3/4 and P4/5 are the composite classes.
There are 18.3 FTE teaching staff (21 staff) – 14.3 teachers, 1 Principal Teacher, 1 Depute Headteacher and 1 Headteacher.

2.7 School roll
2016 School Roll: 319

3. Financial position

3.1 Budgeted running cost
The cost per pupil in 2015/16 was £2,860

3.2 Financial trends
At the end of 2015/16 there was an underspend of £44,107, which is 6.44% of the budget.

3.3 Financial plans
There are no significant financial plans.

Sustainability

On the basis of the evaluations of criteria 1-3 Hythehill Primary School is a sustainable school. The roll and enrolment forecasts indicate the school will remain above the minimum roll threshold for a primary school. There are no financial concerns over the school. There is therefore no need to evaluate criteria 4-6 at this time.

Areas of Strength

- The welcoming and positive ethos in the school; the pride pupils, staff and parents have in their school
- All staff want to be included in change and improvement within the school
- Pupils feel valued and they have a voice within the school
- Potential in the early stages; P1 pupils sharing the learning and the improvements taking place in the nursery

Areas for Improvement

- Develop a more consistent approach to positive behaviour and rewards systems
- Develop and support leadership at all levels, using the SIP as a focus to grow responsibility and opportunity

- Ensure learning and teaching is a focus within the school to develop consistency in high quality experiences for all children
- Implement opportunities to encourage and support team building within the staff

St Gerardine's Primary School

1. Quality Educational Experience.

1.1 Attainment

The school tracks the progress of pupils over time through the PIPs and INCAS standardised assessments which shows that the majority of children make individual progress in their learning across the school. As a result meetings with senior leaders, teachers and support for learning staff take place to set smart targets for identified children. PIPs scores indicate that value added has been increasing over session 13/14, 14/15 and 15/16 for both reading and maths, with 15/16 being significantly above the Moray average. P3 INCAS reading shows a decrease in the average score over the period 13/14 – 15/16, however this still remains above the Moray average. Mental Arithmetic shows an increase in average score for 13/14 to 14/15 but a significant decrease in 15/16, taking the average score to below the Moray average. General maths shows an increase in the average score from 13/14 to 14/15 and a slight decrease in 15/16, however this is above the Moray average. P6 INCAS results show a slight decrease in average score in reading from 13/14 to 14/15 to 15/16. However, all these scores remain above the Moray average. In mental arithmetic the average shows an increase from 13/14 to 15/16, all of which are above the Moray average. The general maths average score shows a slight decrease from 13/14 to 15/16, again with all scores being significantly above the Moray average. The value added for reading shows a small decrease between P3 and P6 and a slight decrease in mental arithmetic. General maths shows a significant decrease between P3 and P6, therefore, it would be beneficial to identify the barriers to progress and build on the positive beginnings in the early stages. Staff should continue to track progress using the benchmarks and continue to familiarise themselves with progression frameworks in order to have a common understanding of standards expected.

1.2 Wider School activities

Every child is a member of a Council or Committee with a wide range of opportunities to work in P1-7 groups including Eco group, Health & Wellbeing, STEM, Soldering and Circuits, providing regular opportunities for pupils to voice their ideas, opinions and concerns. This has ensured they have a greater understanding of the school values and their own rights and are able to contribute to the development of the school. After school clubs provided by partners such as Active Schools and parents offer a range of different activities depending on the time of year and local opportunities. These range from knitting to football and offer informal opportunities for parents and the community to develop links with the school enhancing the experiences the school is able to provide and strengthening relationships with the wider community. Although most parents are actively involved in their child's learning this is an area which could be expanded. P7s take on strong leadership roles through STAR 7s and the Buddy system supporting development of skills for

learning, life and work and developing the four capacities. As part of the positive behaviour system in the school the children enjoy celebrating achievements through regular assemblies and an Achievement Wall in the school. This has contributed to pupils taking individual responsibility for their behaviour and encourages a responsible attitude towards others, with older children being able to reward their peers for positive behaviour. Wider achievements are recorded in pupil profiles and learning logs are being trialled in a number of classes which are beginning to develop pupils understanding of the skills they are developing. This can be moved on by children reflecting and identifying the key skills gained which help them with their learning. Outdoor learning is a particular strength of the school which is supporting closing the gap and parental involvement by building relationships with parents in informal settings and providing opportunities for the school to connect with harder to reach parents. This partnership working has recently been recognised through the school achieving its fourth Green Flag award. The parent council meet on a regular basis and each meeting is minuted with a set agenda. The parents recognise the strong leadership of the school and commented on the teamwork demonstrated by staff. They are appreciative of the support staff provide at organised events.

1.3 ASN Provision

Seventy pupils were registered with additional support needs on Seemis equating to 27% of the school roll, close to the Moray primary school average. The school works with the ASN staged intervention model to identify next steps and when to open a Child's plan as well as engaging with other agencies in order to best support the needs of individual children. Good use is made of a range of assessment methods. Although staff discuss pupil needs and agree strategies to use to support each child, there is not a systematic method for recording and sharing this information with parents. Parents are contacted to inform them what support is being given. Class teachers and, where possible, pupils agree targets for individual education plans with support for learning teachers, but there is lack of clarity around routine parent involvement in reviewing and drawing up individual education plans. The support for learning teachers have regular consultations to advise teaching and non-teaching staff in order to fully support pupils. Small groups are withdrawn from class by support for learning teachers for specific pieces of work. The school has a nurturing approach and prioritises the wellbeing needs of children where there are identified barriers to learning. Staff training needs have been identified and catered for so that individual learning and health and well-being needs are being met. The school cater for children with complex needs although concerns are raised for those children who are currently funded through exceptional funding streams and how support can be sustained. Pupil progress is very well tracked including those who are giving cause for concern as well as those with individual education plans where targets are reviewed every two months. The school allocation of support staff tend to work with those identified with the greatest need, however this is reviewed regularly in order that support is targeted appropriately. The school is not suitable for pupils in

wheelchairs without adaptations being made. The senior management team embrace GIRFEC and lead by example in knowing all of their pupils.

1.4 Curriculum

The school provides a suitably broad and balanced curriculum. The curriculum is based on the design principles for Curriculum for Excellence and the Curriculum Rationale is re-visited regularly to ensure relevance. Literacy and Numeracy is covered on a daily basis with staff planning using progressions which have been developed collegiately within the school. This has ensured that all staff are aware of where children have come from and their next steps which are shared with pupils in feedback discussions in some classes. Interdisciplinary learning experiences are planned in pairs or trios and complement opportunities for discrete learning in curricular areas, providing pupils with the entitlement to a broad general education. These are situated in real life contexts making the context relevant for the pupils promoting engagement. Class teachers plan for challenge using the 'HOT' skills to develop depth as well as breadth to the children's experiences. These are being explored further by the school to support learning and pupils' understanding of skills for learning, life and work. The school has identified that active approaches to learning and creativity are development areas and the children would benefit from further opportunities for structured play, especially in the early stages. Considerable work has been undertaken to develop science in the school with opportunities for discrete teaching and Interdisciplinary topics making links between curricular areas explicit. Progressions have been developed and are used to plan experiences ensuring staff and pupils are aware of their next steps. Although opportunities to use Digital Literacy are embraced by most staff, further opportunities and consistency across the school would benefit the progression of skills in this area. During classroom observations the school progression of learning was evident in all classes. Several parents are also involved in providing the children with additional extra-curricular activities and after school clubs. The P1/2 class have parent volunteers for Literacy and Numeracy enabling a lower adult / pupil ratio to effectively support learners. Parents provide a range of learning experiences to enhance the learning and are represented in committees associated with the wider curriculum, for example, Eco group and Global citizenship. The school has strong community links with events hosted by the school being well attended by neighbours and the surrounding community. The school has a good working relationship with the local church with the minister regularly visits the school. There are strong links with the RAF camp with the liaison officer attending some assemblies in the school. The community are involved in the healthy eating week with parents coming into the school to help with cooking and to demonstrate to pupils. The school is planning to develop a family nurture area so that this can be extended into a more formal family nurture area which would benefit the development of family learning in the school.

1.5 Learning and Teaching

The leadership of the head teacher is a strength of the school. The head teacher provides and communicates a clear vision for the school and uses distributive leadership effectively to move the school forward. All staff meet once a fortnight and there is a clear focus of development for each session. The head teacher has kept staff informed as to the wider picture in relation to education which has meant that staff are positive about the pace of change necessary. Staff are encouraged to take on leadership roles both within the school and across the authority, for example Science. All staff participate in training on whole school developments such as the nurture training and professional development is clearly linked to the school improvement plan through the professional review and development process. The classroom assistants are an asset to the school and attend training when possible and appropriate. There has been a strong focus on Science and Outdoor learning this session. The children enjoy school and staff have built good relationships with pupils which was evident during the visit through a calm, purposeful and caring atmosphere despite the building work currently in progress. Staff have high expectations of pupils and know the children well. They are supportive of pupils in all aspects of the school and most lessons demonstrated differentiation appropriate to the stage and ability of all pupils. Children with additional support needs were dealt with sensitively and calmly ensuring their needs were met within the classroom situation. In the majority of lessons observed the pace of learning was appropriate for the majority of pupils but did not necessarily meet the needs of all learners, with some learners who would have benefitted from consolidating the concepts taught. Children in the early stages were responsive to the whole brain teaching pedagogy employed enabling their learning to proceed at a fast pace. Learning intentions and success criteria are used consistently throughout the school and most children have an understanding of how, what and why they learn. Learning intentions and success criteria were clear and relevant in all classes and there was continuity in sharing and referring back to these in all classes observed. These were shared orally, or provided in print, and children confirmed that these were used in all lessons/subjects. Lessons built on what the children had learnt previously with reference made to prior learning in all classes. Formative assessment practices are mainly embedded throughout the school, however, there was some inconsistency in the feedback provided for learners and the time allowed to improve their work. Learners understand their progress in their learning and their next steps. In some of the lessons observed staff took the opportunity to develop learners understanding by extending the learning through answers provided by the learners. This could be further developed in the school. IT was used appropriately but could be further developed to enhance the learning. Parents felt that there are strong transition arrangements in place and enjoyed the shared learning provided in P1. They would like similar opportunities across the school to enable them to support their child better. The school has a nursery within the building and there are strong transition links with the P1 classes. Following the refurbishment the nursery class will be moved next to the early years classes making integration between the two more

seamless. The nursery has access to an outdoor learning area which is used on a daily basis with a strong focus on play. Super Me passport is used to record progress.

1.6 School Buildings

Condition: Standard Minimum standard C (2015)

Suitability: Minimum standard A (2015)

Due to the current building work resource areas were overcrowded. However, classrooms were, as far as possible, well maintained and provided attractive displays. Most corridors were impacted upon by the refurbishment. This will create a flow through the building from nursery to P1 and increase capacity in the nursery from 20 to 40 places. The Ladybird playgroup will move into the main building providing opportunities for closer links with the school. Sustainability of the fabric of the building is through the long guarantees provided by the current contractors.

1.7 Pastoral Care

There was a calm and welcoming atmosphere across the school. All children were engaged and actively involved in the running of their school and happy to interact with visitors. The children enjoy coming to school and feel it is a good place to learn. Staff work very well together and have a shared understanding of expectations within the school. Children have a sense of community and are secure with their place in the school. Pastoral care is strong with staff using the well-being indicators to report on the health and wellbeing of pupils ensuring a continuity of care. There is a robust child protection system with chronologies being used effectively to track pupils ensuring children are safe. Pupils know that any adult can support them and are confident that issues will be dealt with. The Rights Respecting School ethos is strong in the school providing pupils with a safe and nurturing environment where they feel able to take risks in their learning. Growth Mindset is an ethos of the school so that most children view errors as learning points rather than something to be avoided. Pupils appeared proud of their school and liked wearing the uniform. They thought it was a good place to come and learn. There is strong teamwork evident between staff who appeared relaxed and friendly and are very supportive of each other. Classrooms were well organised and purposeful. Parents were very positive when talking about the school. Their children enjoy being at the school and the positive environment created. They felt that the children were well behaved and that there was a calm ethos in the school.

1.8 Attendance, exclusions & pupil behaviour

2015/16

Attendance rate: 94.93%. The attendance rate overall in Moray primary schools was 95.38%.

Authorised Absences – 4.6% (Moray – 3.7%)

Unauthorised Absences – 0.5% (Moray – 1%)

Violence / Aggression against staff: 9 incidents reported involving 4 different pupils

Exclusions: 8 exclusion incidents involving 4 different pupils

High standards of behaviour were evident in classes and in corridors and play areas. Pupils moved around calmly and staff monitored their movements at key times (e.g. as they came in from the lines, lining up for lunch etc.) Parents liked the Dojo interactive positive behaviour programme which had been introduced in most classes and the school would benefit from consistent use of this across the school. There are clear, shared values across the school with staff and pupils demonstrating respectful relationships. Both staff and pupils have shared expectations with rewards for positive behaviour. Staff know the children well and inappropriate behaviour is dealt with appropriately by staff. Senior pupils have leadership opportunities developing skills for learning, life and work and are involved in the application of the reward scheme providing them with opportunities to recognise wider achievement. Those parents with children in classes using the class Dojo enjoy the additional communication this provides and parents asked if this could be consistently applied throughout the school. The school operates a number of systems to communicate with parents. These include newsletters, learning logs, school website and pupil profiles. Parents would also like more information regarding the progress of their child and consistency regarding homework expectations.

2 School Roll

2.1 Roll and roll forecast

The School Roll in 2016 is 262. This is an increase of 42 pupils since 2001. The roll forecast for 2020 is 296, an increase of 34.

2.2 Inward placing requests

Net placings over last 3 years: 2013:12, 2014:15, 2015:26, 2016:8

2.3 Outward placing requests

Net placings over last 3 years – see above.

2.4 Roll as percentage of capacity

The current functional capacity is 340, with the school roll at 262 they are operating at 77% capacity.

2.5 Class composition

2016 – 11 classes: 9 single stage and 2 composite classes (Composite classes – P1/2 and P4/5)

2.6 Teachers

2016 – Teachers FTE – 14.7 (17 staff). Includes 12.1 Teachers, 1 Depute Head Teacher & 1 Head Teacher.

2.9 Maximum Capacity

The physical capacity is 396 (262)

3 Financial position

3.1 Budget running costs

The cost per pupil in 2016/17 was £2,836

3.2 Financial trends

At the end of 2015/16 there was an underspend of 0.81%.

3.3 Financial plans

There has been a large capital investment in the school to improve the condition of the school buildings and increase the capacity of the nursery.

Conclusions

On the basis of the evaluations of criterion 1 St Gerardine provides a good quality of educational experience. The school falls within the roll and financial thresholds in criteria 2 and 3 therefore criteria 4-6 have not been considered. On this basis it is deemed that St Gerardine is sustainable.

Strengths

- The children are well behaved, polite and articulate, demonstrating respectful relationships between each other and between staff and the children.
- There is strong leadership by the Head Teacher and distributive leadership is evident throughout the school
- There are positive partnerships with parents, partners and the local community.
- Work to date on tracking pupil progress and the use of data to support learning and teaching
- Consistency of teaching methods throughout the school
- Staff working collegiately to develop Science and Outdoor learning

Areas for Improvement

- Continue to identify the barriers to progress and use this information to ensure progression for all students over time, meeting the needs of all learners

- Continue to develop family learning especially through the new nurture area
- Build on the work already started in relation to active approaches to learning and creativity
- Development of Digital Literacy
- Consistency of feedback to parents both pastorally and in relation to learning