



# School Review and Assurance Programme

**St Andrews Primary School**

December 2018

## INTRODUCTION

The School Review and Assurance Programme for the Education & Improvement Service has been designed as part of a suite of processes that ensure:

**‘Our young people, parents, staff and elected members have confidence in the quality of the learners’ experience of the curriculum and improvements in attainment across our schools’**

### Vision

The Education & Improvement Service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can ‘be all that they can be’ (and, indeed, perhaps more).

### Values

This work is underpinned by a set of core values:

- Enjoyment;
- Respect, Responsibility;
- Being Healthy, Being Active, Being Safe;
- Being all we can be;

And the belief that:

- This is our community,
- We want the very best for everyone.

### Aims

Our schools are expected to prioritise their actions to ensure that, in particular, children and young people: - get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

### Purpose

The purpose of a School Review is to:-

- provide assurance to children, parents and community on the quality of the school’s education provision;
- validate and moderate the school’s process of self-evaluation;
- promote improvement and support the school’s development agenda;
- provide evidence for local collaborative development and training.

### Quality Assurance and Self-evaluation

The Scottish approach to quality improvement in education is a three-way partnership:

- schools evaluate the quality of their own provision using feedback from parents, students and partners, direct observation and data;
- they are supported and challenged by the education authority;
- this is backed up by rigorous external evaluation by HM Inspectors of Education (HMIE)

*Further information relating to quality assurance and the quality indicators used for this review are found in appendix 1*

## **Review Team**

Carol McManus, Service Improvement Officer  
Morag Miller, Service Improvement Officer  
Graham Bevan, Service Improvement Officer

## **Timescale**

April to June 2018

## **The Review Process**

The review has been conducted over a period with a full range of class visits, meetings with pupils, staff and parents. There has been consideration of pupil tracking and attainment, teachers planning and class work. There has also been scrutiny of documentation and data.

## **Background and associated reading/review activity included.**

- School Improvement Plans and Standard & Quality Reports;
- Quality Assurance Calendar 17/18;
- Planning Folders
- Pupil work
- Attainment Analysis documentation and school attainment data sets – PIPS, SNSA, CfE teacher judgement levels,
- Minutes of Parent Council Meetings and Parental surveys;
- PT and Staff Meeting Minutes.
- Interviews with focus group staff, pupil group and parents
- Classroom visits
- Discussions with Head Teacher and Principal Teacher

Under each Quality Indicator, we will report on:

- What we found;
- What the school now needs to do next.

When we share the report we will also seek to get your own feedback on the process as this is a format we are developing to try and make this a collaborative (but thorough) review engagement, where staff should feel confident the experience is a positive one.

The welcome, participation and dialogue with all staff has been very much appreciated by the review team and the team wish to record our appreciation of this to everyone at St Andrews School.

## EXECUTIVE SUMMARY - CONTEXT OF THE SCHOOL

St Andrews Vision, Values and Aims Vision Statement:

***We are committed to an excellent education for all.***

School Aims:

1. To enable all to become successful, confident, life-long learners, and inspire a love of learning— Our school will endeavour to provide a stimulating and enjoyable learning environment. Our school community will aspire to enable everyone to be all they can be.
2. For children to operate as independent learners and thinkers— We shall provide our children with opportunities to develop their persistence to learn and improve; to feel secure and be able to take measured risks; to take on responsibility and review the results of their efforts; and to celebrate their role in the successes of the learning community.
3. To develop respect and understanding for each other within our school, local communities and the wider world— We will foster a community within which everyone is encouraged to show respect for one another and the environment through responsible actions.
4. For children to value themselves and the environment— We will provide a nurturing environment where we demonstrate care for ourselves and others. Our school community will foster a holistic approach to the physical, mental, social, emotional and spiritual well-being of all.
5. To provide a relevant curriculum for all— Our school community will ensure the needs of all are considered and acted upon. At St Andrews we value: Kindness Good manners Fairness Respect Patience Loyalty Sharing Being Responsible Listening Inclusion

School Context St Andrews Primary School, built in 1995 and extended in 2003, is located in a rural position near Suckquoy Bay in Toab. Children from the parishes of Tankerness, Deerness, Holm and the village of St Mary's are transported to the school by local bus conveyors; however, with a building programme going on close to the school there are a growing number of pupils walking to school.

St Andrews Primary School continue to have an increase in its pupil roll, staffing remained at eight class teachers; all classes were single stream, and continue with two P6 classes.

With the steady increase over the years in the school role there has been an identified need for more space—classrooms, meeting rooms, room in the music room, and a need to address the increased accommodation to meet the requirements of the enhanced nursery/pre-school provision. A capital building programme to extensively refurbish and extend the school is now in place and plans to commence work are imminent.

The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways.

The school roll in 2017-18 was 218 Nursery: 15 children Preschool: 30 children P1: 20 children P2: 21 children P3: 22 children P4: 21 children P5: 27 children P6B: 19 children P6L: 19 children P7: 24 children.

Support for Learning is carried out within classes and in the support base by the Class Teacher and Support Teacher and on an individual or small group basis by the Classroom Assistant.

## **The review findings**

The review has had a focus on the following areas of the school's work and is organised round the **How Good is Our School?** Quality Indicators.

### **SUCSESSES AND ACHIEVEMENTS**

- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring wellbeing, equity and inclusion

### **LEARNING PROVISION**

- 2.3 Learning, Teaching and Assessment
- 2.2 The Curriculum
- 2.1 Safeguarding and child protection
- 2.7 Partnerships

### **LEADERSHIP AND MANAGEMENT**

- 1.2 Self-evaluation for self-improvement
- 1.3: Leadership of Change

## SUCSESSES AND ACHIEVEMENTS

### 3.2 Raising Attainment and Achievement

#### What we found:

The school recognises achievement as an important aspect of developing children's emotional wellbeing. Celebrations of children's individual achievements from both within and outwith school are given a high profile through fortnightly achievement assemblies, awards and wall displays. Children value this and recognise the positive impact it has on their confidence and self-esteem. The application Seesaw supports this ethos of recognising and celebrating achievement well and the school is exploring how to use the application to support tracking, progress and identifying individual targets.

The Head Teacher has developed a comprehensive tracking system using multiple data sets to help monitor the progress and achievements of all children. The data is well organized and collated from a range of sources and includes reference to staged intervention. Attainment tracking meetings take place with staff, however, the impact of these meetings based on the data as presented is not always clear and further consideration needs to be given as to how to use this information with staff in a way that 'tracks' children's progress.

Looking at added value and progression over time, almost all children in the lower school make appropriate progress in Literacy and Mathematics. The school now needs to review attainment to ensure that all children continue to make appropriate progress with a particular focus on the upper stages.

Moderation activities in writing are well established and plans are in place to continue to develop moderation including reading across the school and between schools. This will help develop confidence in judgements of CfE levels and alignment with expectations based on other data.

Overall, there is evidence that children's mental agility is improving as they progress through the levels of the curriculum. This will continue with staff taking part in Numeracy and Literacy projects with Lynda Keith this session.

Children are developing skills for life such as citizenship and leadership. They enthusiastically take on responsibilities such as playground buddies, class helpers and House Captains. Across the community children participate in a range of cultural and sporting activities. Many of these activities are supported very well by parents. Children are aware of those less fortunate themselves and contribute very well to both local and national charities

#### Next Steps:

- Continue to develop tracking and reporting systems in line with the local authority working group;
- Develop scrutiny of assessment data with staff to ensure pupils continue to make progress; particularly in the upper school and where targets are set for specific children;
- Continue to develop confidence in teacher judgements through moderation activities in all areas;
- The school should continue to embed play based learning which both engages and challenges children in their mathematics and numeracy.

### 3.1 Ensuring wellbeing, equity and inclusion

#### What we found:

#### Wellbeing

Almost all children feel safe and secure at St Andrews primary school. Overall most children report that they are treated fairly and with respect by staff and that they have an adult in the school they can approach if they are worried about something.

However, only a majority of children from P4-7 feel that pupils treat each other with fairness and respect and less than half the children across the school report that they feel that children behave well. Although it is noteworthy that nearly half of children report they do not know if other children behave well. The school should now work with the children on their understanding of the school's positive behaviour approaches and clarify with the children their understanding in this area.

Most children feel the school helps them to be healthy and that they have opportunities during the school day for exercise. Most children enjoy learning and feel their work is hard enough with teachers expecting them to do the best they can. Overall the responses from children from P1-3 were significantly most positive about their school experience, with a much more mixed response from P4-7.

- Families (including extended families) know school staff and are involved in the life of the school;
- Relationships between all members of the school community are positive;
- Positive relationships are promoted within the classroom, playground and wider school environment;
- Children are considered as individuals and are active in discussions and decisions which may affect them;
- Children are included and involved in the life of the school.

#### Fulfilment of statutory duties

- Staff understand the SHANARRI and GIRFEC principles, Staged Intervention procedures and pupil parent confidentiality;
- All statutory duties and relevant codes of practice are adhered to e.g. Child's Plan legislation, GTC Code of Practice.

#### Inclusion and equality

- Children are supported to do their best: House points, achievement and wider achievement assemblies every second week;
- Children, parents and carers are treated with respect and in a fair manner;
- Children are encouraged to accept everyone and challenge discrimination when they see it (Jigsaw HWB programme and school assemblies);
- Parents are financially supported to ensure inclusion in residential outdoor learning trips.

#### Next steps:

- Pupil survey data to be analysed and reported back to the pupils;
- Action points decided and carried out;
- SHANARRI wellbeing pupil indicator added to Learning Journals;
- Draft Positive behaviour policy to be shared with parents and feedback acted on and publish in Term 18-19.

## LEARNING PROVISION

### 2.3 Learning, Teaching and Assessment

Almost all learners are motivated and engaged in their learning. Relationships with staff and children are very positive, leading to learners being appropriately supported in their learning. Children are able to ask questions about their learning and they respond positively to the support and challenge given by the teacher and their peers to make improvements in their learning.

Almost all learners are making good progress in their reading and writing and through effective self/peer and teacher feedback they know what they have to do next to improve their work further and how they would achieve this. Many Children experience choice in their learning and are given opportunities to be responsible and independent, however, the school evaluation has identified that there is further scope to extend this approach across all classes.

The impact of learning through play is further developing through independent and small group learning which now needs to be extended across the school. This will ensure that differentiation and pace are sufficiently challenging for all learners through the effective use of teacher and non-teaching staff time.

Staff use effective questioning strategies to support and challenge learners and to begin to develop higher order thinking skills. Learning walls were very effective in sharing and implementing the application of these skills.

Digital technologies are used effectively to develop key skills and also as a means of sharing progress. Parents, Children and staff are very positive about the use of SeeSaw as a tool for sharing children's learning, celebrating their successes as well as capturing events and trips. Parents appreciate that their children can capture their learning and share it with them in real time: *"My husband works away from home and it is a great way for him to keep up with what's going on. Absolutely fantastic – get to see my child's work / progress, weekly not just at parent evenings etc"*

A range of assessment instruments are used to support learning and teaching and the Head Teacher closely monitors data across the school. Moderation activities are carried out for writing across the school and Numeracy holistic assessments are used and continue to be developed to confirm teacher judgements of CfE levels.

Most children from P1-3 feel that homework helps them with their learning while just over half of P4-7 feel this. Through the focus group discussion with P4-7, some children felt that the homework was excessive, was not very interesting and did not help with their learning. Parents felt that the school had responded very effectively with queries about homework and that they generally feel homework is set at the right level. The school sets homework every week and parents appreciate the flexibility that allows them to manage this with other activities their children have on. Parents felt that Accelerated Reader and Sumdog were good resources and were helping their children in their learning. Just less than half of children from P4-7 feel that they are asked by teachers what they want to learn.

The school has clearly identified next steps to support learning and teaching and assessment

#### Next Steps:

- Provide more opportunities to develop pupil voice and leading learning more effectively.
- Continue to develop Play based approach in early stages and develop this across the school.
- Continue to develop Moderation confidence and regularly plan Holistic assessments as part of teaching and learning.



- Continue to develop a whole school approach to reporting with reference to introduction of the popular SeeSaw programme and the reporting requirements set out in BtC 5.

## 2.2 The Curriculum

### What we found:

The school has recently developed a clear rationale for its curriculum in consultation with staff, children and parents. This is linked closely to the vision, values and aims of the school and builds upon national guidance on curriculum for excellence. The entitlements and principles of curriculum design are evident in teacher's planning.

Curriculum planning takes account of national guidance for Curriculum for Excellence. Staff refer to, and make use of, the experiences and outcomes in each curricular area. In providing meaningful and relevant contexts for learning, they are beginning to group experiences and outcomes from within and across curriculum areas. Staff are engaging with the benchmarks in key areas of their planning. Staff are increasingly adapting and amending learning and teaching strategies to meet the needs and interests of pupils.

Progression pathways, supported by programmes of study, have been developed and implemented for Literacy, Numeracy and HWB. This has ensured that children are being taught a progressive programme that enables children and teachers to discuss where the children are with their learning and identify and plan together the next steps in their learning. Staff use 'Jigsaw' as the key vehicle for the development and delivery of the health and wellbeing curriculum. This provides a strong foundation for the development of children's rights and wellbeing. Key elements of the programme have been made available to parents during parents' evening events.

Outdoor Learning is in place with an emphasis placed on learning about and around the local community: school grounds, class trips, and residential opportunities in P6 & P7. Visits from outside agencies provide pupils with a broad learning experience. E.g. The Harvest Assembly involved Roy Norquoy from The Fisherman's Mission and the Rev Wilma Johnston. These opportunities provide learning experiences giving the children the opportunity to develop their skills for learning, life and work.

Children are involved in enterprise activities on an annual basis which provide further opportunities to use skills in real life contexts. Creativity and problem solving are promoted across the curriculum through these social enterprise activities. E.g. P5 school newspaper, P6 Be Fantastic reduce your plastic

### Next steps:

- Pathways for learning need to be further developed by mapping the programmes of study currently used within the contexts for learning to ensure greater relevance, coherence and progression for learners. Initially for Literacy/Numeracy and HWB and all other curricular areas;
- Further work is planned to ensure interdisciplinary learning builds on appropriate knowledge, understanding and skills as the children progress through the school and new yearly overview planners will be used for IDL projects from 18-19 ;
- The Head Teacher recognised that the school has to consider the curricular transitions between the ELC setting and P1 and they have yet to have a clear evaluation and review of the pathways of learning and experiences for children as they move from ELC to P1;

- The Head Teacher recognised that further work on explicitly defining the skills the learning, life and work would be useful and ensure that these skills are built on progressively through the school.

## **2.1: Safeguarding and child protection**

### **What we found:**

Clear guidance on the needs of children in every class is provided to teachers at the beginning of a session and key information is given to supply staff including class lists, health needs and emergency evaluation procedures.

Printed out guidance on up to date policies is available to all staff including a valuable volunteering policy. The HT has updated the positive relationship policy and recognises that this will be updated further next session along with the Anti-bullying policy update.

#### Child protection training

All staff complete the mandatory iLearn CP training every 3 years with an annual briefing given by HT in Aug for all staff. New staff will have a CP briefing when they arrive and they complete iLearn CP training within a month if they are not currently up to date with this training.

HT follows up disclosures shared by staff as a matter of importance. HT would ensure that a record of any disclosure is made through the school's noting concern forms and that any appropriate actions are taken including perhaps speaking to staff who know the child and how the child presents across the school. The HT follows up concerns with partners including SW colleagues where appropriate and following policy.

The HT attends relevant core groups, child's meetings and the Children's panel as appropriate.

### **Next Steps:**

- Ensure that the school continues to monitor the progress of care experienced children. i.e. children who were previously looked after;
- HT to continue to monitor staff iLearn training records to ensure all staff up to date with mandatory training. Print outs to be obtained from HR;
- Ensure CP briefing in August covers up to date CP issues – e.g. FGM, trafficking, forced marriages and extremism and add CP guidance to supply staff pack and clarify this in the volunteer's information.

## **LEADERSHIP AND MANAGEMENT**

### **1.1 Self-evaluation for self-improvement**

#### **What we found:**

A key area that is a hallmark of effective improvement is evidence self-evaluation across all aspects of the school. Our review findings confirm the school's view that it is fully committed to improvement through ongoing self-evaluation of the work they do in school. This is evidenced by the self-evaluation document detailing the school's evaluations against key QIs that has been provided for this review. This is beginning to form the basis of a full self-evaluation profile for the school against the HGIOS Quality Indicators. A Quality Assurance calendar is in place. Staff engage in traffic lighting based on the challenge questions to reflect on practice. However, competing pressures has resulted in the school not always being able to fulfil all the elements of the quality assurance calendar.

The majority of staff confirmed through a recent survey that they felt they had opportunities to be involved in agreeing priorities for the school and that they were actively involved in the school's on-going self-evaluation. Almost all staff indicate that the school's vision and values underpin their work and that collaborative working across the school is effective in taking forward improvement.

The Standards & Quality Report is well structured and has an evaluative approach to the school improvement plan with clearly identified next step for each priority.

Further discussion with the review team and the Head Teacher has clarified the expected outcomes for the school and the children more clearly, with some additional next steps identified as part of the process.

#### **Next Steps**

- The Head Teacher will now ensure there is more time allowed to allow staff to be regularly involved in the self-evaluation activities set out in the calendar;
- Staff will be given clearer roles and responsibilities in the improvement plan priorities and create more opportunities for pupil voice to be heard and active in school improvement;
- The Head Teacher has recognized that the self-evaluation paper has yet to involve all stakeholders and that is something that needs to happen next this will include a Parental survey.

### **1.3 Leadership of Change**

#### **What we found:**

The Head teacher is providing strong leadership and has a clear vision for the school. Parents feel that the Head Teacher is an excellent role model and does the best for everyone. They recognise his passion to do the right thing runs through the school with a focus to realise the school's vision. He leads by example and he is a great advocate and champion for new build.

Through the school survey and speaking to staff, almost all staff feel appropriately supported by the school to undertake their roles and all staff feel that they are a valued part of the school community. All staff feel supported to engage in professional learning, however, not all staff feel

they have regular opportunities to undertake leadership roles. Almost all staff indicated that the school is well-led and managed.

The school have clearly developed vision, values and aims which are due to be reviewed with stakeholders giving a shared vision of the direction of travel for the school. Parent Council focus group members felt they were asked for feedback by the school and that they were involved in the school's direction of travel.

The school Improvement plan is fully developed with identified priorities based on evidence gathered through self- evaluation. It is clearly focused on outcomes for learners and supported by clear actions and evidence. Implementation strategies are SMART. There is also a helpful strategic seven-year School Improvement Framework overview.

Staff take responsibility as individuals or small groups for key improvement priorities. The Pupil council reported that while they are consulted on changes, they are not always asked what they want as ideas. E.g. they discussed issues relating to the school extension but they did not always feel that views are taken on board.

The Head Teacher recognises that the pace of change now needs to increase and to ensure that it is appropriately focused on key priorities for the school and its community.

### **Next Steps:**

- As planned, the HT is continuing to explore and build on the vision for the school with all stakeholders; staff, children, parents and the wider community and ensure that the schools work sits clearly within the context of the school within its community;
- Continue to seek opportunities to engage all staff in leadership roles in support of the school's improvement priorities;
- Continue to engage with pupils to involve them in the developing improvements for the school.

## **2.7 Partnerships**

### **What we found:**

The school has very strong links with its community with many very positive partnerships established to enhance the learning experiences of pupils. The well-being of all children is a priority in the school and the Head Teacher knows families very well. Parents are very positive about the school and the way it sees them as key partners. Parents approach the Head Teacher with concerns readily. Communication, using a variety of media, between the school and parents is effective. Parents have responded positively to the use of social media for sharing learning (Facebook and Seesaw Learning Journals). Staff in the school send regular communications home about school events, school news and specific initiatives. New P1 parents and carers benefit from an induction programme that includes a parent/carer presentation. The school has introduced learning walks for parents and carers to showcase learning and engage with parents and carers (Battle of Jutland, Magnus 900 and Japan) Parents are involved with the school in a range of successful ways including supporting school events and being involved in groups developing specific policies: Afterschool Clubs and activities. Parents feel the school has an open-door approach which is working well. Almost all parents have become actively involved in the life of the school and see the school as the centre of the community.

The school has appropriately identified next steps in developing partnerships.

### **Next Steps:**

- Partnerships with other agencies to be more strategic with time for evaluation together and next steps;
- Continue to involve parent council in short self-evaluation sessions during each meeting;
- Continue to develop online learning journeys and engagement with parents to develop family learning opportunities.

### **CONCLUSION**

As a result of this review it was evident that pupils, staff and parents have a high level of satisfaction about the provision at St Andrew's Primary school. This is evident from the review team's engagement with the Head Teacher, staff, parents and children. The Head Teacher was well organised and well prepared for the review and provided a wealth of evidence to support the review process. The whole school community acknowledges his commitment and his leadership and drive to continue to improve the school. Children feel safe and valued and they are fully engaged in their learning. Children are well supported in their learning and teaching which is centred on the individual needs of children. The school has a strong focus on achieving the best for their children and the school celebrates success widely. Staff feel they are a key part of a learning community and that they are valued members of the school. There is a good balance of parental involvement in the school and the willingness of the school to involve parents. Parents feel that the school setting is a caring and supportive environment which creates a strong positive ethos for children. The school has an awareness of the need to evaluate and plan for improvement. Systems are in place to monitor improved attainment and with a further focus on self-evaluation the school will develop the capacity to address the next steps outlined in this review report.

**Graham Bevan**  
**Service Improvement Officer**  
**Education, Leisure and Housing**  
**Orkney Islands Council**  
**December 2018**

## Appendix 1 – Self-evaluation and quality indicators

At school, local authority and wider levels, strong self-evaluation should be:

- precise and focused;
- forensic in the analysis of young people’s progress;
- practice-based rather than just paper-based;
- able to generate specific strengths and areas for improvement;
- prioritising time and energy on learners’ experiences and outcomes;

The school review and assurance process starts with the school’s own Standards and Quality report. It then supports and encourages staff, pupils and the wider community to participate in narrating the school’s strengths and development needs to the review team.

### Practice Model

A ‘School Review and Assurance Visit’ is designed to be:

- A collaboration between the local authority education service and school leaders
- Based on the school’s self-evaluation/Standards and Quality report
- Proportionate, dependent on school size, local authority engagement, Education Scotland/ HM Inspectors of Education activity

In common with the national inspection framework, a School Review focuses on the following questions and aspects of the life and work of the school taken from “How Good is our School – Fourth Edition” (HGIOS 4) which is a suite of national performance indicators for schools.

<b>HGIOS 4</b>
<b>Successes and Achievements</b>
<b>How good are we at ensuring the best possible outcomes for all our learners?</b>
3.1 Ensure wellbeing, equity and inclusion
3.2 Raising attainment and achievement
<b>Learning Provision</b>
<b>How good is the quality of the care and education we offer?</b>
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support *
<b>Leadership and management</b>
<b>How good is our leadership and approach to improvement?</b>
1.1 Self-evaluation for self-improvement
1.3 Leadership of change

In addition, for the purposes of this review, it will take into account two other themes from HGIOS 4:

2.1 Safeguarding and child protection
2.7 Partnerships

\*Due to time constraints associated with this review we were unable to consider the following areas: 2.4 Personalised Support and Early Learning and Childcare.