

At Redmyre School this session...

<p>RRSA</p> 	<p>Sponsored Walk to Crathes Estate</p> 	<p>A Trip to Abernethy</p> 
<p>Our Cross Country Champs</p> 	<p>Christmas Craft Night</p> 	<p>Trip to the Pantomime</p> 
<p>Forest Schools</p> 	<p>Burns Poetry</p> 	<p>Christmas show and parties.</p> 
<p>Generation Science EDINBURGH INTERNATIONAL SCIENCE FESTIVAL generation science Visiting Scotland's schools</p>	<p>K'Nex Challenge</p> 	<p>Living Eggs</p> 

.....and much more!

2015 / 2016



Redmyre School

Fordoun
Laurencekirk
AB30 1NP

Tel: 01561 320431

Email: redmyre.sch@aberdeenshire.gov.uk
Website: www.redmyre.aberdeenshire.sch.uk

Aberdeenshire
COUNCIL



The School in Context

Redmyre School is a non-denominational, co-educational school which currently has three classes. The school serves the village of Fordoun near Laurencekirk and the surrounding rural area. Redmyre School has three full time equivalent teaching staff. Our curriculum is well supported by Visiting Specialist staff in the teaching of PE, Music, Drama and Art.. The Active School Coordinator provides a range of additional sporting experiences. A teacher visits one day a week to provide Support for Learners. The teaching staff are further supported by three, part time Pupil Support Assistants for 16.5 hours per week, 11.5 hours per week and 3.5 hours per week. The school also has one administrator for 13 hours per week, a clerical assistant for 9.9 hours per week, two members of kitchen staff and a cleaner. We have janitorial services for one hour per week.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014 / 2015

National Improvements

- Delivery of Curriculum for Excellence

Aberdeenshire Service Plan

- To improve learning
- To ensure an inclusive culture
- To support the development of sustainable communities

School Improvements

Key Development	Progress during year/year
Raising Attainment	<ul style="list-style-type: none"> ➤ All staff visited neighbouring school to observe Active Literacy approaches to reading. ➤ All staff have been trialling new planning format. It is agreed that this method is less restrictive and is allowing more fluidity in how es and os are addressed. ➤ Trialled Book Bugs online reading programme to positive reviews from the children and agreed to purchase this resource for next year. ➤ Staff attended inservice training on Addressing Dyslexia
Curricular Health and Wellbeing	<ul style="list-style-type: none"> ➤ Learning Journey developed to ensure progression in Health and Wellbeing. ➤ All classes attended two Forest School sessions. ➤ A parent run garden group has been established. ➤ Whole school engagement in The Daily Mile.

	<ul style="list-style-type: none"> ➤ Skills for Life Programme introduced through a curricular evening for parents. ➤ Life Rulz programme is being delivered during regular assemblies. Staff are increasingly making reference to this to foster resilience. ➤ All teaching staff attended inservice training on Outdoor Learning. ➤ Fairtrade Community Café Crew held two community cafes in their first year.
Self Evaluation	<ul style="list-style-type: none"> ➤ All members of staff made learning visits to neighbouring schools for peer evaluation activities. ➤ School improvement plan was shared with pupil council who consequently shared this with the school at assembly. ➤ Quality assurance questionnaire was carried out with most parents/carers in November with positive results. This was then reported on using a 'you said, we did' approach. ➤ All staff self evaluate against one of the GTC standards as a standing item on collegiate agendas. ➤ All staff have engaged with HGIOS 4 and have been issued with a 'Self Evaluation Toolkit' which invites reflection based on HGIOS 4 for personal self evaluation. ➤ Staff are engaging with Professional Update and have been involved in PRD. ➤ Non teaching staff engaged with EAR ➤ Pupil's 'How Good Is Our School?' board has been established for children to give their own evaluations. ➤ Evaluation progress report completed in preparation for RRS Level 2 assessment which was successful. ➤ All children completed evaluations in preparation for our RRS Level 2 assessment
Curriculum Development Modern Languages 1+2	<ul style="list-style-type: none"> ➤ Member of staff agreed to act as language ambassador. ➤ Most staff attended training on the Power Language Platform ➤ Twilight on French Phonics attended by all teaching staff ➤ French signs have been put up around the school. ➤ Staff increasingly using French in daily routines with classes

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

In arriving at these evaluations, we considered the following evidence

The school has achieved level 2 of the RRSA. 100% of our pupils 'agreed' or 'agreed a bit' that they were listened to at school. Some comments from a parent survey carried out include "Excellent learning environment- nurturing and challenging. My daughter's confidence has soared since starting at Redmyre. I am delighted with the school." and "All the children are treated as individuals.

Our key strengths in this area are

- We have a welcoming ethos which encourages parents, visitors and the wider community to be involved in the life and work of the school.
- The school promotes equality and diversity and all staff have undertaken training on Equality and Diversity
- Achievements are celebrated through assemblies, notice boards, the local press and in the children's PLPs
- An induction programme is in place for new Primary 1s and transition procedure are in place for P7 going into S1.
- Newsletters are sent home regularly to inform parents/carers about school activities.
- Parents and pupil concerns are dealt with promptly.
- Staff regularly seek advice from partner agencies e.g. SALT, Ed Psych and we make use of Flexible Pathways for pupils.
- The school supports a range of charities.
- The school has achieved level 2 of the RRSA

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

- .To support continuity in learning for P7 pupils as they make the transition into secondary through further improvement of profiles in collaboration with the Cluster schools.

Key

Evaluation – Excellent -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

4

QI 2.1 ~ Learners' Experiences

4

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

Feedback from all stakeholders throughout the year including questionnaires, writing and professional dialogue. Parental comments include "I am seeing my child's learning improve every day" and "The school uses outside resources e.g. other schools and networking in the community and beyond."

Our key strengths in this area are

- Standards in reading and spelling are improving through continued use of an Active Literacy approach. This is evidenced in CT feedback and standardised assessment data.
- Attainment is monitored and tracked by the HT, CTs and ASL teacher through regular planning and tracking meetings followed by reflective dialogue regarding next steps.
- AiFL strategies are well embedded throughout the school.
- Almost all children (92%) are satisfied that they have the opportunity to play an active role in the life and work of the school through pupil groups and that they have a voice in decisions affecting them.
- Pupils are given opportunities for personalisation and choice about aspects of their learning e.g personal projects, contributing to topic planning.
- Learning is not confined to the classroom, indeed some of our richest learning takes place out with the class environment e.g. school/class excursions, swimming, residential trips, committee work and Forest Schools.

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

- Continue to develop our profiling in collaboration with Cluster schools to ensure continuity of learning for P7 pupils at transition to secondary.
- Explore opportunities for further engagement with local businesses and community organisations to enhance development in Skills for Life
- Explore further opportunities for Outdoor Learning with a view to making Forest School a regular, sustainable activity for all learners.
- To develop improved approaches to reporting to provide both parents and pupils with a better understanding of their progress and next steps throughout the year in line with Authority recommendations.

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

	Evaluation
QI 5.1 ~ The Curriculum	4
QI 5.3 ~ Meeting Learning Needs	4

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

Feedback from a pupil questionnaire indicated that 97% agreed or strongly agree with the statement **'We learn in many different ways that suits different children: e.g. from books, using computers, from each other, from visitors, by visiting places of interest, by presenting to others, in groups, on our own'** whilst 93% agreed or strongly agreed with the statement **'I can make choices about my learning'**

Our key strengths in this area are

- ✦ We work closely with partner agencies and make use of Flexible Pathways to ensure the needs of all pupils are met. Staff are fully involved in the review and development of IEPs
- ✦ HT and CTs liaise regularly with the ASL teacher to ensure timely and appropriate interventions.
- ✦ Planning across the school is clearly linked to experiences and outcomes and progression across these is tracked and monitored in a streamlined and manageable way.

- ✦ PSA time is used effectively and flexibly to meet needs at any given time.
- ✦ An Active Literacy approach to spelling and reading is embedded across most of the school.
- ✦ Our pupils are involved in making decisions affecting them through our various school groups and pupil council..
- ✦ Regular classroom observations and planning and tracking meetings monitor challenge, pace and progression for individual pupils.

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

- ✦ Trial the Health and Wellbeing progression and programme of study which has been developed and review at the end of the session.
- ✦ To explore resources to facilitate improvement and continuity in approaches to the learning and teaching of writing across the school.
- ✦ To begin embedding the 1+2 programme by beginning to use the Power Language Platform and by allowing time in the collegiate calendar for attendance at Authority training.

3. How does our school improve the quality of its work?

Evaluation

QI 5.9 ~ Improvement Through Self Evaluation

4

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

Feedback from a parent questionnaire showed that 90% of parents agreed with the statement **'I am satisfied that the school seeks the opinion of parents, carers and children'**. Feedback from a pupil questionnaire showed that 95% of children agree or strongly agree that **"My views are taken into account and lead to changes."**

Our key strengths in this area are

- A "you said, we did" approach is being used to inform parents and carers how their views drive change and improvement.
- Staff have engaged in peer observations in neighbouring schools.
- A quality assurance calendar is in operation and a majority of staff are aware of their role in adhering to it.
- The school seeks feedback from all stakeholders to evaluate its work.
- The head teacher meets regularly with the Parent Council and acts on concerns.
- Staff receive training appropriate to their needs based on PRD/EDRS.
- Head teacher monitors learning and teaching and follows classroom visits with reflective discussion.
- Head teacher has termly meetings with staff to review plans and discuss pupil progress.
- Staff evaluate against one of the GTC professional standards as a standing item on collegiate agendas.

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

- To begin self-evaluating against a rolling programme of QIs as a monthly item on collegiate agendas.
- More regular progress checks of the improvement plan.
- To explore and develop more effective mechanisms to consult with stakeholders through focus groups for both parents and carers and children.