 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**HATTON OF FINTRAY SCHOOL**

**LAST UPDATED: August 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and GIRFEC develop and reach their full potential
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School  Hatton of Fintray school vision and values are central to the life and the work of the school. The vision and values are revisited at weekly assemblies and all our pupils earn certificates directly linked to the vision and values. During session 2016 – 2017, an increased number of children earned diamond Charlie certificates. This demonstrates that our pupils understand our values, and confirms that they are trying to put them into practice.  Our school vision is: Hatton of Fintray school aims to maintain and improve the quality and standards of caring, learning and achievement for everyone by having happy, enthusiastic and independent learners. Our values are: C= Community, H = Happiness, A= Achievement,  R= Respect, L= Learning, I= Individuality, E= Everyone caring for each other.  The warm and welcoming ethos is often commented upon by visitors to the school and there are very strong links with the local community. Our parent assemblies are always very well attended and supported by families and members of the community, and we maximise this strong relationship by offering members of the community the opportunity to come along to community cafés several times a year. The children share their learning on these occasions.  We provide a broad and balanced curriculum, with literacy, numeracy and health and wellbeing at the centre. We have also made a commitment to at least 2 hours of PE each week and we include yoga and skipping and Walk a Mile, a times. Our commitment to outdoor learning is supported by the development of the school garden. Through the curriculum, we provide numerous opportunities for the development of the four capacities.    We have, in the last few years build a very effective teaching team who were very well supported by PSAs. Budgets were focused on professional learning, specifically on teaching approaches. This impacted positively on learning, teaching and attainment. Additionally, our pupils are now more aware of what makes an effective learner, and can discuss how they learn best. Work on growth mindset has also helped them develop resilience, and to approach learning with more understanding and confidence.  Although Hatton of Fintray school does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be. PEF funding was linked to equity for our pupils with additional support needs, by procuring additional focused teacher time and resources.    Hatton of Fintray School works very closely with the other small schools in the cluster to develop very effective transition experiences for our pupils and professional development opportunities for staff. Our team has led some of these development activities.  The school has a very supportive Parent Council and meetings are very well attended. This group supports school improvement activities and raises substantial funds to provide many extras for the pupils in the school.  We also take pride in the number of local, national and international charities we support each year, whether this is through collecting dried goods for the local foodbank at Harvest, or raising money for the eradication of polio in Afghanistan and Pakistan. We have aslo supported other charities by holding a Coffee Morning, filling shoe boxes for Eastern European families and taking part in the UNICF Day of Change. These causes are often chosen by the children.  Strengths of the school include:   * Overall attainment * The team’s knowledge of the pupils and their needs, and their commitment of the team to improving outcomes for all pupils. * The strong, productive links with the local community and local links with the Rotary Club. * The very supportive FSA (parent council) which provides very good support for the school and makes available substantial funds for learning and teaching. * The numerous, diverse local national and international charities the school community supports each year. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * The school has been led by an experienced Head Teacher for the last 3 years. * As the whole teaching team was new to the school in session 2014 – 2015, the focus was on building the team’s professional skills and competences and developing leadership capacity across the school. This has continued each session until session 2016 – 2017. * Although attainment was judged to be very good in a recent Inspection report, there were significant inconsistencies between year groups, with the current P6 pupil group being well below their chronological age in Mathematics and Reading. Emphasis was therefore to significantly raise attainment for this year group and to maintain, or improve attainment across the school in general. The team has been successful in doing this. * In sessions 2014 – 2015 and 2015 – 2016, audits returns were very high at 80 – 90 % and the parent body and the local community were keen to engage with the school and to support improvements. * In Session 2016 -2017, a Keep-Improve-Start-Stop audit was used to provide the ‘new’ team with a starting point for improvement. Everyone in the school community had the opportunity to indicate what should continue, be improved, started or stopped. Returns were lower than in previous years. * Pupil voice is strong, with all pupil’s suggestions for improvement being heard through assemblies, rather than through a Pupil Council. The children appreciate that all their views are sought and acted upon and wish this to continue. * The teaching team has worked closely with the cluster to lead training in Restorative Approaches, to take part in moderation activities and to develop approaches to learning, teaching and assessment through a TLC. * During session 2016- 2017, preparation for necessary refurbishment to provide a secure entrance and an appropriate office area was completed. The refurbishment did not take place as planned, during the summer break.   Level of quality for this QI: GOOD  Key strengths:   * Attainment across the school * The training undertaken by the school team to develop professional skills and competences which impacted on attainment. * Our very good understanding of individual pupils, their strengths and areas in need of further development.   Identified priorities for improvement:   * Develop leadership capacity of the Head teacher and new teaching team. * Develop a shared understanding of effective pedagogical standards. * Improve parental access to information that allows them to form a clear understanding of their child’s progress and provide them with information they need to support their child’s learning at home and at school. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| * HT to be mentored by previous HT Mentoring at beginning of term 1 * HT to take part in Aberdeenshire HT training when it becomes available. * HT to undertake PRD meetings in term 1 to identify class teacher strengths and areas for further development. * HT to support CTs to identify their Professional Learning plan for the session. term 1 * Working Time Agreement completed to support professional development and curriculum development term 1 | * New HT has knowledge of progress made in attainment and how to continue this trend. * Leaders of Literacy, Numeracy and Health and wellbeing identified and time created in collegiate plan to develop these areas of the curriculum and so that they impact on learning and teaching. * Robust collegiate plan in school and at cluster level which supports identified professional development. * Teaching staff understand for progression of skills and how to develop them in these areas | * Attainment, particularly in literacy and numeracy and health and wellbeing is sustained or improved. * Learning Visits by QIO * Classroom monitoring – (focus on areas identified) * Records of development work. * Collegiate minutes * Tracking sheets – writing, reading and maths * PRD plans * Training record and links to CPD budget |
| * Plan collegiate meetings for the session to develop a shared understanding of effective pedagogy standards, (including approaches to assessment.) term 1 onwards * Planning in the opportunities provided by cluster colleagues to support this plan. September | * Teaching team have a clear understanding of what constitutes effective pedagogy and deliver this in the class. * Collegiate meetings are focused and time is used well. * Collected responses from teaching team as to what makes effective pedagogy. * Focused reading to support the above. | * Initial audit – what is effective learning and teaching. * Collegiate minutes * Reflective conversations with team members * Audit to measure progress and plan next steps. |
| * HT to collate feedback from parents and teachers re revised reporting format term 1 * Discuss responses with FSA (Parent Council) and explain the next steps September * Shared collated responses with whole parent body October * Create new reporting format between September and Nov, Inset. * Present to parents March * Gather feedback about new format term 4 * Make necessary changes to format. term 4 | * New format in place for next reporting window. * Opportunities to share learning agreed between parent body and teachers. * The new approach is manageable and opportunities for parents to engage is spread throughout the session. * Profiles are up and running. * Time for report writing and other reporting activities are built into WTA. | * Manageable reporting format in place for the next reporting period * Evidence that all parents and teachers have been involved in informing process. * Feedback from members of the school community. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership of Change:  Sources of evidence/evaluation activities undertaken:   * We continually use a range of strategies to translate our vision, values and aims into action. * The regular, informative newsletters, general communication, and the Diary of Events shared with the school community. * The work carried out to develop pupil knowledge of what makes a good learner, of growth mindset and the Learning Pit, to ensure children know how they learn best, are ready for learning and able to achieve. * The consistent approach to collecting the school community’s views. * Views have been sought on how we can improve the reporting format and will be acted upon. * The new policies in Learning and Teaching and Positive Relationships provide guidance to the team and will provide continuity at a time of change. * The very good teamwork which translated into effective relationships across the community. * The rigorous approach to the teaching of writing, the assessment process and tracking system * Classroom monitoring * Monitoring of teacher’s plans * Transition activities * Tracking meetings * Training of class teachers in the use of standardised assessment information to enable then to support and challenge their pupils effectively. * Use of frameworks to support planning and benchmarks to support assessment and moderation   Overall evaluation of level of quality:   * The whole teaching team changed three years ago and as the ‘new’ teaching team came together in session 2014 – 2015, the focus was to develop an understanding of the strengths of individuals and to use these strengths to build capacity across the school. * The school team, led by the Head Teacher, were supported to develop a shared understanding of effective pedagogy, by learning with and from each other at school and cluster level. * The teaching team were guided to focus on developing collaborative professional learning which would impact on pupil learning, and had a shared commitment to the GTCS standards. * Important features of effective pedagogy, such as pace, challenge, differentiation, have been integrated into learning and teaching and will have to be revisited by the new team to ensure sustained attainment. * The vision, values and aims are known and ‘lived’ by the pupils and staff and are well known and supported by the parent body. They are also recognised through the 4 contexts for learning. * It was recognised by the team that tradition is important to the school community. This was considered when planning improvements. Well considered changes were made. The new team will have to balance the need for change with the traditional activities. * Rigorous interrogation of data has enabled teachers to have ownership of attainment and achievement. * The new Head Teacher should continue the consultation process so that the school community have ownership of change.   Level of quality for this QI: GOOD |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * There is good and improving behaviour across the school, due to the restorative approach to managing relationships. This is underpinned by an effective Positive Relationship policy. * The clear process by which pupils earn additional break once a week for positive behaviour. Only a small number of pupils do not earn this time and they are supported to reflect on their actions and how their actions impact on others. * The move away from Golden Time to a pupil choice activity once a week. This has been broadly welcomed by the children. * The sound curriculum policy is in place to guide teachers. * The focused PSA support allocated to the teaching of reading and writing to raise attainment. * The range of activities undertaken by the children throughout the session is supported by the various outside providers. This has included technology challenges, interactions with animals, a focus on yoga and skipping. * Local, National and International fundraising has been accorded a consistent emphasis. The charities we support are often chosen by the children. * All staff were trained in First Aid as are the senior pupils. This is a sustainable activity. * The school has produced a very good Pantomime, a Christmas concert and a Nativity in the past three years. These have been very well attended and very much enjoyed by the school community. * We have been very well supported by two visiting specialists this session, however we did not have a trained PE teacher during session 2016 – 2017. * We introduced Blogs as a means of sharing the children’s learning. This was at the early stages of implementation. * The work carried our related to the GIRFEC indicators. e.g. What does being safe mean in our school? * Support provided by PSAs in the playground from 8.45 * Swimming lessons as part of a sustainable programme and skiing is planned for next session. * Almost all P6 and P7 pupils have taken part in the activity weeks each year. * Transition activities at nursery – P1 level and the small school transition activities at P7 / secondary school level.   Key strengths:   * The very good Learning and Teaching policy and Positive Relationship policy both which underpin practice. * Sustainable commitment to training all staff and P5/6/7 pupils in first aid * Pupils understanding of how they learn and what makes a good learner. * Support for pupils in playground before 9.00     Priorities for improvement:   * Identification of leaders for literacy, numeracy and health and wellbeing and through them, develop an approach to the moderation of planning, of classroom practice, pedagogy and assessment. * The need to provide equity for all pupils with additional support needs through the appointment of a skilled teacher and the appointment of an effective practitioner who can develop art and drama across the school. * To develop the use of ICT to support learning and teaching and to provide an appropriate platform for pupil profiles |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| * Identify leaders for Literacy, numeracy and Health and wellbeing September * Set out in collegiate plan through which leaders can share development work in these areas. Term 1 and throughout the session as changes are made. * Share developments with the parent body. May | * Leaders will take part in appropriate training * Leaders will share training to uplift skills across the school. * Collegiate meetings are used as an opportunity to engage the rest of the team in deeper thinking about how this work will impact on learning. | * Records of the development work carried out and shared with the rest of the team. * Minutes for collegiate meetings * Planning meetings * Tracking meetings * classroom monitoring. * Attainment in the 3 areas. * Development of leadership capacity across the school. | |
| * SfL teacher appointed September * Regular teaching of identified pupils each week. * Progress discussed with parents and HT Termly * Core teacher who can deliver Art and Drama appointed in term 1 | * The children with need will have weekly support from the same Sfl teacher. * Development of skills to enable pupils to reach the appropriate level. * Increased confidence in pupils * Raised attainment | * Skill development measured through assessments- e.g. Reading benchmarking * Feedback from pupils – confidence * Feedback from parents * Tracking system. | |
| * ICT resources to be used for profiling (P5/6/7) throughout the session. * Lap tops to be purchased to support editing process and to enable more pupils to access Read and Write Gold. Term 1 * More Ipads purchased with the support of the FSA Term 1 / 2 * Apps such as Gooseberry Planet and Education City purchased. Term 2 | * Raised attainment in literacy and numeracy * Information will be used in the writing of reports * Pupil engagement and motivation will increase * New apps will further develop IT skills | * Feedback from pupils and parents * Attainment in literacy and numeracy * Assessment of ICT skills against benchmarks | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * The very good Learning and Teaching policy created by the teaching team to provide clear guidance to the school community. * Overall attainment in reading, writing and mathematics. * Pupil achievements, both in and out of school are regularly recognised, celebrated and shared with the parent body through assemblies and community café’s * Interrogation of INCAs and Pips data to provide an overview of progress and to enable the team to target individuals and year groups in need of support. * The innovative approach to the bundling of science, social subjects and technology to enable some choice about the activities undertaken by classes. This enables more choice of ‘topic’ and more opportunity for them to be relevant to the school community. * Planning monitoring paperwork. * Classroom monitoring paperwork * The rigorous approach to the teaching of writing and the tracking of progress. * The focused use of resources to support mental maths that has improved attainment for many pupils. * The use of PSAs to support phonic development, which in turn supports reading and spelling activities across the school. * Assessment approaches and moderation activities. * The preferred methods maths booklet which was shared with parents. * Shared understanding of standards (previous team) * The robust tracking system * The balance of time during the week that is spent teaching core literacy and numeracy skills   Overall evaluation of level of quality:   * The Learning and Teaching policy has provided very good guidance for the staff team and will continue to do so at a time of change. * The P6 year group, which were well behind their chronological levels in respect of reading and maths are now nearer the expected level or beyond. This has been due to the rigorous use of tracking data, the support provided by teachers and support staff and through partnership with parents. * The whole team were trained in the Active Literacy approach and a well -planned approach to pedagogy was in position. This was beginning to impact positively on literacy skills across the school. * The teaching team, including the Head Teacher focused CLPL on teaching approaches which underpin CfE. These have impacted positively on learning and attainment. The training, professional reading and enquiry, included cooperative learning, reflective reading, questioning skills differentiation, formative assessment, growth mindset, visible learning the learning pit, P4C and thinking skills. * The children are aware of what makes an effective learner and are able to discuss this. * There is now an improved approach to the teaching of mental maths to ensure there is a progressive development of skills. This is done through daily written and oral mental maths. * The development of the garden has provided a valuable learning experience for all pupils, however, it has been particularly valued by some children who see their future in working with their hands, outdoors. * We have discussed with the children when and why it is appropriate to be challenged in their learning. This has led to a change in thinking by a number of children as to the tasks they choose to complete. * Use of ICT could be further developed as a means of communication with parents, and as a way of profiling. This would also support the new approach to reporting. * There is also the need to take a more robust approach to assessment and moderation at cluster level. A need for robust moderation of planning and learning and teaching * Learners now need to be more involved in the planning of learning and giving teachers feedback on lessons.   Level of quality for this QI: 4 Good | | | |

4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * The teaching staff have all either led, or taken part in the TLC cluster training during the 2016 – 2017 session and the focused use of CLPL has been used to develop leadership capacity and pedagogy at all stages of the school. * The curriculum is broad and balanced and a commitment was made to delivering 2 hours of PE each week at all stages of the school. Additionally, each year there is an opportunity for all pupils to be involved in either a pantomime, Nativity or a concert. * Collegiate time was used to ensure that staff were able to reflect on the support given to children with additional support needs and how this could be improved. * The Learning and Teaching policy was revisited regularly to ensure that teaching approaches continue to be effective. * A problem -solving approach was adopted to meeting pupil need and raising attainment through which the team took joint responsibility. * Transition activities were well planned and supported at both the early and upper stages of the school.   Key strengths:   * Teacher knowledge of individual pupils, their strengths and support needs. * The home school partnership where parents work closely with the school to improve outcomes for individual pupils. * The opportunities for pupils to share their achievements in and beyond the school at assemblies and community cafe and their increasing ability to understand and share the skills they are developing through this.   Identified priorities for improvement:   * Need for consistency and continuity with respect to support for learning, to ensure equity for all pupils * Professional development of whole staff to enable them to support additional support needs e.g. ASD, dyslexia, restorative approaches, and differentiation. * Understanding of assessment approaches and how a child with difficulty in a specific area can show their ability in a different way. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| * Pupils who require support identified August. * Previous HT to share information of what / how these pupils might be support ( pupils involved in this conversation) August * New SfL teacher to be identified and to work each week with identified pupils (0.1)August * Homework linked to need ( this may be different for other’s homework . Throughout the session * Letters to be written to parents of pupils who receive support and in which area. Early September * SfL teacher to provide weekly feedback to teachers (written/ oral and weekly records kept) * Planning meetings with HT in line with school policy Termly / twice termly * Meeting / discussion with parents about how they can support their child/ children. | * Continuity from last session. * Knowledge of the children’s needs will provide a link with last session and ensure there is no interruption in support. * New sfl teacher to start in post in week 3 and will remain in place throughout the session. * Parents will have the opportunity to work with the school team to provide additional support at home. * Pupil willingness to share their achievements with the school / class teacher and to have them recognised. * Pupil ability to show their progress in ways that have identified themselves ( Know how they learn best) | * Progress each identified child makes throughout the session. * Tracking of reading, writing and maths. * Confidence of pupils ( measure through discussion with the and feedback from parents * Assessment evidence * Use of benchmarks |
| * PSA targeted support for pupils with need for phonic / spelling development , using the Toe by Toe resource. August and throughout the session * Regular meetings with HT to monitor progress.- Termly * Focused support by PSA (using individual strengths) on agreed areas of the curriculum. e,g, writing / reading throughout the session | * Effective development of phonic / spelling * Teaching shared between both PSAs and parents. * HT and Class teacher are made aware of the progress made. * Raised attainment. * General support for writing is found to affect attainment positively. * PSA strengths are used to make a difference to individual pupils | * Pupils are more able to transfer / apply skills in writing activities * Measure attainment in this are against benchmarks * Assessment activities. * Feedback from PSAs |
| * Professional development plan put in place to support CLPL to enable effective support for pupils with additional support needs. September. * Collegiate plan provides sufficient time for training in the specific needs of the present pupil cohort. September | * Staff understand what equity means and apply it. * Calm productive classrooms * Pupils feel included, supported and safe. * All teachers and support staff are aware of the present cohort’s additional support needs and can support them effectively. * Class teachers can use the dyslexia resources in each classroom to support pupils. * There is knowledge of ASD by the team. | * SfL records of support provided and progress made. * Minutes of HT meetings with SfL teacher * Parent feedback about the progress their children are making. * Feedback from pupils * Attainment |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * The restorative approach to behaviour management which has impacted positively of behaviour and provides a calm productive learning environment in classes. * Attendance records. * The progress made by pupils who have additional support needs. * The development of the school garden and the involvement of all the children in its development and its upkeep. * The involvement of all our pupils in local community activities, such as planting flowers, the litter pick the community cafes * The school’s data shows that we are raising attainment for all. * Child Protection training undertaken by all staff, each session. * The robust Child Protection Policy.. * Pupil knowledge of the wellbeing indicators. * Work on world religions shared with parents as assemblies. * Peer mentoring training given to all upper stage pupils to enable them to support their peers. * The curriculum has been developed to promote equality and diversity.   Overall evaluation of level of quality:   * The approach to supporting pupils with additional support needs has developed by clear and regular communication between the class teachers, support staff and parents. This is organised by the Head Teacher who has an overview of the process. Parents with children who have additional support needs are involved in supporting their children, to help them make maximum progress. * Staff training has included training in ASD, supporting pupils with emotional difficulties, attunment and training in the use of resources to support pupils with dyslexia. * Philosophy for children, led by the Head Teacher has developed our pupil’s ability to share their opinions positively, and to value the opinions of others. * We have aslo committed to providing First Aid training for our senior pupils and staff in a sustainable way. Peer mentoring for senior pupils enable them to support their peers in the playground. * Opportunities to work in the Eco School group and the Pupil Council have also been provided, although we have used a more all-encompassing approach to enable all our pupils to share their views on school improvement, in recent years. * The school has not benefitted from had continuity of an experienced SfL teacher in recent years.   Level of quality for this QI: 4 GOOD  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * Overview of the school’s attainment information from QIO. * The rigorous approach to the writing process and the linked tracking system * We have raised attainment for all learners in literacy and numeracy. * The focused support for the P6 year group which has meant that they have now reached the appropriate level of achievement, or beyond. * Analysis of standardised assessments information * Tracking information * Use of frameworks and benchmarks to support the progression of skills. * The well-planned approach to the teaching of mental maths skills.   Overall evaluation of level of quality:   * Outdoor experiences have been progressed, mainly through the development of garden, in which all our pupils are involved. This has created links with the local Rotary group and Tesco. We also engage with outside sources to help us provide an engaging curriculum to support the various interests of our pupils. * We also take pride in the number of local, national and international charities we support each year, whether this is through collecting dried goods for the local foodbank at Harvest, or raising money for the eradication of polio in Afghanistan and Pakistan. * We provide opportunities for your pupils to share their skills and achievements through the Scots poetry competition, the Nativity, concerts and pantomimes and children, whether in front of the curtain, or behind, all have the chance to achieve and develop their confidence. * We have also engaged with the children to help them develop an understanding of all he GIRFEC indicators. * Assessment evidence is used to recognise achievements and tracking meetings are used to target support and to provide appropriate challenge to teachers and pupils. * The teaching team is also very aware of the necessity to give clear and timely feedback to their pupils to enable them to make improvements in their work. This could be further developed by training the children to become more effective in self and peer assessment. * Focus of PSAs   Level of quality for this QI: GOOD | | |
| 5. What is our capacity for improvement?  The overall capacity for improvement at Hatton of Fintray School is Good. This is based on the following aspects within the school:   * The warm and welcoming ethos in the school and the positive partnership with parents and the local community. * The vision and values of the school are very strong and are the foundation on which everything is built. * The new Head Teacher has been given considerable support before taking up her post and will be mentored in the first few weeks of the session by the previous Head Teacher. * The new Head Teacher will be guided as to how to carry out PRD meetings to enable the identification of strengths, development needs and leadership opportunities. * The two teachers employed in term 4 of the session are proving to be very effective practitioners. * There are effective policies in place to guide learning and teaching and positive relationships. * There is a strong learning culture in the school and the children are aware of what makes a good learner, and many have a growth mindset. * The children are all involved in improving the school, and expect their views to be sought and acted upon. * The attainment levels are good to very good in places. * The new Head Teacher’s openness to advice and willingness to learn. * The cluster approach to CLPL * The supportive network of Head Teachers   Aspects that could impact adversely on the capacity for further improvements include:   * The new Head Teacher’s lack of experience in a whole school leadership role and her familiarity with the improvement process. * The fact that the whole teaching team is coming together for the first time this session. * Loss of visiting specialists has meant that non- specialist teaching staff are now developing several areas of the expressive arts curriculum * The low level disruptive behaviour of a very small number of pupils. * The lack of experienced leaders in the core areas of Literacy, Numeracy and Health and Wellbeing. | | |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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