

Standards & Quality Report

2012 / 2013



Hatton of Fintray Primary School

Station Road

Hatton of Fintray

Dyce

Aberdeenshire

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The School in Context

Hatton of Fintray Primary School is at the heart of the village of Hatton of Fintray; a small rural School, it is situated some 5 miles from the town of Inverurie and 10 miles from the city of

Aberdeen. The main school building comprises 2 classrooms and a General Purpose room; which doubles up as the School Hall and Canteen. A further classroom is located in a permanent portacabin within the School grounds. Externally the School has a playground area with a basketball court and the children have access to the garden of the old School House, which is presently unoccupied. A trim trail was added to the playground in the summer of 2012. The School is in an adequate state for its age and purpose however, there is an on-going programme of refurbishment. The current school roll is 36, split across 2 classes and covering P1-3 and P4-7, which gives a teaching Head Teacher, 1 full time teacher and a head teacher relief. Additionally the School has administrative and clerical support and 2 part-time-equivalent pupil support assistants; 1 part-time janitor and 1 dinner lady. The school also has a highly supportive and active School Association. The school, the Community Association and the Community Council all work closely together and this enables the School to be actively involved in the Village events, such as the Sheltie Stakes, Burns Supper, Picnic in the Park and many more other Community events.

Evaluation – Completed – Monitor Not Completed Continue into Next Session Not Done

Imp No	Key Development	Evaluation
1	GIRFEC	Continue into next session
2	NUMERACY AND MATHS	Completed-Monitor
3	LEARNING AND TEACHING POLICY	Completed- Monitor
4	ACCREDITATION RRS	Continue into next session.

Proportion of pupils achieving National Expectations in relation to CfE.

Early Level – Nursery and P1		First Level P2-4	Second Level P5-7
Attainment	P1	P4	P7
Reading	ALL	ALL	ALL
Writing	ALL	ALMOST ALL	ALMOST ALL
Maths	ALL	ALL	ALL

All - 100% Almost all – beyond 90% Most – 75-90% Majority – 50-74%

Less than half – 15-49% Few – up to 15%

1. How well do our children learn and achieve?

Evaluation by Staff and Parents

QI 1.1 ~ Improvements in Performance

Very Good

QI 2.1 ~ Learners' Experiences

Very Good

Evidence including key strengths

- We have maintained consistently high standards of attainment for learners. Children have maintained or made good progress from prior levels of attainment as demonstrated by our records of attainment. Attainment compares favourably with other schools and Curriculum for Excellence experiences and outcomes.
- P7 Profiles and 'I Can' online profiles demonstrate improvements in pupil self evaluation skills. We have supported children in using 'SMART' targets and evaluating these targets.
- We have embedded the use of a 'Weekly Learning Log.'
- We have continued to use our own assessment and tracking process to support and monitor the raising of attainment.
- 'Learning Journey' folders continue to be a record of individual achievements. Evidence of progress was shared consistently with individual pupils.
- Planning format developed this session ensured improved application of breadth and challenge including recording wider achievements.
- P6 and P7 were trained by Active Schools to be Young Leaders and these pupils have participated in this role fully.
- P7 organised a Coffee Morning for the wider community in aid of Macmillan Cancer Charity.
- The school works closely with Sheltie Stakes Committee to run a hugely popular family fun day event.
- Children also participated in a village clean-up in Springtime.
- Weekly Assemblies, which are frequently open to Parents, where achievements are celebrated.

Priorities for future development

- Introduce pupil self evaluation booklets for writing.
- Implementation of InCas standardised assessment for P3, 5 and 7 and Pips for P1.
- Planned 'learning dialogue' to be implemented for all learners each term.
- Development of 'Learning Journey' files to include video diaries.
- School attainment tracker- put on spreadsheet.



Rugby Training with
Garioch Rugby Club

November 2012

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

Evaluation by Staff and Parents

QI 5.1 ~ The Curriculum

QI 5.3 ~ Meeting Learning Needs

Evidence including key strengths

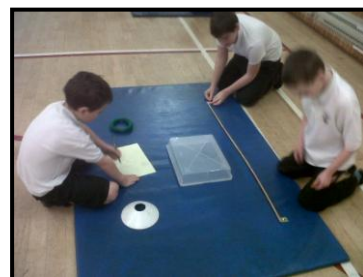


Sports Day May 2013

Very Good

Very Good

- A coherent, active Maths curriculum has been resourced and developed to provide depth and challenge. We have introduced a more structured approach to teaching numeracy and mathematics- a basic lesson consists of mental maths, concept for class, group work or individual work and a plenary session at end. Children are motivated by 'Numeracy Wizard.' Children have access to games and problem solving related to concept.
- All teaching staff contribute to the Inverurie Small Schools Teaching Learning Community and regularly use AifL techniques in the classroom: We have been asked to video this as good practice. Completed Year 2 training of Teaching Learning Communities.
- There has continued to be a significant amount of creativity in the Curriculum, especially at Key- Calendar events; Harvest, Remembrance Sunday, Christmas, Easter and Summer Services.
- School Pantomime December 2012.
- Scots Poetry competition in January 2013.
- Introduced Orienteering to P4-7 with cross curricular links to mathematics.
- We have been consultative, taking account of the views of parents, learners and the wider community; we successfully embedded School Values June 2012 and monitored these throughout 2013. We have a working party completing consultation on School Aims.
- Our regular staff meetings where we've reflected on range and quality of experiences for learners.
- We work closely with our learners and their parents and where necessary contribute additional support for periods of time, as and when required; this is linked to our Tracking system.
- IEPs- in place as required and monitored to ensure the needs of all learners are being met.
- We have fostered very good relationships with Partner Services.



Orienteering and map skills
Feb 2013

Priorities for future development

- Sustain planning improvements to support learning needs and attainment- introduce Junior Librarian and Accelerated Reader through Reading Improvement Plan and Active Literacy (P1-3) plan.
- Ensure accurate use of tracking to analyse progress and pace of learning- Pips and InCas.
- Improve professional confidence in the use of co-operative learning and more effective teaching strategies via our Inverurie Small Schools Teaching Learning Community and incorporate into school Learning and Teaching Policy.

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

Evaluation by Staff and Parents

QI 5.9 ~ Improvement Through

Very Good

Self Evaluation

Evidence including key strengths

- Highly positive parental and pupil feedback from recent questionnaire shows sustained improvement from previous session. Used Survey Monkey for Parental Questionnaires.
- Feedback sought from visiting specialists is very positive.
- Throughout the year we have worked closely with other small schools on the moderation of writing and numeracy and this has fed in to the overall moderation by Inverurie Cluster of Schools.
- We have participated in Learning Visits across our school and other small schools to share good practice.
- We have visited Dunecht Primary School as a school recommended with excellent practice.
- Through our regular staff meetings and weekly self evaluation diaries we've reflected on the range and quality of experiences for learners and amended as necessary on a termly basis.
- Within our termly plans we have a focus on a specific QI and Standard for Full Registration and use results from this to make adjustments to our practice.
- Involvement in local authority Working Group on Culture and Leadership Policy has provided relevant professional development for the Head Teacher.
- Pending improvements being made to the fabric of the school following the Quality Improvement Officer's visit enhance the school community ethos.
- School created a breakfast club to support parents and this was successful during Session 2012-2013. Feedback has shown parents would like the breakfast club to continue during session 2013-2014.

Priorities for future developments

- Continue to plan for Professional Development to link with School and Service Priorities.
- Further develop use of Seemis and online assessment tools to raise attainment.
- Begin wider peer observation through our Inverurie Teaching and Learning Community Year 2.
- Lead the engagement of regular dialogue of the head teachers of the small schools within the Inverurie Cluster with a focus on Self Evaluation and Improvement.



Children sewing for 'Instant Neighbour' charity with the support from member of the local community.

4. How do we ensure equality and inclusion, and promote

Evaluation by Staff and Parents

diversity across the school?

QI 5.6 ~ Equality and Fairness

Evidence including key strengths



Very Good

Sheltie Stakes
September 2012

- We celebrate achievements at Assemblies including Star of the Week, Out of School Achievements and Charlie Points Awards. We referenced key events in Great Britain such as the Diamond Jubilee and Olympic Games. Assemblies have been well attended by parents and wider community.
- We have had a variety of visitors to school to celebrate the diversity of culture: Bible Alive, Enterprise by Gordon Readhead (former pupil of Hatton of Fintray Primary School), Inverurie Cluster Support Worker and Library Services.
- We have systems and policies in place to ensure equality across the School.
- We do not tolerate bad behaviour or bullying in any form and any incident is recorded and appropriate, affirmative action taken.
- We've monitored our School Values and Behaviour Policy this Session with positive results.
- Groups of pupils participated in the following events: Whole school- Sheltie Stakes, P4-7- Mini Olympics for Inverurie Cluster, P4/5 – Rugby Festival, P6/7 Rugby Festival, P6-7 Rotary Quiz, P3-7- Small School Football Tournament, P1-3 training with AFC, Whole School visited Tech –Fest, Aberdeen, Whole School visited Christmas Pantomime, Aberdeen, BP Ambassador worked with P1-3 on Science Project and whole school visited Balmoral Castle. The whole school participated in a block of swimming lessons funded by the Fintray School Association. P5-7 participated in a residential trip to Lendrick Muir incorporating a day in Edinburgh. Petrofac included Hatton of Fintray Primary School in their Eco Month and supported the building of a fence and installed a hedge and water butt in our garden.
- Extra-curricular activities during the session included football, tennis, rugby, chess and recorder.
- We invested time in transition of nursery pupils to P1, P3 to joining P4-7 class and P7 pupils to Secondary School. Whole staff team had roles in the transition process.

Priorities for future development

- Further develop school work towards external accreditation in Global Citizenship: Eco Schools , Rights Respecting Schools, Pupil Council and John Muir Awards through cross stage group work.
- Build further learning links with neighbouring school for staff, pupils and parents.
- Further develop the curriculum to include more opportunities to encourage the understanding of diversity and equality.



Raft Building at Lendrick Muir
May 2013

Aberdeenshire Service Plan (14 priorities over 3 year

Strategic objectives:

- To improve learning
- To ensure an inclusive culture
- To support the development of sustainable communities
- To encourage a culture of continuous improvement that ensures that our service is of high quality, efficient and responsive to people's needs.

Priorities:

- Improving levels of attainment and achievement across Aberdeenshire
- Completion of the development and implementation of better learning for all, through Curriculum for Excellence
- Developing and implementing a strategic and integrated approach to using 21st century learning technologies
- Delivering improved provision and support for families at early years
- Completion of development and implementation of enhanced provision arrangements to meet learner's additional support needs
- A strategic approach to early intervention that ensures that we get it right for every child/learner
- Placemaking and the support of sustainable communities
- Completion of ongoing work to establish a strategic approach to the management and development of the EL&L estate
- Improving the quality of our management processes and procedures
- A more strategic approach to the use of management information and management information systems to support improvement across the service
- Improving our leadership capacity and professional learning
- Improving and maximising the potential of our partnership working
- Implementating of our Lifelong, Learning and Leisure strategies



Burns Poetry Competition

January 2013



Petrofac Eco Month November 2012

School Priorities 2013-2014

- GIRFEC- First Aid and Child Protection.
- Reading Project Part A– Junior Librarian, Accelerated Reader, Active Literacy.
- Learning and Teaching Policy- tracking attainment, learning Journey files, peer observations through TLC, Seemis and On Line Assessment and Co-operative Learning. ICT audit to support Learning and Teaching.
 - Global Citizenship Groups.

School Priorities 2014-2015

- GIRFEC-Child Protection and Fire Safety
- Reading Project Part B- Active Literacy
 - ICT for Learning and Teaching
- Local Community- Business links



Tech Fest September 2013



School Pantomime December 2012

