

At Cairney School this session...

- ❖ School trip to the theatre to see 'Gangsta Granny' followed by a picnic in the Tyrebagger Forest
- ❖ The school led the community in a Remembrance Day Service in the village hall in November
- ❖ The Pupil Council organised a Talent Show to raise money for Red Nose Day
- ❖ After school art club ran by parents
- ❖ A Christmas Concert was held in the school hall
- ❖ Cinema Visit at Christmas with Glass School
- ❖ Christmas party
- ❖ The whole school visited the ALEC caravan
- ❖ We took part in the joint school dance festival (P5-7) 'Movie Moves' at TGS
- ❖ A successful Sports Day was held in June and attended by parents and carers
- ❖ Cairney School hosted a joint science day with Glass Primary school
- ❖ P5-7 undertook Bikeability training
- ❖ P7 had a 5 day residential trip to Loch Insh
- ❖ We celebrated World Book Day by dressing up as our favourite characters
- ❖ Our community café/ 'coffee and blether' events were well attended



Standards & Quality Report

2016/2017



Cairney School

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The School in Context

Cairney is a small rural school situated in the village of Cairnie, between Huntly and Keith. It serves the catchment area surrounding the villages of Cairnie and Ruthven. The school building has three classrooms, a hall, a dining room and a playground. Pupils also enjoy the facilities of the adjacent play park.

The school roll is currently twelve with pupils all being taught in one class in which programmes are delivered that cater for the abilities of individuals.

The staffing allocation for the school is as follows:

Headteacher, Teacher Flexible Days (2 days per week), visiting specialist teachers (art and music) approximately 3 hours per week. Admin/Clerical (24 hours), PSA support (25 hours) and Janitorial services (1 hour per week).

The school is part of the Huntly Cluster of schools with the pupils moving on to The Gordon Schools after P7.

Our Vision

Cairney School aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable, learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become

- Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Our Aims:

We aim to:

- sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all

- Offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork.
- Ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated.
- Identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners.
- Develop a whole school culture of self-evaluation and reflection to ensure continuous improvement as we strive for excellence.
- To provide opportunities for all members of our learning community to communicate and interact with others in many different situations.
- To get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected, responsible, included and nurtured.

Our values are:

Respect
Hard working
Encouragement

Honesty
Happiness
Fairness

Key Development	Progress during 2015/2016
Visible Learning	'Learning powers' introduced and used by pupils Children setting targets to 'challenge and grow the brain' Staff training delivered re effective learning Objectives and Success Criteria
Science	Raised level of expertise and confidence in the teaching and learning of science Pupil confidence and motivation raised in science
1+2 Modern Languages	Pupils receiving progressive learning in French

Reading	Reflective reading approaches continue to be delivered and developed supporting children's development of reading comprehension skills
Success and achievements	Twitter account set up to share children's learning 2 'open weeks' held to allow parents/carers to discuss children's learning , view learning on display and in jotters etc. School's tracking of pupil attainment in line with 'benchmarks' from Education Scotland and informimg next steps for children in their learning

SUMMARY OF IMPROVEMENT PLAN PRIORITIES: 2017/2018

Leadership and approach to improvement

- ◆ All stakeholders to engage in self evaluation
- ◆ Scottish Government standardised assessments to be introduced
- ◆ Careers standard used to develop and track children's skills for learning, life and work

Quality of care and education

- ◆ Family learning opportunities developed
- ◆ Development of outdoor progressive learning experiences
- ◆ Year 2 of modern languages implementation

Improving outcomes for all learners

- ◆ Implementation of accreditation scheme to track children's achievements
- ◆ Development of Health and Wellbeing programme
- ◆ Literacy programme for P1 to raise attainment in literacy in P1 and P2

1. Evaluation of QI 1.3 Leadership of Change : Good (4)

Our key strengths in this area are

- ◆ Vision and values shared with parents/carers at the start of school year to keep the profile of the vision high.
- ◆ Vision shared with parents/carers at P1 induction and new pupil enrolment.
- ◆ Quality assurance activities ensure focused attention on monitoring and evaluating learning and teaching and provide a focus for reflection and discussion on progress made.
- ◆ Staff given regular feedback on the work they do.
- ◆ Pupil voice used to identify strengths and areas for development across the school.
- ◆ Tracking of attainment allows us to evaluate work and identify priorities for future development.
- ◆ Pupils actively involved in their learning including planning and evaluation of learning.

2. Evaluation of QI 2.3 Learning, Teaching and Assessment : Satisfactory/Good (3/4)

Our key strengths in this area are

- ◆ Learners feel safe and secure and pupil participation is a strong feature.
- ◆ Achievements both in and out of school celebrated via our achievements wall and via Twitter and school newsletters.
- ◆ Digital technology is used to engage and motivate learners.
- ◆ Robust Tracking, Monitoring and Review system which tracks whole school attainment.
- ◆ All pupils have active leadership roles in the school through the Pupil Council and Eco group
- ◆ Benchmarks now informing school attainment tracking and reviewed termly.
- ◆ Staff continue to share learning intentions and success criteria with children.
- ◆ Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement.

3. Evaluation of QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Good (4)

Our key strengths in this area are

- ◆ Learners feel safe and secure
- ◆ Staff receive training in child protection, GIRFEC and equality annually.
- ◆ Pupil's needs are effectively noted and targeted through use of meeting learners' needs meetings, deployment of staff including PSA
- ◆ Teachers' plans show clear differentiation
- ◆ Opportunities to promote diversity and engage in global citizenship through curriculum focus activities and learning contexts.
- ◆ The school's RM and E programme promotes an understanding of cultural diversity and understanding of, and respect for, other beliefs and customs
- ◆ P1 induction booklet for parents aligned to the wellbeing indicators and exemplification of how the school ensures these in school
- ◆ Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives through pupil participation groups, school reviews etc.

4. Evaluation of QI 3.2 Raising Attainment and Achievement: Satisfactory/Good (3/4)

Our key strengths in this area are

- ◆ Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 analysed to identify next steps, improve individual pupil performance and to target support/deployment of resources to ensure equity for all.
- ◆ Robust Tracking, Monitoring and Review which tracks whole school attainment.

- ◆ Benchmarks now informing school tracking and reviewed termly with classroom evidence and teacher judgement.
- ◆ Wider achievements are recognised and regularly celebrated through achievements display and school newsletter and the school twitter account.
- ◆ The outdoor environment is utilised to enhance pupils learning.
- ◆ Across the school pupils are encouraged to take responsibility.

Key

Evaluation – 6 Excellent -outstanding, sector-leading **5 very good** - major strengths **4 Good** - important strengths with some areas for improvement **3 Satisfactory** - strengths just outweigh weaknesses **2 Weak** - important weaknesses **1 Unsatisfactory** - major weaknesses