

At Cairney School this session...

- ❖ School trip to Huntly to Deans Factory, Rizzas Factory and the library as part of our local study project
- ❖ Tubing in Huntly at the ski centre



- ❖ Two outdoor learning 'Golden Ticket' days, including gardening, science, cooking and den building
- ❖ The P7 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 Pudsey Bear

- ❖ After school club ran by parents to create the backdrop for the school show
- ❖ 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 had a 'Healthy Farmhouse Breakfast' and a farm trip to learn about 'farm to fork'
- ❖ We took part in the joint school mini Olympics event and won a bronze, a silver and a gold medal in the sprint races
- ❖ Kwik Cricket – 6 week course with Active Schools followed by participation in the Kwik Cricket Festival in Huntly



'Healthy Farmhouse



- ❖ A successful Sports Day was held in June and attended by parents and carers
- ❖ We celebrated a 'Year of Film' with the Cairney School Oscars Night in June

Standards & Quality Report

2015/2016



Cairney School

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COUNCIL



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 nine 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 (21 hours), PSA support (35 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	Honesty
Hard working	Happiness
Encouragement	Fairness

Key Development	Progress during 2015/2016
Curriculum Architecture /Design	<ul style="list-style-type: none"> • Curricular map complete. Experiences and Outcomes 'bundled' and mapped out over 3 years. • Bundles amalgamated with Aberdeenshire progression frameworks, SALS and Benchmarking to create one document to inform the planning of learning and teaching.
Mathematics	<ul style="list-style-type: none"> • Bench marking for Maths and Numeracy used to review attainment and to identify pupils at risk of underachievement to inform intervention • Continued development of tracking of children's progression/attainment within the Experiences and Outcomes • iPads used to enrich the maths curriculum
Assessment and Moderation	<ul style="list-style-type: none"> • In-service training for staff on active learning and objective led learning and success criteria • Writing assessment criteria sheets aligned to Aberdeenshire frameworks used to track progress in writing. Majority of pupils show raised attainment (9/11) 1/11 no change and 1/11 fall in attainment over the year • Progression frameworks/SALs in science and social studies beginning to be used to track pupil progress in these curricular areas and linked to pupil SE of these areas of learning.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES: 2016/2017

Children and young people leading learning

- Children taking responsibility for their own learning and progress and leading their own learning and that of others.
- Success criteria used effectively to enable children to set themselves clear targets in learning.
- Staff learning with colleagues across schools.
- Assessment capable learners that can articulate what they are learning, know what success looks like and can talk about their learning

Development of the Curriculum

Science

- To raise levels of expertise and confidence in the teaching and learning of science and technology.
- To provide a range of resources to provide appropriate support and challenge for learners.

1+2

- Pupils benefiting from well-planned, progressive learning experiences in French (L2).

Reading

- To embed higher order thinking skills
- A breadth of reading across all genres and text type so that reading skills can be applied in a variety of contexts
- Improved attainment in reading

Overall quality of learners' achievement

- Systems in place to allow robust tracking of attainment in all curricular areas
- Personal achievements of learners are tracked and recognised
- An improved process of reporting learners' progress and achievement to parents/carers which is spread over the school year and less emphasis on an annual written report
- Increased understanding for parents/carers of their child(ren)'s progress and achievement

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

In arriving at these evaluations, we considered the following evidence

- Learner dialogue
- Curricular planning
- Stake holder questionnaires

Our key strengths in this area are

- Equality and diversity are planned curricular experiences and provide opportunities for learning about different cultures.
- Learning opportunities cover issues that include rights, beliefs and environmental issues.
- Respect and fairness are included in our school values
- The needs of pupils are reviewed and staff work with partner services to meet those needs
- Opportunities for all pupils to develop personal and wider achievement through membership of the Pupil Council and Eco-Group.
- 100% of pupils indicated on the annual questionnaire that they agree/strongly agree that staff and pupils treat them fairly and with respect and they feel safe and cared for in school.
- 100% of staff indicated on the annual questionnaire that they strongly agree/agree that staff treat all pupils fairly and staff and pupils respect each other
- 90% of parents indicated on the annual questionnaire that they strongly agree/agree that their children feel safe at school
- 90% of parents indicated on the annual questionnaire that they strongly agree/agree that their children are treated fairly

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

- Embed our school values into the ethos of the school
- Learning experiences include opportunities to further explore Equality and Diversity

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

Good
(4)

QI 2.1 ~ Learners' Experiences

Good
(4)

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

- Tracking of pupil attainment
- Learner dialogue
- Standardised test results
- Teacher dialogue
- Minutes of meetings and agreed actions from the meetings
- Pupil profile and reflective comments

Our key strengths in this area are

- Opportunities for personal and wider achievement through the Pupil Council and Eco-Group. Achievements (including wider achievements) celebrated in school newsletters, captured in pupil profiles and displayed in school.
- Pupils benefit from outdoor learning including use of the school grounds, educational trips and outdoor play
- Opportunities for personalisation and choice through involvement in planning of interdisciplinary/ topic planning and in responsive planning throughout topics, including use of a Learning Wall.
- Whole school experiences (e.g. Sports Day, Community Café, charity events) give pupils opportunities to develop skills for learning, life and work
- Standardised assessment results allows tracking of individual attainment and supports professional judgements made by teaching staff
- Tracking systems developed using Aberdeenshire's frameworks for progression beginning to allow tracking
- Improvements in performance shown by recorded data and data analysed to identify pupils requiring intervention and challenge.
- Pupils have a strong voice in the school and are actively involved

in the life of the school through the Pupil Council and Eco-Group. Their views are sought and acted upon

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

- Further development of tracking systems to incorporate benchmarking criteria from the Aberdeenshire frameworks and National criteria/advice
- Systematically track and record attainment and track and record achievements in and out of school.
- Develop proficiency in the pupils in self and peer assessment

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

QI 5.1 ~ The Curriculum

Evaluation

Good
(4)

QI 5.3 ~ Meeting Learning Needs

Good
(4)

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

- Curricular planning
- Pupil dialogue
- Teacher dialogue
- Learning Visits

Our key strengths in this area are

- Strong partnership working with external agencies – SaLT, Family Social Work team, etc.
- A high staff/pupil ratio enables teachers to match learning activities to the needs of children.
- Curriculum includes aspects of IDL, discrete subjects and contexts and use of technology to develop digital literacy/competency
- Curriculum map that comprises 'bundles' of Es and Os mapped out over three years to ensure a broad, general education

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

- Develop further opportunities for parents and carers to become more informed about current curricular developments
- Embed our curricular map and evaluate
- Continue to consider IDL opportunities to ensure learners have an opportunity to deepen their learning
- Implement use of daily routine and simple instructions in French and build staff confidence and familiarity with the Language Platform so that the learners are building skills and knowledge in French
- Interrogate data to identify and target pupils who could benefit from further support/challenge
- Continue to develop parental/carers engagement in their child(ren)'s learning in order to meet learning needs

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

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Good (4)

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

- Stakeholder questionnaires
- Tracking and monitoring of data
- QA calendar and recorded information arising from QA activities
- Self-evaluation improvement cycle records

Our key strengths in this area are

- A variety of strategies are used to engage with staff, parents, and pupils to evaluate the work of the school. These include questionnaires, event/initiative evaluations, focus groups, opportunities to feedback through the monthly school newsletter etc. Information is used to inform future actions.
- Pupil voice groups identifying areas for improvement and these are acted on. E.g. playground improvements.
- A calendar for monitoring and evaluating our practise is used and includes discussions about curricular planning, looking at pupils' work,

and learning visits. This information is used to inform school developments/actions,

- Assessment data and teachers' professional judgement about pupil attainment used to track whole school attainment and used to inform allocation of support/intervention and challenge for able pupils etc.
- P7 exit questionnaire evaluating how well our values are embedded in the life of the school

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

- Self-evaluation to become more of a whole school responsibility
- Develop more ways to involve the whole school community in evaluating the progress of the school.
- Moderation activities to ensure consistent judgements and high expectations of learners
- Further development of tracking systems to incorporate benchmarking criteria from the Aberdeenshire frameworks and National criteria/advice

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