

At Foveran School this session...

- The Guide Dog Association,
- Fire Brigade,
- Glenythan Vets,
- The National Society for the Prevention of Cruelty to Children,
- Charanga Music,
- World Book Day,
- Children in Need,
- Mindfulness Health Week Session,
- Up Helly Aa' Jarl,
- HD Training Company (Adults with Special Needs),
- Sports Day,
- Coding project,
- Butterflies,
- Balmedie Beach Day,
- Aberdeenshire Youth Music Initiative Quartet,
- Woodwork candles,
- Glenshee Skiing Residential Week
- Active Aberdeenshire Activity Challenge
- P4-7 First Aid Course
- Angel Express Nativity Performance
- School Groups: Pupil Council, Healthy Safe Kids, Eco,
- Community Cafés



Standards & Quality Report

2017/18



Foveran Primary School
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Aberdeenshire
COUNCIL 

The School in Context

Foveran Primary School was built in the late 19th century. The village has expanded gradually over the last 60 years with a recent spike in development with two new residential estates.

Vision, Values, Aims

Hand in Hand towards Excellence! Our motto is underpinned by our values of friendship, trust, support and our quest to achieve excellence in learning, teaching, care and health & wellbeing.

ACCOMMODATION

The school is a single storey, predominantly granite building with slate roof. The school has one main entrance which is located at the front of the school and one fire exit to the rear of the school. The school consists of 2 classrooms, one of which adjoins a general purpose area, staff room, kitchen, school office and HT office.

SCHOOL ROLL

Foveran School is part of the Ellon Cluster School Network (CSN) and serves the village of Foveran and the surrounding rural area. The school role has currently 23 pupils. After P7 pupils transfer to Ellon Academy.

STAFFING

Head Teacher: Mr David Williams

P1-3: Mrs Amanda Russell

P5-7: Mrs Chelsea Leask

Clerical/PSA: Mrs Karen Robertson

Administrator: Mrs Kerry Dobby

Key Development	Progress during 2017/18
Leadership and Management	Developed a shared vision statement/motto
Learning Provision	Improved digital technology learning and teaching Improved use of assessment data
Success and Achievement	Effective use of Pupil Equity Fund Refined use of Pupil Profile Reports

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2018/19

Improvement Priority	Outcomes for learners
Priority 1 Physical Education	Achieve 2hrs of quality Physical Education Increased ability in speed, core stability & strength, flexibility and stamina
Priority 2 Quality Assurance and Moderation	Improved lessons through activities having more specific planning. Improved attainment through increased use of Learning Intentions and Success Criteria. Increased attainment through improved approaches to assessment. Assessment may increase through an improved understanding of the achievement of a level. Improved attainment through increased usage of the national benchmarks. Increased attainment through more effective feedback.
Priority 3 How Good is OUR School	Genuine involvement of pupils and families in the school evaluation cycle. Improved ethos as ownership of school improvements is shared.
Priority 4 Core Indicators	Finalised Vision, Values and Aims will increase pride, identity and clarity of mission. Increased attainment through high quality CLPL/EAR and Attainment Review meetings. Increased positive ethos as groups work towards awards: Eco, RRSA, and Digital Schools. Increased attainment through refresher courses in maths: Big Maths & Numicon Refined practice of the Pupil Profile Reports will enhance the pupils own self-reflection and engagement in target setting. Increased attainment through a shared vision of Learning and Teaching. Pupil will develop enhanced skills required for life, learning and work with a re-designed school award program. Increased inclusion would result from a coherent refreshed ASN, staged intervention, IEP/CSP policy document. Increased attainment would result in a greater understanding from teachers knowing in more detail the content/requirements of SNSA. Increased attainment and wellbeing for pupils as teachers develop knowledge of government and educational documents/acts that can impact on teaching: Community Learning and Development Regulations 2013, Education Act 1980, Standards in Scotland's Schools, etc. Act 2000

4. What is our capacity for improvement?

Overall Capacity

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.



Key

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

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

Evaluation

Good

Q1 1.3 ~ Leadership of Change

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

- Statistical Data
- Self-Evaluations by teaching staff and pupils
- Professional Learning and Development Records
- Feedback from Parent Council

Our key strengths in this area are

- 2018 School vision consultation on new school vision.
- Our ethos is an inclusive, supportive and achieving environment to be in.
- All of the Foveran School pupils have been attached to a club/committee to enhance their leadership roles.
- All staff are very professional and consistent in having high expectations, enforcing behaviour rules and standards and creating a warm, welcoming and positive ethos.
- The teaching staff have been involved in the self-evaluation of the school. Recently, with the publication of 'How good is OUR school' the pupils have engaged in evaluation.

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

- A new school display based around 'How good is OUR School' is being created with the themed probing questions being central to quality feedback from pupils, non-teaching staff, parents and, where appropriate, our community.
- We look to continue this positive ethos through continued close relationships with pupils and families.
- Our curriculum rationale will be revised in due course once values and aims are defined.

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

QI 2.3 ~ Learning, teaching and assessment

Evaluation

Good

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

- HT and class teacher monitor progress of learners collectively and individually and plan next steps in learning in response.
- Pupil sampling and learning conversations with young people
- Collegiate professional dialogue focused on learning in literacy and numeracy.

Our key strengths in this area are

- Foveran School pupils (especially Upper Stages) can speak with confidence about their strengths and areas for development as demonstrated through their personal pupil profile reports.
- In the Upper Stages our pupils lead their own learning through our Skills for Life, Learning and Work Award. The pupils are also involved/consulted about what they would like to learn when topics begin.
- The Foveran School Pupil Council are involved in improving the learning experiences in class time.
- Our planning is closely assessed using formative and summative assessment techniques to ensure all pupils have learning experiences tailored to their needs.

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

- There is a need to refine, align, consolidate and reinvigorate our pupil award scheme to ensure that it is more engaging and incorporates the latest goals from Education Scotland.
- Discuss with our new teachers the desired and most efficient planning formats to record the excellent experiences, tailored learner experiences for our pupils.
- Consult with new members of staff to create a shared vision for learning and teaching.

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

QI 3.1 ~ Ensuring Wellbeing, Equity and Inclusion

Evaluation

Good

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

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded 2nd Eco green flag status.

Our key strengths in this area are

- Our GIRFEC training is up-to-date. We revisit the SHANARRI indicators regularly at the beginning of each school year.
- Foveran School has a very clear procedure to ensure our pupils have support at the right time, right place and the right people.
- We have an excellent review process at Foveran School to ensure that all pupils are considered for staged intervention regularly.
- Our wider achievements are tracked through our Pupil Profile Reports, and Foveran School Developing the Young Workforce; Skills for Life, Learning and Work Award.

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

- To ensure our new teachers are aware of Aberdeenshire/Foveran School procedures.
- It would be beneficial to enshrine our ASN/SFL/Staged Intervention/IEPs/CSPs this in a refreshed policy document.
- The Skills for Life, Learning and Work Award could be better utilised to track wider achievements.