

Community School of Auchterarder



Standards and Quality Report 2018-19



STRIVE TO EXCEL

School Vision, Values and Aims

The Community School of Auchterarder is an all-through school comprising of children and young people aged 2-18. We have a vibrant learning community where exciting learning engages our students throughout our Nursery, Primary and Secondary departments. Alongside our motto 'Strive to Excel', our vision is of a confident and ambitious school community where attainment and achievement are valued and encouraged in a safe, happy and supportive environment.

We aim:

- To provide excellence in learning and teaching and achievement for all;
- To ensure that all pupils experience the entitlements as defined by Curriculum for Excellence;
- That all members of our school community are responsible and respect the rights of all;
- To actively promote the Health and Wellbeing of all;
- To maintain and develop good community partnerships;
- To ensure equity and equality in everything we do.

We have a single value from which everything else is derived: **RESPECT**

- Respect for ourselves;
- Respect for others;
- Respect for the way we do things here.

Attendance, Attainment and Achievement

Attendance

	Primary			Secondary		
	% Attendance	% Authorised	% Unauthorised	% Attendance	% Authorised	% Unauthorised
2016-17	95.1% (95.2%)	3.9% (3.3%)	1.1% (1.4%)	92.8% (91.1%)	5.7% (5.4%)	1.5% (3.5%)
2017-18	94.7% (94.8%)	3.6% (3.5%)	1.6% (1.7%)	92.9% (91.1%)	5.5% (5.5%)	1.6% (3.3%)
2018-19	95.4% (95.0%)	3.3% (3.3%)	1.3% (1.6%)	91.1% (90.5%)	6.2% (5.7%)	2.6% (3.7%)

PKC Averages Shown in Brackets

Attendance within Community School of Auchterarder is monitored closely and we are pleased to see slight improvement in our Primary Attendance this session. Attendance in the Secondary has dipped slightly but remains above Perth and Kinross averages. Our Community Link Worker, Principal Teachers of Guidance and Depute Head Teachers provide support to families to encouraging excellent attendance from all of our children and young people.

Attainment

The Curriculum for Excellence has two stages: The Broad General Education (from the early years through to the end of S3) and the Senior Phase (S4 to S6).

Throughout the Broad General Education (BGE) all children and young people experience learning focussed around the experiences and outcomes described within the eight curricular areas of Curriculum for Excellence: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. Each young person's learning within these curricular areas is assessed and reported as being within one of five levels: early, first, second, third and fourth.

Whilst progression through these levels varies for each individual, national expectation is learners will be secure at early level by the end of Primary 1, first level by the end of Primary 4, second level by the end of Primary 7 and third/fourth level by the end of S3.

Attainment within the BGE at Community School of Auchterarder is very good and we are delighted to see our teacher's judgements confirmed by a range of assessments, including the Scottish National Standardised Assessment.

Our nursery children have made very good progress within early level with almost all being on track with their learning in literacy and numeracy.

Almost all pre-school children achieved all their developmental milestones with our anti pre-school and strong start children making very good progress.

Literacy

- Most children in Primary 1 have achieved early level in listening and talking (89%), reading (87%) and writing (83%);
- Most children in Primary 4 have achieved first level in listening and talking (85%) and reading (80%) with the majority achieving first level in writing (69%);
- Almost all children in Primary 7 have achieved second level in listening and talking (97%) and reading (92%) with most achieving second level in writing (84%);
- Most children in Secondary 3 have achieved third level in listening and talking (85%) and writing (77%) with majority achieving third level in reading (73%).

Numeracy

- Almost all children in Primary 1 have achieved early level in numeracy (90%);
- Most children in Primary 4 have achieved first level in numeracy (80%);
- Almost all children in Primary 7 have achieved second level in numeracy (97%);
- Most children in Secondary 3 have achieved third level in numeracy (79%).

Within the Senior Phase, our young people perform well in SQA National Qualifications. This session we have continued to see excellent pass rates in S4 and S5. In terms of percentages, S6 pass rates appear to have dipped slightly at SCQF Level 7 however this should be interpreted with caution: the figure is based upon low numbers. Of our S6 students completing Advanced Higher qualifications, we were delighted to see most achieve or better their predicted grades.

	2018 % Pass (A-D)	2019 % Pass (A-D)
S4 (SCQF Level 5)	99.2%	97.5%
S5 (SCQF Level 6)	94.4%	96.4%
S6 (SCQF Level 7)	100.0%	88.9%

Our Key Performance Indicators also demonstrate our young people's excellent attainment:

	Young People in S4 Achieving 5 x National 5 (SCQF 5)		
	2016/17	2017/18	2018/19
TCSoA	45%	56%	61%
PKC	45%	41%	44%

We are delighted to see our three-year trend shows an increasing number of young people in S4 achieve 5 or more National 5 Qualifications. This can be attributed to dedication and commitment of our full school community to developing approaches which allowing young people every opportunity to complete qualifications at the highest level. This session we have also focussed on ensuring effective home/school communication to ensure young people receive the best and most appropriate support to help them achieve.

Attainment at higher level shows a slight dip in Session 2017/18 however we are pleased to see that this has been reversed this session. This session attainment at Community School of Auchterarder is significantly above Perth and Kinross averages and we are proud that our young people achieve qualifications which support them to pursue positive post school destinations.

Young People in S5 Achieving 1 x Higher (SCQF 6)			
	2016/17	2017/18	2018/19
TCSOA	67%	57%	69%
PKC	56%	59%	56%

Young People in S5 Achieving 3 x Higher (SCQF 6)			
	2016/17	2017/18	2018/19
TCSOA	46%	45%	45%
PKC	35%	38%	35%

Young People in S5 Achieving 5 x Higher (SCQF 6)			
	2016/17	2017/18	2018/19
TCSOA	26%	22%	26%
PKC	19%	20%	18%

Over a three-year period, our uptake of advanced higher qualifications by young people in S6 has considerably increased and we continue to push our learners to extend their academic learning alongside undertaking a range of vocational qualifications during their final year of school.

Young People in S6 Achieving 1 x Adv. Higher (SCQF 7)			
	2016/17	2017/18	2018/19
TCSOA	13%	28%	22%
PKC	23%	22%	24%



Learning

Our recent Extended Learning and Achievement visit by Perth and Kinross Council commended 'the inclusive, caring ethos of the whole school community', 'the commitment and team work of staff to ensure positive outcomes for young people' and the 'range of experiences and opportunities available to children and young people within the curriculum and the wider life of the school'. Learning sits at the centre of everything we do, and we aspire to work with families to ensure every young person is well supported and progressing well.

In our nursery, children are happy, motivated and engaged in a range of play experiences both indoors and outdoors. Children play a key role in leading their learning within the nursery, with staff taking account of children's interests which is evidenced in talking and thinking books. Staff listen effectively to children, ask appropriate open questions to encourage and further develop children's thinking. Our staff know our children well and quality observations take place through play in literacy, numeracy and health and wellbeing.

Across our school, children and young people demonstrate a sound understanding of the purpose of their learning, the activities being undertaken and what they need to do to succeed. In the best lessons, teachers make effective use of skilful questioning, differentiation and feedback whilst ensuring the pace of learning is appropriate. As a school we aspire to ensuring all our young people have the best learning experiences and we therefore continue to recognise and share good practice in order that we have a clear and consistent view of what excellent learning looks across our school.

Both our primary and secondary teachers meet regularly as departments which provides opportunity for collegiate planning and moderation of learning from individual stages/year groups. This discourse allows us to ensure that teachers deliver a consistent learning experience across different classes (including composites) with all learners being given access to equitable learning experiences. In addition, we have strengthened our quality assurance procedures meaning, through classroom observations and dialogue with teachers, we can evidence that young people are offered appropriate support and challenge and are having their individual learning needs met.

Our teachers set high expectations of our students both in and out of the classroom, and I am delighted that we can offer such a wide and varied programme of trips, experiences and extra-curricular activities. For example, this session we were delighted to celebrate our 10th International Summit at Gleneagles. This annual event provides every S2 student with the opportunity to present their interdisciplinary learning around our Malawi partnership.

Our children and young people also had the opportunity to extend their learning and enjoy a range of overnight excursions. These included: an exchange visit to Darmstadt, a Ski trip to Alpe D'Huez and various trips to Abernethy Nethybridge Outdoor Centre.

Leadership

Throughout session 2018-19 we have welcomed several new individuals to our Senior and Extended Leadership Teams. Over the past year, we welcomed our new Head Teacher, three new Deputies, two new Principal Teachers and have also reviewed our secondary faculty structure. These changes bring a wealth of opportunity and new ideas which will help us grow the leadership capacity of our school and support us in making continuous improvement. We were also pleased to welcome the Care Inspectorate during October 2018; they inspected both the 'quality of care and support' and 'quality of environment' in our Nursery and rated both 'very good'.

Our staff are widely recognised by our community as being a key strength of our school. This is due to their dedication, commitment and passion to providing the best learning experiences whilst supporting all children and young people to reach their potential and achieve the best outcomes. Our staff participate in practitioner enquiry groups in addition to undertaking a range of whole school leadership responsibilities.

Our children and young people are articulate and positive about their opportunities to take on leadership roles. We have well-established pupil councils in both primary and secondary and our students are keen to take on positions of responsibility within these e.g. house captain, prefect, head boy and head girl. Aside from these more formal opportunities, young people also take leading roles in organising charity and school events, leading assemblies, coaching sports clubs and other specific initiatives, e.g. the ‘my world of work’ ambassador scheme.

Throughout session 2018-19 we have challenged ourselves to consider how we further exploit the possibilities afforded to us by being an all-through school. In doing so, we have reviewed the remits of our Senior Leadership Team, considered how we use our full campus to the benefit of all our young people and looked to extend the practical opportunities on offer to our young people. Specifically, we have developed the number of opportunities for our primary children to work with secondary staff and learn in subject specific contexts. Conversely, we have also developed a range of leadership opportunities for secondary students within our primary and nursery. We have also examined how our context could support improved transition experiences between sectors and stages in order that we nurture progressive and supportive learning experiences.

Review of Progress

<p>Improvement Priority 1: <i>Learners will have improved performance in literacy and numeracy against measured prior levels of learning.</i></p>		
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children.</p>	<p>NIF Driver School Improvement; Performance Information; Assessment of Children’s Progress; Parental Engagement.</p>	<p>HGIOS 4 1.5 Management of Resources 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement</p>
<p>Progress and Impact Improved data analysis (BGE Attainment, Scottish National Standardised Assessment (SNSA) levels, Accelerated Reader, Single Word Spelling Test, Prelim Results, SQA Attainment, Additional Support Needs, SIMD/Acorn, Free School Meals) alongside robust tracking data has allowed us to build a more accurate, more holistic picture of each young person’s learning. This has allowed us to target specific interventions (e.g. use of ‘Pitstop’, ‘Targeted Support’, ‘Jolly Phonics’ and ‘Jolly Grammar’) to support young people. We have also implemented reading pathways from Nursery upwards which align with CfE Benchmarks. These pathways provide better awareness of prior learning, clear progression, avoid duplication and ensure coverage. Accelerated Reader further supports this from P3 until the end of the Broad General Education. Extensive writing moderation activity has taken place both across our school (primary and secondary) and within our LMG. Through this approach we have improved teacher confidence in assessment judgements and have noted improvements in some measures (e.g. BGE Attainment in Numeracy has improved at P1, P4, P7 and S3 this session whilst all literacy measures have seen improvements in P7).</p>		
<p>Next Steps Continue to develop consistent approaches in gathering, sharing and using the wealth of data available throughout our school to support learning and progression. Develop consistent approaches to tracking and monitoring Literacy and Numeracy throughout the BGE (Nursery to S3). Targeted improvements to SCQF Level 3, 4 and 5 Literacy and Numeracy benchmarks on Insight – better outcomes for learners.</p>		

Review of Progress

Improvement Priority 2: *We will improve the health and wellbeing of our pupils and staff to ensure the best possible environment for teaching and learning.*

NIF Priority

Improvement in children's Health & Wellbeing;
Teacher Professionalism.

NIF Driver

School Improvement;
Teacher Professionalism Progress;
Parental Engagement.

HGIOS 4

1.4 L'ship and Management of Staff
2.1 Safeguarding and Child Protection
2.4 Personalised Support

Progress and Impact

Significant work has been undertaken to embed restorative approaches as our recommended way of resolving conflict and promoting positive behaviour across our school. Restorative approaches, alongside other solution focussed methodology, have influenced the development of a refreshed relationships policy in our primary school. This work has been led by classroom teachers and is now embedded in all our classrooms. Alongside our 'peer mediator' programme, we have now developed a learning climate where young people feel listened to and involved when resolving issues which concern them. A working group has been formed within the secondary where the work of Paul Dix 'When the Adults Change, Everything Changes' has been considered alongside identified good practice in other schools. In consultation with our young people, we have developed clear 'expectations and responsibilities' across our school. Sector specific work (which includes 'smart walking, no talking') has been completed to ensure relevance; however, we are pleased to note that this work has resulted in a reduced number of behaviour incidents throughout the school. It is noteworthy that we have had no exclusions from our primary during session 2018-19.

Next Steps

Consolidate all work into one '2-18 Relationships Policy' which includes sector specific sections as necessary. Develop a clear Anti-Bullying policy and share with parents/carers. Administer PASS Surveys (Pupil Attitude to Self and School) and 'Wellbeing Webs' to all young people in our school, identify trends and make intervention where required. Engage with the Education Scotland 'Mentors in Violence Prevention' peer mentoring programme. Self-Regulation training.

Improvement Priority 3: *Learners, teaching staff and parents/carers will have increased opportunities for leadership across the whole school.*

NIF Priority

School Leadership;
Improvement in Employability Skills;
Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

School Leadership;
Parental Engagement.

HGIOS 4

1.2 Leadership of Learning
1.3 Leadership of Change
1.4 L'ship and Management of Staff
2.7 Partnerships

Progress and Impact

A wide range of leadership opportunities are available to children and young people both through formal means (pupil council, etc.) and through wider achievement opportunities, sports leadership and music. Our young people have a voice in evaluating the quality of learning and teaching and determining future developments within the school. There is a strong ethos of teamwork amongst school staff and, throughout Session 2018-19, we have developed our overall capacity for leadership within the school by empowering staff to take forward a range of whole school initiatives. Several teachers have engaged in masters level learning and undertaken teacher leadership programmes facilitated by Education Scotland. In agreeing our improvement agenda, we have engaged with research, consulted with a wide range of parents, pupils and staff, and taken a broader view of initiatives being undertaken nationally and by other schools. Our intergenerational programme continues to offer members of the community to take forward learning and extra-curricular work and we have a small number of parents/carers regularly supporting the school.

Next Steps

Further development of our children and young people's capacity to take responsibility for their own learning, how they support the learning of peers and how they are afforded the opportunity to lead learning themselves. Build upon the success of our early years family engagement programme and offer opportunities for successful and meaningful engagement across our school. Consideration of the impact of staff collegiate learning; develop opportunities for teaching staff to work collegiately across sectors to improve student learning throughout the whole campus.

Key Priorities for Improvement Planning 2019-20

Our focus for 2019-20 and beyond will be to build on our current work with a specific focus on the following three strategic aims:

- All Learners will have improved outcomes through **Excellent Learning and Teaching;**
- All Learners will have improved outcomes through **Excellent Wellbeing and Relationships;**
- All Learners will have improved outcomes through **Effective Parental Engagement.**

The capacity for continuous improvement within Community School of Auchterarder is Good.

Quality Indicator

School Self-Evaluation

1.3	Leadership of Change	Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring Wellbeing, Equity and Inclusion	Good
3.2	Raising Attainment and Achievement	Good

Parents/carers, children, young people, school staff and local authority officers have been consulted and/or participated in collation of the underlying data that this report is based upon.

