



STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2015/16

Context of the School: Craigellachie is a quaint wee school situated in the heart of Speyside overlooking the iconic Spey Bridge. At Craigellachie we are all proud and strive towards our vision of 'Having the ability to train a Kestrel'. This is underpinned by our values of responsibility, outdoors, teamwork, caring and thinking. At present we have 61 pupils and form 3 classes; P1/2/3, P4/5 and P6/7. This year in September the school received a visit from HMle and shortly after this the school changed Head Teacher. The new Head Teacher has been in post for 6 months; 3 of these in a permanent position.

The school catchment comprises the village of Craigellachie itself and the surrounding rural area. The Social Index of Multiple Deprivation for the school is a promising picture with all pupils living between decile 6 and 8.

School Priority 1: Raise Attainment in Numeracy and Mathematics

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement

Assessment of children's progress

HGIOS?4 QIs

3.2 2.2

Moray Priorities

Raising Attainment

Progress and impact:

- InCAS results for our P6 children show an increase in attainment across that specific cohort group in Number, Measure and Shape and data handling.
- PIPs results for our P1 cohort show that these children have achieved as expected. The results show that the P1 cohort are just above local average but are well above national average. The results also show that they could have achieved even higher.
- Anecdotal feedback from the feeder High School says that the children attending High School from Craigellachie are secure in their number work.
- Teachers' more confident in the delivery of a Big Maths lesson – however with a turnover of staff some have had no training.
- Pupils much more confident in their mental abilities to work with number.
- Some pupils are struggling to transfer the knowledge, skills and strategies learned in Big Maths lessons to other areas of the curriculum.
- Lots of resources have been made for this and this makes the lessons easier for the teachers in terms of preparation and planning.

Next steps:

- To work with the new P1 cohort on the tens frames visual approach to number. Training already planned and in place.
- Big Maths training to be arranged to ensure all new staff familiar with the methodologies and execution of a Big Maths lesson.
- To make knowledge, skills and strategies explicit and ensure there are opportunities for pupils to practice the skill elsewhere in the curriculum.

School Priority 2: To Introduce Big Writing	
<u>NIF Priority</u> Improve Attainment in Literacy	<u>HGIOS?4 Qis</u> 3.2
<u>NIF Driver</u> School Improvement Assessment of children’s progress Teacher Professionalism	<u>Moray Priorities</u> Raising Attainment
<p>Progress and impact:</p> <ul style="list-style-type: none"> • Due to partial introduction and change of staff this priority changed in consultation with inspectors as well as staff • For the majority of children in P6 attainment in literacy is showing an increasing trend • Dictation at least three times a week has ensured pupils are more confident in basic sentence structures • Explicit teaching of grammar, handwriting has improved the technical aspect of writing <p>Next steps:</p> <ul style="list-style-type: none"> • To continue with daily dictation sessions • To teach literacy discretely and then assess as an IDL • To use Moray Council literacy documents for our writing progression • To follow pupils through the school and experience what their literacy journey is like • To become familiar with the benchmarks and use these on planning documentation 	

School Priority 3: Rights Respecting School – Health and Wellbeing	
<u>NIF Priority</u> Improvement in children and young people’s health and wellbeing	<u>HGIOS?4 Qis</u> 3.1
<u>NIF Driver</u> School Improvement Teacher Professionalism	<u>Moray Priorities</u> Continue to support GIRFEC and the named person service
<p>Progress and impact:</p> <ul style="list-style-type: none"> • We received our RoC – recognition of commitment • All classes have a class charter • Assemblies focus on a right • Children are aware of their rights • We have community representation on the RRS group • We exhibited our work for the community to see and the RRS group talked about it passionately and enthusiastically • Children are able to compare their lives to others less fortunate and see where these children are not being given the right they have <p>Next steps:</p> <ul style="list-style-type: none"> • Work towards achieving Level 1 	

- Teachers to plan with the rights in at least three curricular areas
- Children to be able to talk about their rights
- Change the RRS group to allow more children the in depth knowledge
- Have displays around the school
- Continue to showcase our work

Key Priorities for improvement planning 2017-18

1. **Increase confidence in moderation and sharing standards and expectations across the authority**
2. **Consistency of Learning, Teaching and Assessment across the school**
3. **Health and Wellbeing across the School**

What is our capacity for improvement?

At the moment we have vacant classroom teacher post as well as a SfL post. If we can get these vacancies filled then our capacity for improvement is high. The HT will be able to drive the improvements forward using the expertise of the team around her to utilise their strengths.

NIF quality indicators

Quality Indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good