

## At Fetterangus School this session...

- The School Music group performed at a number of local venues
- The Football team were winners in the Strathythan indoor knock-out competition
- A netball squad took part in a number of festivals
- The P6 and 7 pupils took part in a variety of excursions and life experiences
- All pupils attended the Arts centre pantomime
- The majority of upper stages pupils took part in the inter-schools Athletics event in Longside
- Two pupils went on to represent the Mintlaw Cluster in the Area event
- Pupils in P4-7 took part in the rugby festival at Strichen
- Pupils in P4-7 attended a 5 week swimming block
- All pupils took part in a successful Christmas performance
- All pupils took part in a field excursion Haddo Country Park
- P5-7 pupils took part in a Meadow visit at Strathbeg nature reserve
- The FSEC raised over £1000 through various fundraising activities throughout the session
- A successful Christmas fair was staged
- The Parent Council ran a successful and well attended Summer Fun Event

## 2015/2016



Confidence Creativity  
Citizenship

## Fetterangus School

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**Aberdeenshire**  
COUNCIL



## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/17

### The School in Context

Fetterangus School aims to 'Get It Right for Every Child' by supporting the development of each pupil to their full potential, academically, emotionally and socially under the three key headings, **Confidence, Creativity & Citizenship**.

Fetterangus School, has been part of the community for more than 100 years. It is a member of the Mintlaw Community School Network.

At the end of Session 2015-16, 2 pupils transferred to Mintlaw Academy.

The classes were arranged as follows;

Primary 1-2      16 pupils      Mrs. Black

Primary 3-7      17 pupils      Mr. Black / Mrs. Purdie

Learning Support is provided by a member of the Mintlaw Academy SFL team. Pupils received Visiting Specialist provision in Art, PE, Music, Drama and Science.

Key Development	Progress during 15/16
<b>Improving Learners' Experiences</b> Develop further pupils' understanding and ability to <i>articulate</i> their own growing knowledge and skills Further raise expectations of pupil attainment and achievement Give pupils more scope to develop, apply and demonstrate learning in real contexts Enhance pupil 'ownership' of own learning	Work was done to help pupils to become more reflective learners Attainment levels were maintained and pupil achievement was encouraged and celebrated.
<b>Standards of attainment over time</b> Numeracy across learning in realistic contexts Literacy in Context Recognition and tracking of skills and attainment	Attainment levels in Numeracy and Literacy were maintained and every opportunity was taken to create 'real' learning contexts and opportunities.
<b>Meeting Learning Needs</b> Improved effectiveness of Learning Support Preparation for 1+2 MLPS initiative Curriculum Frameworks Classroom organisation / strategies	Work was undertaken around LS procedures and deployment. Early preparatory work done. Frameworks were introduced. Classroom approaches adapted.
<b>Improvement through Self-evaluation</b> Improved effectiveness and impact on School improvement through self-evaluation	Agreements and alterations to practice are actioned more quickly

Development activity was restricted due to significant staff absence.

### 1.1 Self-Evaluation for Self-Improvement

- Shared awareness and responsibility for attainment across the school.
- Improved effectiveness of curricular planning.
- Improved effectiveness of classroom practice.
- Improved pupil attainment.

### 2.1 Safe-guarding and Child Protection

- Improved staff awareness of relevant procedures and practices
- Appropriate implementation of Authority guidance

### 2.2 Curriculum / 2.3 Learning, Teaching and Assessment

- Reinforced and enhanced use of French as part of daily routines.
- Inclusion of French language in other curricular areas.
- Staff fully aware and engaged with the Aberdeenshire / Mintlaw frameworks to enhance learning and teaching in their classes.
- Enhanced working knowledge of pupil expectations at each CfE level across the whole school.
- Increased awareness of the principles of the Aberdeenshire Professional Curriculum Tool and engagement across the school and cluster.
- All staff are more confident at assessing and identifying what a 'level' looks like at all stages for the school and is consistent across the cluster.
- Teachers have a clearer understanding of the principles of IDI.

### 2.4 Personalised support

- Improved staff awareness and use of symbols to support communication and learning.

### 2.7 Partnerships

- An improved process of reporting learners' progress and achievement to parents/carers.
- The improved reporting process would be spread over the whole school year and have less emphasis on the annual written report in Term 4.
- Increased pupil involvement in the reporting process.
- Increased parental involvement in their children's learning.
- An increased understanding for parents 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**

- Education Scotland Inspection Report
- Parental feedback
- Minutes of meetings, including Pupil Council
- Home-School communication
- Access to extra-curricular activities
- SFL / Pupil Support records

##### **Our key strengths in this area are**

- Range of and access to curricular and extra-curricular learning opportunities
- School communication
- Collaborative working
- Relationships with partner providers

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

- Re-establish partnership with French school
- Move towards RRS status
- Embed a broader range of multi-cultural and world religion learning opportunities

#### Key

**Evaluation – Excellent** -outstanding, sector-leading important strengths with some areas for improvement weaknesses **Weak** - important weaknesses

**very good** - major strengths

**Satisfactory** - strengths just outweigh weaknesses

**Good** -

**Unsatisfactory** - major weaknesses

#### 1. How well do our children learn and achieve?

Evaluation

##### **QI 1.1 ~ Improvements in Performance**

4

##### **QI 2.1 ~ Learners' Experiences**

5

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

- Education Scotland Inspection Report
- Attainment levels over time
- Achievements of pupils both current and former
- Strength of internal and external working relationships

##### **Our key strengths in this area are**

- Standards of attainment are good and standardised assessment scores reflect appropriate levels of improved attainment.
- The development of children as reflective learners is being increasingly promoted within the School.
- The School recognises and celebrates external achievements (current and former pupils).
- The School promotes an ethos of respect and has very high expectations of behaviour and application to attainment and achievement for all pupils.
- Pupils are involved in the work of the School and its improvement.
- Pupils engage in inter-disciplinary learning and apply skills in a number of curricular and extra-curricular activities
- Staff take pupil security and well-being seriously with appropriate procedures and practices in place.

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

- Develop further the pupils' understanding and ability to *articulate* their own growing knowledge and skills
- Further raise expectations of pupil attainment and achievement
- Modify Early Years practice to meet needs of all in context of enhanced SFL / SEBD requirements
- Enhance 'ownership' by pupils of their own learning

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

QI 5.1 ~ The Curriculum

Evaluation

4

QI 5.3 ~ Meeting Learning Needs

4

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

- Education Scotland Inspection Report
- Breadth of curricular experiences open to pupils
- Opportunities for application in practical contexts
- The School's ethos and identity within the village
- Parental feedback

**Our key strengths in this area are**

- The supportive ethos and family atmosphere
- Children's learning experiences and opportunities for achievement
- The high standard musical performance
- The significant role played by staff and community 'friends'
- Parental and community links

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

- Increase pace of pupil progress
- Literacy and Numeracy in Context
- Recognition and tracking of skills
- Further preparation for 1+2 MLPS initiative
- Use Curriculum Frameworks to support planning and assessment
- Review Classroom organisation / strategies

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

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

4

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

- Education Scotland Inspection Report
- Evidence of self-evaluation activity
- Evidence of staff professional dialogue
- Modifications to planning and classroom practice
- Pupil and parental feedback

**Our key strengths in this area are**

- Frequency of staff professional reflection and dialogue
- Involvement of all stakeholders
- Collaborative planning and curricular delivery
- Staff awareness of linkages between self-evaluation, improvement planning and staff development

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

- Continue to develop tracking and monitoring processes
- Further develop pupil self-awareness of performance and level of attainment
- Improve use of attainment data to support curricular planning
- Improve the gathering and recognition of off-site achievements