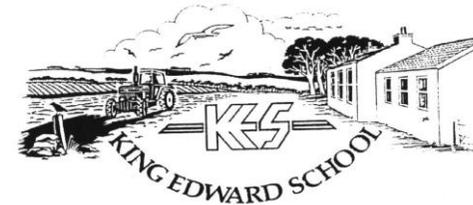


At King Edward School this session....

- Visiting Specialist Teachers in French, Music and PE
- Kodaly and Jazz Workshops
- Deveron River Brass Band – free music tuition
- Sports Coaching delivered by Princess Royal Sports Trust
- Weekly Assemblies delivered by staff, children, outside visitors and Rev Locke/Vera
- Weekly Committees – Pupil Council, Health and Eco School
- Fourth Green Flag awarded
- Working with the Aberdeenshire Ranger (bat boxes)
- After School Clubs – Ballet, Junior Joggers and Football
- Whole School Visit to Kinnermit Farm
- Maths Challenge Day with Crudie and Fintry Primaries
- Generation Science – Water Cycle Show
- Childsmile Visit
- Visit from Tesco – Farm to Fork – Tasting Session
- Mini on Election
- 'Battlescar' Visit – historical actor
- ALEC van Visit
- Cinema and Bowling Trips
- Music lessons – Violin and Brass
- Daily Breakfast Club and Tooth Brushing
- Rugby Coaching and Rugby Festivals
- Street Dance Sessions
- SFA Football Sessions (P4-7)
- Raised money for Transverse Myelitis
- Raised money for Charity – Christmas Jumper Day (Save the Children), Red Nose Day (Comic Relief)
- P1, P3, P5 and P7 have undertaken Standardised Assessment
- Swimming (P4-7)
- Christmas Show
- Christmas Party
- Church Services at Christmas and Easter
- Open Afternoons – Afa Fine Food, Red Nose Day Record Breakers and End of Year
- Banff Academy Transition Activities – Film Club, Oscars and Enterprise Event
- Turriff Academy Transition Activities – Science Day
- P7 Residential Trip to Loch Insh/Dynamic Youth Award
- Sport Days
- Performed at King Edwards Got Talent Community Exhibition

2015/16



King Edward School

King Edward
Banff

AB45 3ND

Tel: 01261821254

Email: kingedward.sch@aberdeenshire.gov.uk

Website:

Aberdeenshire

COUNCIL



Standards & Quality Report

The School in Context

King Edward Primary School is a Non-Denominational School built in 1811, which is situated on the main Banff - Turriff road and serves the surrounding rural area. A number of pupils who live out with the catchment area also attend the school. On leaving King Edward Primary School, almost all pupils transfer to Turriff Academy, which has 9 associated feeder schools as part of the Turriff Community Schools Network (CSN).

Currently we have a school role of 27 pupils. There are two classes within the school P1-3 taught by Mrs Audrey Clark (Head Teacher) and Mrs Karen West (Teacher of Flexible Days) and P4-7 taught by Mrs Suzanne Irvine. Specialist teachers support the teaching of Music, French and Physical Education. Another teacher provides Support for Learning.

A School Administrator, a Clerical Assistant, three part time Pupil Support Assistants, a part time Janitor, a Catering Assistant and a Cleaner support the Teaching Staff.

We have an active Parent Council, known as the King Edward Primary School Community Representatives, who represent the parent body, supporting the school in the community and by fundraising and organising social events and activities.

An enthusiastic Pupil Council represents the pupil views and ideas for the school, along with pupil representation on the Eco School Committee and the Health Promoting School Committee.

Members of the King Edward Community offer a variety of After School Clubs throughout the year. Typical clubs include Ballet Dancing, Orienteering, Junior Joggers and Football.

Shared Vision

We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

School Values

Our School Values are at the heart of all that we do

Respect

Respect Ourselves
Respect Others
Respect our School
Respect our Community and Environment

Responsibility

Behave Well
Have Good Manners
Be honest and trustworthy

Friendship

Be Fair
Work Together
Be Understanding

Work Hard

Do Your Best
Challenge Yourself
Aim High

Key Development	Progress during 2014/15
Raising Attainment	<p>Through consultation with the whole school community a shared vision and set of values was developed, promoted and implemented.</p> <p>Data gathered through Standardised Assessment was analysed by staff, informed teacher's planning and pupils were identified for support/challenge.</p> <p>Staff attended Big Writing training and the Big Writing approach was implemented in both classes, raising attainment and achievement for most pupils.</p> <p>Mental Maths resources were purchased and introduced in both classes.</p>
The Curriculum	<p>QIO delivered training on raised expectations. Staff were involved in the writing of a Learning and Teaching policy for the Cluster.</p> <p>HT and staff 'bundled' Experiences and Outcomes to ensure coverage, progression, depth and balance. Staff began planning contexts using the bundles.</p> <p>HT attended training on 'Stepping Up' the Curriculum and Monitoring and Tracking.</p> <p>Staff and pupils were involved in workshops highlighting the four capacities of the Curriculum for Excellence.</p> <p>Staff revisited the Principles of Curriculum Design to include in the planning of pupil learning experiences.</p> <p>HT produced 'bundles' of Experiences and Outcomes (including Significant Aspects of Learning) to use to plan contexts.</p>
Self Evaluation	<p>HT developed and implemented a Quality Assurance Calendar.</p> <p>HT created and trialled sheets to track pupil progress.</p> <p>QIOs, parents, staff and pupils views sought to include in Improvement Plan.</p>

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/16

Raising Attainment

- To raise the levels of attainment and achievement in Reading for all learners
- Increased motivation and enjoyment in Reading activities
- Improved learning experiences for all young people
- Build staff confidence in planning and assessing Reading
- To develop and implement a manageable profiling process to help promote the way learners understand their own learning, progress and achievement, with the focus remaining on improving outcomes for all learners

The Curriculum

- In consultation with the whole school community develop, write and promote a Curriculum Rationale based on the identified key aspects of the Curriculum
- Engage with Curriculum Frameworks in Literacy, Numeracy and Health and Well Being to ensure progression and depth and breadth in learning across all stages
- Produce updated teacher planning sheets and a robust pupil tracking system based on the Curriculum Frameworks ensuring increased opportunities for personalisation and choice within learning and teaching and within courses for all learners
- Use the Curriculum Frameworks to inform teacher planning, assessment and tracking pupil progress
- To begin to plan for Interdisciplinary Learning opportunities for all learners which is tailored to and meets learners' needs and that combine curriculum areas within a theme

Self-Evaluation and Quality Assurance

- To further establish and implement a planned programme for Self Evaluation and Quality Assurance
- To re-establish and carry out/timetable regular learning visits by HT and peers and sampling learners' work

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

In arriving at these evaluations, we considered the following evidence

- Staff audit
- Feedback from our whole school community, including the QIO
- Planning sessions and minutes from various meetings with many outside agencies

Our key strengths in this area are

- Parents strongly agree that they are made to feel welcome in school
- Excellent communication and up to date pupil record keeping
- Parents strongly agree that staff show concern for the care and welfare of their children
- Parents are actively encouraged to participate in their child's education through Open Days, Showcase Events, Theme related Events and Homework
- Our close working relationships with outside agencies to ensure all our pupils' needs are met
- We recognise, value and promote diversity through our School Vision and Values, at Assemblies, RME, theme work and fundraising events

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

- All Staff to engage with whole Cluster training in Restorative Practise techniques
- Continue to refer to and embed our School Vision and Values

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 well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

Satisfactory

QI 2.1 ~ Learners' Experiences

Good

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

- Feedback from our whole school community, including the QIO
- Quality Improvement Visit
- Pupil Needs Analysis
- Standardised Assessment Results
- Staff and Pupil audits and self-evaluations

Our key strengths in this area are

- Children feel safe and appreciate that staff know them all as individuals
- Children think learning is fun
- Children are confident that they would receive help and support if they asked
- There is good evidence of children's involvement in decision making and children are supported to share their ideas through a good range of activities
- Staff ensure children's learning is enhanced by a very good range of visits and visitors and cross class/whole school learning contexts
- Parents actively support after school clubs
- Awarded fourth Green Flag from Eco Schools

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

- In consultation with the whole school community develop, write and promote a Curriculum Rationale based on the identified key aspects of the Curriculum
- Produce updated teacher planning sheets and a robust pupil tracking system based on the Curriculum Frameworks ensuring increased opportunities for personalisation and choice within learning and teaching and within courses for all learners
- To raise levels of attainment and achievement, increase motivation and enjoyment and improve learning experiences in Reading activities for all learners

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

QI 5.1 ~ The Curriculum

Evaluation

Satisfactory

QI 5.3 ~ Meeting Learning Needs

Good

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

- Feedback from our whole school community, including the QIO
- Quality Improvement visit
- Pupil Needs Analysis
- Standardised Assessment results
- Staff audits and self-evaluations
- Pupil feedback

Our key strengths in this area are

- Tasks and activities are well matched to the needs of the learners
- HT and staff work closely with all partner agencies to ensure pupils' needs are met
- PSAs are a valued part of a school team that works together to effectively support learners
- Staff's work with children with medical needs is of an excellent level, supporting the children and families
- Parents strongly agree that their children are making good progress through the delivery of a broad curriculum

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

- Engage with Curriculum Frameworks in Literacy, Numeracy and Health and Well Being to ensure progression and depth and breadth in learning across all stages
- To begin to plan for Interdisciplinary Learning opportunities for all learners which is tailored to and meets learners' needs and that combine curriculum areas within a theme
- To develop and implement a manageable profiling process to help promote the way learners understand their own learning, progress and achievement, with the focus remaining on improving outcomes for all learners

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

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Satisfactory

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

- Feedback from our whole school community, including the QIO
- Quality Improvement visit
- Staff audits and self-evaluations

Our key strengths in this area are

- HT has developed a Quality Assurance calendar to support and focus on school improvement
- Strong ethos of collegiate working ensures that improvement priorities are taken forward and are embedded in practice
- Self-evaluation evidences what has been achieved
- Very positive response from annual parent questionnaire
- Very supportive and active Parent Council
- PRD and EAR process re-established throughout staff
- Parents strongly agree that they have a clear understanding of the school aims

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

- To further establish and implement a planned programme for Self Evaluation and Quality Assurance
- To re-establish and carry out/timetable regular learning visits by HT and peers and sampling learners' work