

ABERDEENSHIRE COUNCIL
EDUCATION AND RECREATION



ARDUTHIE SCHOOL
STANDARDS & QUALITY REPORT
SESSION 2003 – 2004

BACKGROUND INFORMATION

Arduthie School is situated in Stonehaven, a historic market town and coastal resort 17 miles south of Aberdeen. The school is non-denominational and the catchment area consists predominantly of long-established private residential dwellings.

The school is of Victorian design in the main and consists of 18 classrooms in the main building with 2 Nursery areas on the ground floor of an annexe at the rear of the building. There is also a gymnasium, a small music area, a general purpose open plan area at the front of the school, 2 library areas and 2 computer suites. There are tarmac areas around the school with a garden area at the front incorporating a secure Nursery play area and a small pupil-designed “Jubilee” garden in the back playground. The Area Education Office is situated on the first floor of the Annexe.

The school roll is currently 491 Primary + 53 Nursery children. The projected roll for the next few years indicates a gradual decline, although new housing developments in and around Stonehaven may reverse this. The school roll currently includes 255 out of zone pupils.

Currently, Arduthie School has 21 full time equivalent teaching staff including the Head Teacher and Nursery staff. Specialist teachers help with the teaching of Art and Design, Music, Physical Education, Information Technology and French. Three part-time teachers provide support for learners. Music Instruction is provided for Brass, Woodwind and Stringed Instruments. The Management Team consists of the Head Teacher and 2 Depute Head Teachers. The Head Teacher is non-class committed and each DHT has a 0.5 teaching commitment. The teaching team is supported by 5 classroom assistants, 6 SFL Auxiliaries, 2 Nursery Nurses, 1 School Administrator, 1 Clerical Assistant, 1 Janitor, 1 Playground Supervisor, 2 Lunchtime Auxiliaries, cleaning and catering staff. The school prospectus provides more information on names of staff along with other school data. A copy is available from the school office.

On leaving Arduthie School most pupils transfer to Mackie Academy.

The school has a supportive School Board and an active PTA.

Pupils are involved in the decision making process through our Pupil Council.

The school manages its budget in accordance with authority guidelines.



SCHOOL AIMS

The school aims were agreed in consultation with both staff, parents and pupils taking into account the key areas and quality indicators from “How Good is our School.” 2002 Edition.

Arduthie School aims to maintain and improve the quality and standards of caring, learning and achievement for everyone. In doing so we further aim to

1. Curriculum

- **To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.**

2. Attainment

- **To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence**

3. Learning and Teaching

- **To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning**

4. Support for Learners

- **To provide effective support systems for all learners which promote personal and social development and underpin academic achievement**

5. Ethos

- **To provide a welcoming, safe and caring environment in which each learner is valued and supported**

6. Resource Management

- **To improve the quality of learning and teaching through the effective organisation and management of the school’s resources**

7. Management and Leadership

- **To ensure that the school’s promoted staff provide high quality leadership, management and support.**

8. Professional Development

- **To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff**

9. Partnership

- **To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community**

10. Lifelong Learning

- **To foster in young people a desire for knowledge and understanding, whilst equipping them with skills and attitudes that provide a foundation for lifelong learning.**

11. Learning Environment

- **To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.**

12. Personal and Social

- **To promote a positive self image by building self esteem, recognising individual strengths and development needs and fostering self discipline, self respect and confidence.**



EVALUATING THE SCHOOL'S PREVIOUS DEVELOPMENT PLAN

Our development priorities for the previous session 2002 – 2003 are shown below, along with an evaluation of the success of each development and the evidence used to make the evaluation. The school upholds the statement from “How Good is our School” that “School self evaluation is at the heart of quality assurance.” Evidence to inform evaluations is gathered by some or all of these:

- **School aims as a tool for audit**
- **Using quality indicators in broad and then more focused audits**
- **Observing pupil performance and coursework**
- **Recording national test results**
- **Monitoring classroom practice**
- **Using questionnaires to parents, staff and pupils**
- **Annual staff/review interviews**
- **Discussing the planned curriculum by promoted staff with class teachers**
- **Evaluating teachers' forward plans**
- **Providing minutes of planned activity times and in-service days**
- **Others as appropriate**

Development 1

To ensure that systems are in place to counteract disadvantage. To establish arrangements to target setting (SEN) To create a policy for development of IEPs.

Evaluation

Following an in-depth audit of resources and procedures, development needs were addressed by staff attendance at Authority courses. Experiences and information were shared ensuring wide distribution of knowledge. DHT Middle Stages delivered whole staff presentation, prepared and issued guidelines for completion of IEPs. Promoted Staff monitor as part of forward plans. Pupils involved in target setting.

Evidence

- Consistency throughout the school in format and completion of IEPs.
- IEPs for all SFL pupils
- Positive teacher/pupil feedback
- Involvement of parents through review meetings

Development 2

To develop a policy for supporting pupils with social, emotional and behavioural needs.

Evaluation

Staff attended Authority course on Classroom Approaches to dealing with Challenging Behaviour. Feedback was positive and strategies were, where appropriate, incorporated into the school's existing Behaviour Management Programme.

Evidence

Positive feedback from teachers. Strategies incorporated into daily classroom management – noted in routine classroom monitoring.

Development 3

To develop special focus approaches to PSD and to increase responsibility given to pupils.

Evaluation

- Evidence of timetabled Circle Time in teachers' forward plans
- The creation of resource packs for the delivery of Circle Time
- Staff and pupil audit sheets on the existing Behaviour Management Programme
- Establish an active Pupil Council
- Revise Policy Statement

Evidence

- Circle Time is fully established
- Library of PSD literature and materials
- Existence of Circle Time Learning Packs
- Pupil Council

Development 4

To develop a Policy for Equal Opportunities and incorporate into daily practice. Implement procedures for dealing with incidents of harassment, bullying, sexist and racist behaviour.

Evaluation

- DHT Early Stages to attend Authority Training on recording of incidents
- Staff Working Party (DHT + Departmental Staff Reps) to be formed to develop school's Equal Opportunity Policy.
- The above to be included in School Aims and School Handbook
- The existence of a Staff Reference Folder

Evidence

None

* Has been carried over – awaiting DHT participation in Authority's Training Programme.

Development 5

Establish systems to ensure effective use of accommodation and facilities. Establish systems and procedures to ensure effective use of space and resources.

Evaluation

- Improved system of resource management
- Less wastage as identified in annual audit

Evidence

- Departmental audit
- Audit and Identification of potential storage areas

Development 6

To establish an effective school programme for MLPS (French)

Evaluation

- Revised programme of delivery to P6 and P7
- Consistency of delivery throughout the school and LEARN
- Positive staff feedback

Evidence

- Existence of complete teaching pack (plan, resources, assessment etc) for each lesson.

CURRICULUM (PRIMARY)

HOW ARE WE DOING? Very good (4), good (3), fair (2), unsatisfactory (1)

QI 1.1 : STRUCTURE OF THE CURRICULUM

The quality of the structure of the curriculum is Very Good

Evidence

- **Curriculum follows national guidelines**
- **Class timetables reflect guidance on Structure and Balance of curriculum**

QI 1.2 : COURSES AND PROGRAMMES (complete this after evaluating the curricular areas listed below based on an average of the levels)

The quality of courses and programmes is very good.

Evidence

- **Guidelines exist for almost all areas of the curriculum which give good support and guidance for teachers**
- **Programmes of study are well designed and differentiated**
- **Resources are appropriate and plentiful**
- **Planned development to address Expressive Arts programme.**

ENGLISH LANGUAGE

The quality of the programme for English Language is very good.

Evidence

- **Extensive range of good quality, differentiated and modern materials**
- **Programmes of study take account of the full range of abilities**
- **Assessment is an integral part of the teaching programme**

MATHEMATICS

The quality of the programme for Mathematics is very good.

Evidence

- **Core programme which supports directed teaching and interactive approach to learning**
- **A wide range of quality supplementary materials are available**
- **Assessment as an integral part of the programme**

ENVIRONMENTAL STUDIES

The quality of the programme for Environmental Studies is very good.

Evidence

- **Delivered as per Authority programme**
- **Wide range of quality resources to match programmes**
- **Ample opportunities for pupil collaboration and co-operative learning**

ICT

The quality of the programme for ICT is Good

Evidence

- **Progressive programmes of study at each stage of the school**
- **Most staff have completed NOF ICT Training**

HEALTH EDUCATION

The quality of the programme for Health Education is very good.

Evidence

- **Comprehensive Policy and Programme of Work in place.**
- **Involvement of Health and other professionals to assist in the delivery of aspects of coursework**
- **Good range of resources to support**

RELIGIOUS AND MORAL EDUCATION

The quality of the programme for Religious and Moral Education is very good.

Evidence

- **Good coverage over the 3 main areas**
- **Fully audited and linked resource boxes**
- **Comprehensive guidelines for staff**
- **Well developed programme for involving a team of Chaplains**

EXPRESSIVE ARTS

The quality of the programme for Expressive Arts is very good.

Evidence

- **Resources are organised and readily accessible**
- **Programmes are well supported by Visiting Specialist staff**
- **Staff continue to be involved in training courses**

MODERN LANGUAGES

The quality of the programme for Modern Languages is good.

Evidence

- **Adoption of new resources purchased by authority**
- **The development of individual lesson packs**
- **Close liaison with other schools in LEARN**

PERSONAL AND SOCIAL DEVELOPMENT

The quality of the programme for Personal and Social Development is very good.

Evidence

- **Positive Behaviour management programme used consistently by all staff**
- **Excellent range of resources**
- **Circle Time an integral part of teaching week**
- **Pupil involvement through Playground Friends scheme**
- **Excellent Home-School partnership supporting the programme.**

CURRICULUM : WHAT ARE WE GOING TO DO NOW?

- **Continue with development of Expressive Arts programmes**
- **Undertake review of Written Language in Early Stages**
- **Developing new programme (Nelson Thornes)**

CURRICULUM (PRE-SCHOOL)

HOW ARE WE DOING? Very good (4), Good (3), Fair (2), Unsatisfactory (1).

PI : N 1.1 : STRUCTURE OF THE CURRICULUM

The quality of the structure of the curriculum is very good.

Evidence

- **The structure of the curriculum follows national and local guidelines**
- **Learning experiences are planned to promote development in the 5 key areas**

PI : N 1.2 : QUALITY OF PROGRAMMES

The quality of courses and programmes is good.

Evidence

- **Teachers' plans follow national and local guidelines**
- **Quality activities allow for progression in development, catering for individual needs**

EMOTIONAL, PERSONAL AND SOCIAL DEVELOPMENT

The quality of the programme in emotional, personal and social development is very good.

Evidence

- **The ethos is very positive. Children are happy, integrate socially and are forming positive friendships**
- **Children are developing confidence and independence**

COMMUNICATION AND LANGUAGE

The quality of the programme in Communication and Language is good.

Evidence

- **Planned opportunities for talking, listening and early literacy**
- **Clear assessment and record-keeping procedures**

KNOWLEDGE AND UNDERSTANDING OF THE WORLDS

The quality of the programme in Knowledge and Understanding of the World is very good.

Evidence

- **Very well planned experiences to develop mathematical knowledge and concepts**
- **Wide range of opportunities to learn about local environment**

EXPRESSIVE AND AESTHETIC DEVELOPMENT

The quality of the programme in Expressive and Aesthetic Development is very good.

Evidence

- **Wide range of experiences to promote development**
- **Good quality resources**

PHYSICAL DEVELOPMENT AND MOVEMENT

The quality of the programme in Physical Movement and Development is good.

Evidence

- **A good range of activities are offered**
- **Access to school gym and a designated outdoor play area**
- **Photographic records and evidence**

PI : N 1.3 : QUALITY OF PLANNING

The quality of planning is very good.

Evidence

- **Records inform next steps**
- **Long term, short term, weekly, daily plans**
- **Evaluation sessions daily and weekly involving all Nursery staff.**

CURRICULUM : WHAT ARE WE GOING TO DO NOW?

- **Continue to expand provision for outdoor play through purchase of new equipment**
- **Continue with rigorous audit of programmes of work to ensure the high quality is maintained**



ATTAINMENT

HOW ARE WE DOING? Very good (4), good (3), fair (2), unsatisfactory (1)

QI 2.1 : OVERALL QUALITY OF ATTAINMENT

The overall quality of attainment is very good.

Evidence

- Very good pupils' attainment in relation to 5-14 levels
- Pupil Tracking systems in place
- Regular monitoring of class work and jotters encompassing all areas of the curriculum

Summary of Attainment

- P1 All pupils are working towards Level A in the course of Primary 1
- P2 Most pupils attained Level A in Mathematics, the majority attained Level A in Reading and the majority attained Level A in Writing.
- P3 Almost all pupils attained or exceeded Level A in Mathematics, Reading and Writing.
- P4 Most pupils attained Level B in Reading, Writing and Mathematics
- P5 Almost all pupils are working towards Level C in Reading and Mathematics and most pupils achieved Level C in Writing.
- P6 Almost all pupils attained Level C in Reading and Mathematics and most pupils achieved Level C in Writing
- P7 Almost all pupils attained or exceeded Level D in Reading and most pupils attained or exceeded Level D in Mathematics and Writing.

FOR ALL SCHOOLS

How Do We Compare with National Expectations?

Almost all	90%
Most	75% - 89%
Majority	50% - 74%
Less than half	16% - 49%
A few	15% or less

Classes used to set targets in schools are from P3 (Level A) P4 (Level B) P6 (Level C) and P7 (Level D).

In P3, P4, P6 and P7 this session in Arduthie School, almost all (92%) pupils have attained national expectations or above in Reading, almost all (90%) have attained national expectations or above in Mathematics and most (87%) have attained national expectations or above in Writing.

ATTAINMENT : WHAT ARE WE GOING TO DO NOW?

- Further develop, with authority support, electronic tracking.

CHILDREN'S DEVELOPMENT AND PROGRESS : PRE-SCHOOL

HOW ARE WE DOING? Very good (4), good (3), fair (2), unsatisfactory (1)

P1 : N 2.1 : CHILDREN'S PROGRESS IN THEIR DEVELOPMENT AND LEARNING

The quality of children's progress in their development and learning is very good.

Evidence

- **Assessment informs next steps for learning**
- **Extensive use of photographic evidence**
- **Up to date individual pupil portfolios**
- **Rigorous monitoring by SMT**
- **Staff very receptive to new initiatives**
- **Pupil Tracking**

WHAT ARE WE GOING TO DO NOW?

- **Familiarise ourselves with new documentation being piloted within authority.**



LEARNING AND TEACHING

QI 3.1 : TEACHERS' PLANNING

The quality of teachers' planning is very good.

Evidence

- **Excellent whole school structure for planning**
- **Structured support through series of pre-planning consultations with promoted staff**
- **Plans take account of breadth, balance, differentiation, programmes of work and assessment information procedures.**

QI 3.2 : THE TEACHING PROCESS

The quality of the teaching process is very good.

Evidence

- **Staff employ a good range of appropriate teaching approaches as noted through monitoring visits**
- **There is a high level of quality pupil-teacher interaction**

QI 3.3 : PUPILS' LEARNING EXPERIENCES

The quality of pupils' learning experiences is very good.

Evidence

- **High level of pupil motivation without close supervision**
- **Pupils are encouraged to be "active learners" through collaboration and teamwork**
- **The pace of work reflects individual needs and abilities**

QI 3.4 : MEETING PUPILS' NEEDS

The quality of meeting pupils' needs is very good.

Evidence

- **Differentiated curriculum with appropriate supporting resources**
- **Well developed system of assessment and referral**
- **Excellent range of quality materials and resources**
- **Staff have undertaken authority training courses**

QI 3.5 : ASSESSMENT AS PART OF TEACHING

The quality of assessment as part of teaching is good.

Evidence

- **Assessment forms an integral part of teaching in main curricular areas**
- **Standardised and Diagnostic Testing are used throughout the school to ensure that children are presented with an appropriate curriculum.**

QI 3.6 : REPORTING PUPILS' PROGRESS

The quality of reporting pupils' progress is very good.

Evidence

- **Two verbal and one written report per session as per authority guidelines**
- **Whole school and individual class open days throughout the session**
- **Simple procedure for parent enquiries and informal meetings**
- **Strong home-school partnership**

LEARNING AND TEACHING : WHT ARE WE GOING TO DO NOW?

- **Further development work on IEPs**
- **Staff training on Assessment is for Learning**



DEVELOPMENT AND LEARNING THROUGH PLAY (KEY AREA 3) PRE-SCHOOL

HOW ARE WE DOING?

PI : N 3.1 : QUALITY OF CHILDREN'S DEVELOPMENT AND LEARNING THROUGH PLAY

The quality of children's development and learning through play is very good.

Evidence

- **Appropriate opportunities provided for learning through play across the Nursery curriculum**
- **Good balance between free choice and directed activities**
- **Children react enthusiastically to planned changes and developments**

PI : N 3.2 : STAFF/CHILD INTERACTION

The quality of staff/child interaction is very good.

Evidence

- **The activities planned reflect the very good understanding staff have about the way in which children learn and develop**
- **Staff consistently use praise in their interactions with children, building the children's confidence and encouraging their full involvement in th nursery curriculum**

PI : N 3.3 : MEETING CHILDREN'S NEEDS

The quality of meeting children's needs is very good.

Evidence

- **Staff regularly liaise, as appropriate, with other child support agencies in order to fully meet individual children's needs**
- **Staff use observation and other assessment techniques to ensure that individual needs are met**
- **Staff take account of previous learning through partnership with parents and through the "All About Me" booklet.**

PI : N 3.4 : ASSESSMENT AND RECORDING

The quality of assessment and recording is very good.

Evidence

- **Staff work very closely with parents and support agencies**
- **Records are kept for each child and updated regularly**
- **Assessment information is used to determine next steps in learning**
- **Written reports are provided for parents and, as appropriate, for other professionals based on assessments and records**

WHAT ARE WE GOING TO DO NOW?

Currently reviewing assessment and record-keeping procedures for Nursery.

SUPPORT FOR PUPILS

HOW ARE WE DOING? very good (4), good (3), fair (2), unsatisfactory (1)

QI 4.1 : PASTORAL CARE

The quality of pastoral care is very good.

Evidence

- **A range of appropriate policies and procedures designed to support and protect pupils**
- **On-going staff consultation and training ensures adult roles and responsibility remain high profile**
- **There exists a climate of security and trust between staff and pupils**

QI 4.2 : PERSONAL AND SOCIAL DEVELOPMENT

The quality of personal and social development is very good.

Evidence

- **Whole school approach to promoting positive behaviour and good citizenship**
- **Formal programme in place for encouraging cooperative play**
- **PSD programme is very high profile and staff and pupils are wholly committed to it.**

QI 4.3 : CURRICULAR AND VOCATIONAL GUIDANCE

This quality indicator is not applicable to Primary.

QI 4.4 : MONITORING PROGRESS AND ATTAINMENT

The quality of monitoring progress and attainment is good.

Evidence

- **Agreed monitoring procedures are in place**
- **There is an allocation of staff consultation time to discuss pupils with previous teacher, SFL staff, Senior Management Team and with external agencies**
- **Staff willingly give of their own time to benefit pupil**

QI 4.5 : LEARNING SUPPORT

The quality of Learning support is good.

- **Effective programmes of work supported by a wide range of quality resources**
- **Clear referral procedures for staff**
- **The role of the SFL teacher varies to account for the type of support required – direct work with pupils, consultation with staff re available resources, diagnostic testing etc**

QI 4.6 : IMPLEMENTATION OF LEGISLATION RELATING TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The quality of implementing legislation relating to SEN and disabilities is good.

Evidence

- **High level of staff awareness re inclusion policy**
- **Individual needs addressed through IEPs**
- **High level of communication between teaching and auxiliary staff.**

QI 4.7 : PLACEMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The quality of placing pupils with SEN and disabilities is very good.

Evidence

- **Process for placement of such pupils is established as per authority guidelines**
- **The school promotes an inclusive approach**
- **High level of liaison with external agencies and parents to ensure the pupils' needs are met**

QI 4.8 : LINKS WITH LOCAL AUTHORITY OR OTHER MANAGING BODY, OTHER SCHOOLS, AGENCIES AND EMPLOYERS

The quality of the links with local authority or other managing body, other schools, agencies and employers is good.

Evidence

- **Close liaison with other schools through the LEaRN projects and initiatives**
- **Close links with statutory agencies including educational psychologists, medical services, social work etc**

SUPPORT FOR PUPILS :WHAT ARE WE GOING TO DO NOW?

- **Staff training re Equal Opportunities**
- **Further develop IEPs**
- **Further develop policy and guidelines for supporting SEBD pupils**

ETHOS

QI 5.1 : CLIMATE AND RELATIONSHIPS

The quality of climate and relationships is very good.

Evidence

- **Strong sense of pride and identity in the school among staff, pupils and parents**
- **Reception of all visitors is well organised and very welcoming**
- **Parental feedback through questionnaires**
- **Written and verbal feedback from visitors**

QI 5.2 : EXPECTATIONS AND PROMOTING ACHIEVEMENT

The quality of expectations and promoting achievement is very good.

Evidence

- **Whole school programme for celebrating achievement**
- **Praise and positive feedback is central to life in school**

QI 5.3 : EQUALITY AND FAIRNESS

The quality of equality and fairness is very good.

Evidence

- **Policies and practice along with our programmes of work promote equal opportunity.**

QI 5.4 : PARTNERSHIP WITH PARENTS, THE SCHOOL BOARD AND THE COMMUNITY

The quality of partnership with parents, the School Board and the community is very good.

Evidence

- **Parents are active partners through homework tasks, workshops and extra-curricular activities**
- **Excellent channels of communication between home and school through newsletters, open days and other events**
- **School Board is widely consulted and is invited, along with the PTA, to participate in aspects of school life.**
- **Pupils are involved with the local community through a variety of projects**

ETHOS : WHAT ARE WE GOING TO DO NOW?

- **Maintain and further develop our successful PSD programme**
- **Continue to work closely with the School Board, PTA and the wider parent body and community.**

RESOURCES

HOW ARE WE DOING? very good (4), good (3), fair (2), unsatisfactory (1)

QI 6.1 : ACCOMMODATION AND FACILITIES

The quality of the accommodation and facilities is good.

Evidence

- **Classrooms are, in the main, appropriate for modern educational needs**
- **Adequate library and ICT facilities exist in the school**
- **Health and Safety measures are adequate and regularly reviewed**
- **Dining facilities are wholly inadequate for the number of pupils**

QI 6.2 : PROVISION OF RESOURCES

The quality of the provision of resources is very good.

Evidence

- **All areas of the curriculum are supported by a wide range of modern quality resources**
- **Resource provision is generous and regularly reviewed by teaching staff**
- **PTA provides generous extra funding**

QI 6.3 : ORGANISATION AND USE OF RESOURCES AND SPACE

The quality of the organisation and use of resources and space is good within the constraints of the available accommodation.

Evidence

- **Established resource areas throughout the school**
- **Resources are well matched to the learning outcomes**
- **Display areas have been upgraded and created as appropriate**

QI 6.4 : STAFFING

The quality of staffing is very good.

Evidence

- **Staffing is in line with national requirements**
- **Good mix of experience within the teaching staff including probationer teachers**
- **Good range of support staff**

QI 6.5 : EFFECTIVENESS AND DEPLOYMENT OF STAFF

The quality of effectiveness and deployment of staff is very good.

Evidence

- **Staffing is done with teacher consultation taking account of individual strengths, development needs and experience**
- **A lot of time and effort is given to the formation of classes, with parental involvement as appropriate**
- **Auxiliary staff are placed according to authority priorities i.e. Early Intervention, and to pupils' needs.**

QI 6.6 : STAFF REVIEW AND DEVELOPMENT

The quality of staff review and development is very good.

Evidence

- **Procedures closely follow authority and national guidelines**
- **Staff review informs CPD**
- **Curricular teams and staff development reflect individual review outcomes.**

QI 6.7 : SCHOOL MANAGEMENT OF FINANCES

The quality of the school management of finances is very good.

Evidence

- **School finances are operated professionally and correctly within local and national guidelines**
- **The school boasts a comprehensive range of quality, up to the minute resources in all curricular areas**
- **Staff are regularly consulted about resources provision and purchasing**
- **Per Capita budget is formally approved by staff and School Board**

RESOURCES : WHAT ARE WE GOING TO DO NOW?

- **Continue to audit, catalogue and reorganise resources throughout the school**
- **Apportion responsibility for the upkeep of resources areas to teams of staff members**
- **Finalise arrangements for checking in/out system**
- **Conduct a rigorous audit of resources to identify equipment requiring updating**
- **Allocate funding in accordance with findings**

MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE

HOW ARE WE DOING?

QI 7.1 : AIMS AND POLICY MAKING

The quality of aims and policy making is very good.

Evidence

- **Aims are on display throughout the school and are included in all school handbooks**
- **Policies are devised and formulated through working parties made up of a cross-section of staff with parent representation as appropriate.**

QI 7.2 : SELF-EVALUATION

The quality of self-evaluation is very good.

Evidence

- **Staff are comfortable with the process using Quality Indicators**
- **Monitoring and evaluation by SMT is identified through monitoring calendar and issued to staff at the beginning of the session**
- **Standards & Quality information is discussed at whole school, departmental and Senior Management level and is used to form the basis of future planning**

QI 7.3 : PLANNING FOR IMPROVEMENT

The quality of planning for improvement is very good.

Evidence

- **The school development plan is based on rigorous audit procedures and is an accurate reflection of the needs of the school**
- **The development plan is produced by school staff in close consultation with the School Board**
- **It fulfils national and authority criteria for development planning**
- **Success criteria is clearly identified and closely linked with quality indicators**

QI 7.4 : LEADERSHIP (Reference should also be made to performance in the following QIs when evaluating effectiveness of leadership : 1.1 2.1 3.2 3.3 3.4 5.1 7.2 7.3)

The quality of leadership is very good.

Evidence

- **Overall performance in QIs - 1.1 (4) 2.1 (4) 3.2 (4) 3.3 (4) 3.4 (4) 5.1 (4) 7.2 (4) 7.3 (4) = Level 4 overall**
- **Broad audit indicated that staff feel supported and that the school is well managed**

QI 7.5 : EFFECTIVENESS AND DEPLOYMENT OF STAFF WITH ADDITIONAL RESPONSIBILITIES

The quality of the effectiveness and deployment of staff with additional responsibilities is very good.

Evidence

- **Promoted staff have negotiated remits outlining roles and responsibilities**
- **Annual broad audit confirms that staff feel well supported by the Senior Management Team**
- **Minuted meetings at management, whole staff and departmental level.**

MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE : WHAT ARE WE GOING TO DO NOW?

- **Introduce 1 to 1 planning consultations to ensure rigorous quality assurance**
- **Refine monitoring procedures to ensure maximum support and wider information gathering through increased pupil/management consultation**

OTHER ACHIEVEMENTS

The school encourages an ethos of achievement through

- Providing opportunities for participation in a variety of activities
- Recognition of and praise for achievement

Some examples of our achievements this session are:

PUPILS/SCHOOL

Football: The school teams (boys and girls), coached and motivated by Doug Blanchard and George Scott – two parent helpers – competed successfully in a variety of inter-school competitions adding to the silverware by winning, among other things, the Armstrong Shield, the Kincardineshire Cup and the Corby Cup.

Netball: The netball group was organised this year by Laura Henderson, a 6th year Mackie pupil and former Arduthie pupil and also a parent volunteer on a rota basis, who ensured that the children has a great deal of fun practising for and competing in the various local competitions including the Kincardineshire Primary School Shield. The school financed Laura's coaching qualification/

Badminton: Doreen Seery, an exstaff member and parent, along with her group of parent helpers, continued to run our very popular and successful badminton group for P6 and P7 pupils. Teams represented the school with great success locally, regionally and nationally.

Volleyball: Primary 5 pupils were offered a series of volleyball workshops through the Sports Coordinator.

Cricket: The Scottish Cricket Union undertook a series of coaching sessions for all Primary 6 and 7 pupils.

Fund Raising Fund raising activities were held throughout the session and those who benefited from everyone's generosity included Save The Children, World Book Day, the local community via our Harvest Parcels and we continued to sponsor children in the Third World.

STAFF/SCHOOL

Probationary Year: Mrs Christine Saward, Mrs Simone Curley and Miss Gail Finlay achieved the standard for full registration after a very successful year teaching in the Upper Stages department.

ICT Training: A large number of staff successfully completed the New Opportunities Fund Training provided, on behalf of the authority, by Scotia.

First Aid Training: All staff have in the past and will in the future continue to benefit from training in First Aid procedures and, where appropriate, in the administration of medication.

All staff have attended in-service courses related to the general curriculum. Their on-going commitment to such training and development is reflected in the high standards of learning and teaching which exists in every classroom within the school.

FUTURE PRIORITIES FOR SESSION 2004 – 2005 WITH SUCCESS CRITERIA

Our priorities for next session were agreed upon as a result of our audit procedure and in keeping with the Authority's Improvement Plan. Some of these developments may cover more than one year.

Development:	The introduction of Assessment is for Learning Learning Outcomes/Quality Questions
Success Criteria	A wider involvement of pupils in their learning
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Development:	Expressive Arts Programme
Success Criteria	The existence of a comprehensive and progressive programme for each area Impact on teachers' planning and pupil performance
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Development	Written Language in Early Stages
Success Criteria	A cohesive programme of compositional writing in Primaries 1 and 2
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Development	Mathematics realignment of current programme to fully address all outcomes of 5 – 14 curriculum
Success Criteria	The existence of a working document for planning, delivery and record-keeping.
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Development	Continued reorganisation of resources
Success Criteria	A complete school audit The creation of new resource areas The creation of a new resource management system
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