

"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report Applecross Primary School
The Highland Council
Education, Culture and Sport Service
Wester Ross, Skye and Lochaber



Session 2010 - 2011

Our school vision and values

At Applecross Primary School and Nursery we aim to develop the four capacities of Curriculum for Excellence so that our children will become successful learners, confident individuals, responsible citizens and effective contributors.

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

Our overall vision is to create a secure, happy and friendly environment where the children are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

We focus on the development of a community based on genuine care and understanding where each child is respected, valued and encouraged to realise his/her full potential.

Our Key Strengths

- Continuing high attainment in Literacy and Numeracy for most learners.
- Quality opportunities for all pupils to develop as citizens of the school and wider community through Enterprise; Eco and Pupil Council groups. Almost all pupils state that they feel they contribute to and have a say in school decisions.
- Increased levels of challenge and problem solving across the curriculum
- Almost all children are motivated by their target setting to achieve their next steps in their Personal Learning Plans.
- Parents and pupils feel that children's wider achievements are valued.
- We regularly seek the views and opinions of children, parents and staff with regard to learning and teaching, and we act upon these.

Our Current Priorities For Improvement

- Work with parents, staff and children to review our shared vision.
- Parents, children and staff feel that Personal Learning Plans have made a good start and they need to be developed further.
- Maths planning and teaching, following Scottish Heinemann and Tee Jay as main resources, need to be put into real contexts wherever appropriate. Differentiation needs to be developed to provide further challenge and support for all learners.
- We need to continue to find and use strategies and seek out best learning and teaching practice so we can provide breadth and depth of learning and motivate all learners.
- Develop Global Citizenship through use of ICT, which will also to teach life skills for future (Blog, emailing); through gaining Green Eco Schools' Award; and developing our modern languages curriculum.

The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of factual data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Improvements in performance

Our key strengths are:

- Continuing high attainment in Literacy and Numeracy for most learners.
- Improved literacy within a range of curricular activities, including real life settings such as the Christmas Pantomime; through Eco Committee; through Pupil Council Projects; the ALPS Project.
- Quality opportunities for all pupils to develop as citizens of the school and wider community through Enterprise; Eco and Pupil Council groups. Almost all pupils state that they feel they contribute to and have a say in school decisions.
- Almost all pupils feel that they are achieving well, both in and out of school and that this is valued and celebrated in the school.
- Almost all children are motivated by their target setting to achieve their next steps in their Personal Learning Plans.

Our required improvements are:

- Parents, children and staff feel that Personal Learning Plans have made a good start and they need to be developed further.
- Staff need to look at developing numeracy and problem solving skills across the curriculum and in more real life contexts.
- Preparation of a 3 year strategic improvement plan in line with Highland Guidance.

Learners' experiences

Our key strengths are:

- Pupils almost all feel that they take an active part in contributing to the life of the school and to the wider community through Pupil Council; Eco Projects and Enterprise Projects. Children report that they have a voice and can make a difference in all school matters.
- Almost all learners feel that lessons are stimulating and interesting and that they are actively involved in their own learning.
- The older children regularly set their own targets in Language and in Maths and think of some of the success criteria.
- Parents and pupils feel that children's wider achievements are valued.
- Almost all learners feel that all children are treated with fairness and respect.

Our required improvements are:

- The younger children have begun setting themselves targets and this will be developed next year.
- Maths planning and teaching, following Scottish Heinemann as a base resource, needs to be put into real contexts wherever appropriate. The textbook needs to enhance the real context rather than the other way around.
- We need to continue to find strategies and seek out best practice so we can motivate all learners.
- Further links with the wider community through use of the internet, eg. A School Website / Blog
- The teaching of French and Gaelic needs to be developed.

Meeting learning needs

Our key strengths are:

- Staff are confident in their professional judgement to assess learner's progress in Writing to shared standards - the children are able to see clearly what their next steps are in writing in order to improve.
- Clear targets are set in writing, reading and maths - children are able to track their progress, using traffic lighting and are able to see their next steps.
- Most children state that they are given many opportunities to make choices in their learning- in choosing topics, in helping to develop topics, in helping to plan aspects of their learning.
- All pupils are working on personal targets, tailored to meet individual needs.

Our required improvements are:

- Build time into the weekly timetable for all pupils to update their personal learning plans and identify targets.
- Clear targets in Health and Well Being need to be developed.
- Differentiation in maths to provide further challenge and support for all learners.
- Involve parents more with reviewing learner's needs and personal learning plans.

The curriculum

Our key strengths are:

- Our broad aims of developing our children as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors are reflected in our curriculum.
- Increased levels of challenge and problem solving across the curriculum in real context, which helps the children put their skills into practice and understand the relevance of their learning.
- The development of literacy skills across the curriculum e.g in Applecross Partnership Scheme's Quarterly journal; eco schools activities.
- Strong transition planning with early level nursery and p1 children working on joint activities and learning helps the children at the Early level begin to see how they are developing and what they have learned.
- Children getting better progression in their learning through well designed experiences building on their learning.
- Strong emphasis on cross cutting themes of enterprise, citizenship and creativity.- The children feel that they have a real say in school decisions and have independence and choice. This empowers them to make a difference and motivates them further.
- Strong partnerships with the wider community, through ALPS; through our Eco School's Work; links with parents; joint fund raising activities with the community. These enrich and enhance learning.

Our required improvements are:

- further links with the community with regard to enriching their learning about Scot's culture and Heritage.
- Further ensure that planning takes account of breadth and depth of learning
- We need to ensure that we use ICT in an effective way to support our maths and language curriculum, eg. learning how to use search engines more effectively.
- Further transition for continuity and progression from P7 to S1.

Improvements through self-evaluation

Our key strengths are:

- All staff are committed to school improvement through self evaluation.
- Sharing good practice in learning and teaching across the school and with local schools is providing staff with the tools to try out new ideas and resources, providing motivation, support and challenge for the children.
- We welcome and regularly seek the views and opinions of children, parents and staff with regard to learning and teaching, and we act upon these.

Our required improvements are:

- Further work with local schools to share standards in Numeracy and continue to develop assessment practice within the Associated Schools Group.
- Involve staff and children more with the taking forward of improvement projects.
- Work with parents, staff and children to review our shared vision.
- Use other means, such as Glow, to seek and give views.

SECTION 2

SCHOOL USE ONLY

A closer look

QI 9.1 Vision, Values and Aims	Key themes Appropriateness and coherence with corporate and community vision, values and aims.
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

QI 8.3 Management and Use of Resources and Space for Learning	Key themes Organisation and Use of Resources
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

QI	Key themes
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

Overview

This Standard and Quality report acts as

- a summary of your school's evaluation of practice against the quality indicators of How Good is our School 3;
- an annual report to parents [a statutory requirement] on the standards and quality of provision being made at your school, focusing on the five core QIs. As such, the language used in the Report should be as parent - friendly as possible.

The sections of the report

Vision and Values

It is important to include the vision and values of your school as part of the introduction to this document. They are the framework against which you measure how well you are doing. These should reflect where you wish to take the school in the next few years. Your vision and values should be reviewed every three years and involve the whole school community.

The core areas of our practice [five core QIs]

The following core QIs should be the main reference point for your school's self evaluation. Your evaluations should reflect on the key themes within each QI as detailed below:

QI 1:1 - Improvements in performance

Key Themes

Standards of attainment over time

Overall quality of learners' achievement

Impact of the school improvement plan

QI 2:1 Learners' Experiences

Key Theme

The extent to which learners are motivated and actively involved in their own learning

QI 5:1 The Curriculum

Key Themes

The rationale and design of the curriculum

The development of the curriculum

Programmes and courses

Transitions

QI 5:3 Meeting Learners' Needs

Key Themes

Tasks, activities and resources

Identification of learning needs

The roles of teachers and specialist staff

Meeting and implementing the requirements of legislation

QI 5:9 Improvements through self- evaluation

Key Themes

Commitment to self-evaluation

Management of self-evaluation

School improvement

Key strengths and required improvements [the latter should be few in number] will derive from regular / annual evaluation of the five core QIs. This evaluation will come from your own evaluation of practice through processes including the triangulation of evidence:



For example :

- seeking views of the whole community, especially learners;
- using a wide variety of information – for example attainment data [secondary], Quality Improvement visits and HMIE reports; and
- direct observation – this should include the direct observations of learning and teaching and pupils' work by members of staff, when they share standards together.

How Good is our School 'very good' illustrations should help you measure your success against national standards. You may also use the Improvement Guides within Journey to Excellence <http://www.journeytoexcellence.org.uk/> to support your self – evaluation. There is a strong need for linkage between the key areas for improvement and school improvement plan projects to show that next steps lead to action.

Recording of key strengths / required improvements for each of the core QIs can be in short evaluative statements or bullet-pointed items [please see exemplars]. The style of reporting should be discussed with staff and parents who will both have a role as the audience as well as contributors. Whichever style used, all statements must be evaluative and reflect on how your

work [including the previous year's improvement projects] has impacted on learners' experiences.

When all five core QIs have been evaluated, you should summarise what you regard as being the school's overall key strengths and areas for improvement on page 2 of the Report. The latter will then form your plan for action over a three year period and will be transferred directly to the Strategic School Improvement Planning template.

This section of the Standards and Quality Report should be shared with your Quality Improvement Officer within the required timescales [see cycle of evaluation and planning document]. Once ratified, it must then be shared with parents, again with the required timescales.

Supplementary QIs

It is important to take a broader view of practice to gain a clear picture of the quality of the school's work in all aspects. Building on your self-evaluation of the five areas above and from day-to-day professional reflection, you will identify areas for further exploration, observation and analysis using more of the quality indicators provided within How Good is our School 3 [see pages 18 and 19 for overview of all QIs] as well as other resources such as the JtE Improvement Guides. Paste the QI and themes in the spaces provided within this Standard and Quality profile format to build up a picture of broader practice over time. You can add supplementary QIs to this section as required.