

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



Standards and Quality Report Hill of Fearn Primary School

The Highland Council
Education, Culture and Sport Service
Caithness, Sutherland and Easter Ross Area



Session 2011 / 2012

Our school vision and values

Our Vision: Working together, growing together, achieving together, for ourselves, our community and our world.

At Hill of Fearn Primary School we aim to:

- create an environment in which all children are happy, secure and challenged and in which children, parents and the community feel welcome and can take pride in
- deliver, through Curriculum for Excellence, a stimulating and challenging curriculum which extends and challenges all and ensures all needs are met
- ensure the learning and teaching strategies used by all teachers are current and take account of talents and needs of individual pupils
- work in partnership with parents, the wider community and other agencies to maximise attainment and achievement for all children
- celebrate success for all in order to value achievement, raise pupils' self esteem and confidence and therefore maximise attainment
- establish high standards of attendance and behaviour and foster a sense of pride in ourselves and our school and community by promoting self respect, tolerance for others and equal opportunities
- ensure appropriate continuing professional development and training for all teaching and non-teaching staff for the benefit of pupils

Date of last review of aims: April 2010

Aims and vision developed by Pupil Council, Parent Council and staff and shared with parents and pupils

Our Key Strengths

We are committed to improving our school and evaluate our practice to identify steps for improvement

Staff work well together within the school and the cluster to take forward improvements

Most pupils are confident and enthusiastic about their learning and work well together

Pupils' attainment in reading and maths is very good

The purpose of each lesson is shared with pupils as well as how to achieve success and this is enabling pupils to increasingly take responsibility for their learning

Opportunities to develop literacy skills are planned in all subjects giving pupils a real understanding of how and when they can use these skills in their future life and work

All pupils are well supported to make progress in their learning

Our Priorities For Improvement

Complete work being carried out to develop and implement new learning, teaching and assessment policy.

Further develop how we assess pupils' learning including:- personal learning planning; how we track each pupil's attainment to ensure they are all making progress; implementing standardised testing in literacy and numeracy to support our own assessments of pupils' progress

Provide opportunities for pupils to learn numeracy skills in other areas of learning eg in their topic work

Continue to improve writing

Developing some opportunities for pupils to have choice in how, what, when and where they learn

Developing opportunities for pupils to become global citizens eg develop links with pupils in Africa

Developing opportunities for pupils to learn out of the classroom

Sharing standards of pupils' work in literacy and numeracy across the ASG

Further improve the information we provide on each child as they move from P7 into secondary

Develop the school's involvement in the community

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 reflect on the progress we have made with our improvement priorities. 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 a range of 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 through self-evaluation

What we do well:

- We are committed to improving our school
- We look closely at how we can improve learning for all pupils
- Staff have very good opportunities to lead areas of improvement in the school
- The views of staff, parents and pupils are gathered and are used to plan improvements.
- We clearly identify strengths and areas for improvement and act on these resulting in positive change.
- Staff training focuses on our planned improvements and supports the school in moving forward
- Almost all parents feel the school is good at consulting them on decisions which affect their child and all feel that they have a clear idea of the school's priorities for improving the education of pupils.
- We work closely with other professionals to help us meet the needs of individual children

What we need to work on:

- Work with schools within the Tain Associated School Group to share pupils' work in literacy and numeracy so as to reach agreement of common standards
- Further involve pupils in evaluating their learning and our teaching

Improvements in performance

What we do well:

- We have maintained very good attainment in reading and maths
- We have improved attainment in writing
- Pupils contribute well to the life of the school eg through participating in citizenship groups, participating in school performances and representing the school at sporting events
- Almost all pupils are making very good progress from previous levels of attainment.
- We share learning intentions and success criteria to support pupils in truly understanding their learning and therefore take more responsibility for their learning

What we need to work on:

- Continue to work to raise attainment in writing
- Further develop opportunities to develop numeracy skills in other areas of the curriculum eg measuring skills in technology
- Continue to explore ways to recognise and promote wider achievement for all pupils

Learners' experiences

What we do well:

- Almost all pupils are motivated and eager to learn and participate in a wide range of activities
- There has been significant improvement in behaviour over recent years therefore creating a positive environment for learning
- There is a strong focus on active and collaborative learning in all classrooms ensuring pupils are engaged in their learning and developing the skills necessary to work well with others
- Almost all pupils are able to discuss what they are good at and how they could improve.
- All pupils are involved in activities which help them to be good citizens of the school and the community

What we need to work on:

- Increase motivation in writing tasks
- Continue to improve practice in giving feedback to pupils on their learning which helps them to improve
- Increase opportunities for pupils to have some choice in what, where, when and how they learn
- Continue to develop links with the local community
- Complete work being carried out on developing new learning, teaching and assessment policy

Meeting learning needs

What we do well:

- We closely track pupils progress and learning in maths and more recently have introduced a system to track progress in reading and writing
- Learning activities are matched to the needs of learners and along with appropriate resources and tasks enable learners to maximise their potential.
- The head teacher and staff hold and record discussions of. Action is identified and taken as and when appropriate.
- Effective use is made of appropriate systems to ensure the needs of every child are met
- Staff in the school know families well and all staff speak readily with parents to meet the needs of individuals
- Regular consultations and discussions with support for learning teacher and support staff provide good opportunity to identify and plan for supporting learning needs
- The school has established good links with other professionals and uses these effectively when appropriate to meet learning needs.

What we need to work on:

- Involve pupils and parents in setting next steps for learning within Personal Learning Planning process

The curriculum

What we do well:

- Staff are working with increasing confidence with the new Scottish curriculum – Curriculum for Excellence
- Our new planning format encourages teachers to make links in learning across the curriculum eg linking what children learn in literacy, art, science and geography with a Rainforest topic
- Curricular policies provide opportunities for staff to be fully aware of what is expected in planning and implementing learning in all classes
- Staff reflect on the range and quality of experiences and the impact these have. Their evaluations feed back into planning to meet needs.
- Almost all pupils demonstrate enjoyment in tasks and are well motivated.
- Pupils and parents are involved in planning interdisciplinary topics through the use of mind maps
- Opportunities to develop literacy skills across the curriculum are well planned and meaningful
- Pupils are given quality opportunities to be creative and enterprising
- Pastoral transition between Nursery / P1 and P7 / S1 is well established and effective

What we need to work on:

- Further improve the information we provide on each child as they move from P7 to secondary
- Build on the effective use of play in P1/2
- Provide more opportunities for pupils to develop as global citizens through the Connecting Classrooms Project where our pupils will learn about pupils in Malawi and Rwanda
- Develop opportunities for pupils to learn out of the classroom

