

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



Standards and Quality Report Millbank Primary School
The Highland Council

Education, Culture and Sport Service
Inverness, Nairn, Badenoch and Strathspey Area



Millbank Primary School

Session 2010 / 2011

Our school vision and values



Millbank:- Where everyone is valued, supported and actively encouraged to achieve together as part of the Millbank team.



Our Key Strengths

- The school has a positive and caring ethos.
- All staff are highly committed to ensuring they meet the needs of all pupils.
- Most parents are committed and very supportive of the school.
- Pupils report that they are happy in school and are positive about their learning experiences.
- Joint working across the Nairn associated school group of school is very strong and leads to improved provision for learners.
- Learning and teaching sits at the heart of our improvement agenda.
- The school is committed to ensuring the highest level of achievement in literacy and numeracy for all pupils.

Our Current Priorities For Improvement

- To continue to embed the Highland Council Learning, Teaching and Assessment Policy.
- To continue to work toward improving standards of literacy and numeracy with a particular focus on mathematics.
- To ensure that future arrangements for self evaluation and monitoring our work are manageable and sustainable.
- Further develop partnership with parents.
- In the context of Curriculum for Excellence develop systems for tracking, monitoring and profiling pupil progress in a meaningful and manageable way.

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 through self-evaluation

Our key strengths are:

- Learning, teaching and achievement lie at the centre of our improvement agenda.
- The school is committed to continuous improvement and involves staff, pupils and parents in this process.
- Staff are reflective in their classroom practice and in making improvements as necessary.
- We work closely with partners and other agencies to secure improvements for children.
- The school gathers a range of views to help inform its work.
- The school works to keep parents informed about *Curriculum for Excellence* and what it means for children.
- Almost all staff have been trained in key aspects of learning and teaching eg. Cooperative learning.
- Continuing professional learning opportunities are closely linked to overall improvement priorities.
- Almost all teachers are active participants in professional learning communities to share and develop best practice.
- Collegiate times provide planned opportunities for staff to share and develop practice together.
- Staff are increasingly willing and able to take on opportunities to lead and drive improvements.

Our required improvements are:

- To work more closely with parents, to inform and plan future improvements.
- Continue to provide opportunities to develop literacy and numeracy in real life contexts and inter-disciplinary learning.

Improvements in performance

Our key strengths are:

- The school has a very clear idea of its respective strengths and development needs based on sound self evaluation.
- Achievement in literacy has improved across the school as a result of the development work which has been undertaken to date.
- Most learners make very good progress from their prior learning.
- Almost all children are confident, successful and contribute well to the life of the school and its community.
- Children are provided with a wide range of opportunities to take on extra responsibilities within and out with the school.
- Achievements are recognised and celebrated within the school community.
- The improvement plan provides a clear focus for planned improvements for the school.
- Our improvement priorities have led to clear and measurable improvement.

Our required improvements are:

- Develop new systems for tracking and monitoring pupil attainment and wider achievement.
- Mathematics and numeracy will be our next focus for development.
- Continue to develop opportunities to develop literacy and numeracy in the context of real life contexts and interdisciplinary learning.

Learners' experiences

Our key strengths are:

- Almost all pupils report positive attitudes towards school. Their views are sought and acted upon.
- Through mind mapping pupils are provided with opportunities to decide what and how they will learn.
- Assessment for learning approaches are evident in all classrooms.
- Children know what they are expected to learn and know what success looks like.
- Pupils are able to peer and self assess their work.
- Children work cooperatively together on a regular basis.
- Children are provided with feedback on their learning and what they need to do to improve.
- Pupils have valued opportunities to share their work with each other.

Our required improvements are:

- Embed the Highland Council Learning, Teaching and Assessment Policy.
- Continue to work towards making our learners more independent in their learning.
- The school recognizes the need to further develop practice in profiling pupils' learning.

Meeting learning needs

Our key strengths are:

- The school has an inclusive and nurturing ethos which supports children well.
- We identify and review learners' needs and take action to ensure their needs are met.
- We work closely with parents and a range of partners and agencies to ensure that children's needs are met.
- Learning support staff work well to support learners.
- Individualised education plans are coordinated well and if appropriate children and their parents contribute to the plans.
- Staff are knowledgeable, experienced and skilled in issues around emotional literacy and pupils' health and well being.
- There are very good arrangements in place to ensure effective care and welfare transitions for vulnerable pupils.

Our required improvements are:

- Staff will continue to work together to build confidence and share standards round *Curriculum for Excellence*.
- In the context of Curriculum for Excellence staff will review and evaluate provision for ensuring appropriate levels of pace and challenge for all learners.
- Staff routinely use the experiences and outcomes of Curriculum For Excellence when planning learning activities for children.

The curriculum

Our key strengths are:

- Our curriculum supports personal achievement, covers the eight curricular areas and provides opportunities for interdisciplinary and contextualised learning.
- The school reflects on the principles for curriculum design and adjusts and develops its practice accordingly.
- Education for sustainability is a strength which has been recognised through the award of Green Flag eco school status.
- All children are provided with opportunities to be involved in enterprising learning.
- Children are actively encouraged to adopt healthy lifestyles.
- The school benefits from strong community links to develop opportunities for learning including out of class activities.
- Staff routinely use the experiences and outcomes of Curriculum for Excellence when planning learning experiences for children.
- The school has a strong commitment to involving children in learning opportunities in Gaelic and Scots language.
- The school works closely with other schools and a range of partners to extend learning opportunities for children.

Our required improvements are:

- Across the associated school group we need to work towards ensuring effective curricular transitions for all pupils from P6 – S1.
- Staff recognise the need to develop more opportunities for personalisation and choice in learning.