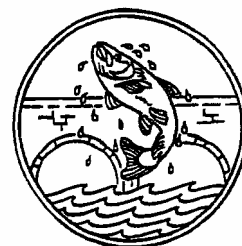


"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report : Halkirk Primary School
The Highland Council
Education, Culture and Sport Service
Caithness Area



Session 2011/12

Our school vision and values

Our Vision

The School strives to create an environment which nurtures confident, successful learners who contribute effectively with a view to pupils becoming responsible citizens.

Our Values

Halkirk School is a place where our children feel safe, respected and where their ideas and opinions are valued. Our pupils, parents, staff and members of the community work together to contribute to the ethos and life of the school. Everyone is encouraged to try to achieve and to reach their full potential. We celebrate our achievements and encourage the wider school community to celebrate with us. We take pride in our school and our positive ethos. We aim to provide a relevant curriculum to meet the needs of our learners.

Our Key Strengths

- There is a caring positive ethos in the school
- Pupils are motivated to learn and are respectful of staff and each other
- Pupils achieve widely
- We celebrate achievement both in and out of school
- The school has links with the community which enriches learning experiences
- The work of the support assistants greatly enhances the work of the school

Our Priorities For Improvement

Moderation of standards in Literacy and Maths with the Thurso ASG

Use of assessment procedures for CfE eg NAR, INCAS....

Pilot, monitor and evaluate the new Tracking system and the transfer of information for P7 pupils to secondary school

Pupil questionnaires to be distributed this session as part of a cyclic programme of evaluation and information shared with the school community

Staff to focus INSET, CPD and CDM on Curriculum for Excellence including carrying out an audit of Social Studies, Health and Wellbeing, Science and Technologies to produce a Programme of Topic work

Continue to embed CfE Maths, Language and Health & Wellbeing

Staff to engage with more interdisciplinary and active learning

Much work is required on new school policies for CfE

Use new format of SIP and S&Q report to provide details of self evaluation to the whole school community

Embed celebrating achievement

Extend the variety of AiFL strategies used

Continue to develop work with the community to provide real life links to learning

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 in performance 1.1

Our key strengths are:

- New approaches in Numeracy and AifL have made a positive impact on pupil confidence and achievement
- Increased active learning opportunities with pupils actively involved in self and peer evaluation
- The school is well resourced to help pupils in their learning- particularly literacy and SfL
- Collaborative learning is used at all stages and effective in engaging pupils
- Pupils have opportunities to gain confidence and accept responsibilities through committees such as the Eco-schools and HWB committees

Our required improvements are:

- The development of cooperative learning across all stages in the school
- Develop the use of personal target setting
- Begin to explore methods of assessment, moderation and sharing standards within the school and across the ASG. Develop a range of evidence to support assessment - " See Write Make Do
- Develop the use of ASG's new tracking system
- Revitalise pupil committees, give them more "say" and gather evidence of their actions

Learners' experiences 2.1

Our key strengths are:

- Effective and consistent Cooperative learning is taking place in two classes - in the infants and the senior class.
- All pupils have opportunities to be involved in improving the school through involvement in groups such as the Pupil Council, Eco-school, SNAG and JRSOs
- The school has a strong positive ethos that encourages pupils to develop confidence, assume responsibilities and celebrate success. This allows pupils to feel protected and included
- Collaborative learning is embedded throughout the school
- AiFL strategies are effectively used to support children's learning
- Work such as the Highland Literacy Project has helped most pupils to become actively engaged in their learning
- There is an ethos of good behaviour in the school with most pupils understanding and adhering to the 'Golden Rules'

Our required improvements are:

- We need to recognise pupil achievement more [through special person assemblies; a personal achievement wall; four capacity wall]
- We need to share and celebrate pupils experiences and achievements with the whole school community [eg through building a new school website]
- Cooperative learning - needs to be cascaded to all staff across the school and embedded in practice

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The curriculum 5.1

Our key strengths are:

- We follow National and Local Guidelines to ensure that breadth and balance is evident through the delivery of a good general education
- Formative assessment strategies, such as AifL, and practice are evident and being further developed throughout the school
- There is strong evidence of progress in each pupil's profile
- CfE audits have identified areas for improvement resulting in new programmes of study and the implementation of new planning formats
- Children are offered opportunities for choice in their learning[eg Topic studies] with prior learning being built upon
- There are good transition arrangements for pre school pupils which includes the Resilient Kids project and transition visits within the school allowing pupils to experience moving on to the next stage and gain confidence to this move
- Effective ASG transition projects for Literacy and Numeracy have helped staff in primary and secondary sectors to share information and created opportunities to carry out moderation of work in Language and Literacy, unpackage outcomes in Maths and Numeracy, set up tracking arrangements and to carry out further transition projects with pupils

Our required improvements are:

- Staff need to become more familiar and confident in the use of CfE experiences and outcomes in all subject areas
- Staff need to review the programmes of study and relate them to CfE
- Staff need to continue to develop their use of CfE planning
- Several action points are to be carried over to next session in the health and wellbeing target in the SIP.

Meeting learning needs 5.3

Our key strengths are:

- Differentiation strategies are being used effectively across the school to accommodate different learning styles
- Staff are good at ensuring that most pupils' needs are being met effectively
- Child plans are in place for all pupils who require them, children and parents are actively encouraged to contribute to these plans
- Linkage between SfL staff and class teachers is excellent
- All SfL staff provide excellent support to pupils and staff
- Most staff are actively involved in learning visits, self and peer evaluations focused on the effectiveness of meeting learners needs

Our required improvements are:

- Staff need to continue to share standards to become familiar with expectations for D,C and S at the levels relevant to their pupils
- All staff are required to pilot the new ASG tracking system for each pupil in Language and Maths
- All teaching staff require to be trained in GIRFEC to enable them to complete required documentation on pupils who are experiencing difficulties
- Tracking processes are being piloted by all staff are in place to monitor pupil progress, achievement and challenge

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Self Evaluation 5.9

Our key strengths are:

- Staff evaluation defines the SIP.
- Staff have input into S&Q reports and SIP
- Staff are reflective practitioners
- Staff are involved in the self evaluation of the school
- All staff have had annual professional reviews

Our required improvements are:

- Termly electronic tracking is to be introduced
- Termly target setting system is to be introduced, including PLPs
- Parents and Pupils need to be more involved in self evaluation
- Staff need to develop self and peer evaluation
- Staff need more involvement in moderation of standards across the school