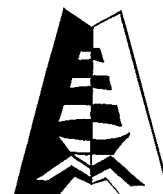


"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report
Muirtown Primary School

Muirtown
Primary
School



The Highland Council
Education, Culture and Sport Service
Inverness West Area
Session 2010-2011

Our school vision and values

Muirtown is a school where everyone develops to the best of their ability, shares experiences and takes a pride in our achievements. Where we strive to work in partnership with Parents and are well respected in the Community.

In Muirtown we are responsible, confident, respectful and we do our best.

Our Key Strengths

- Staff commitment to the work and life of the school
- The children's behaviour, involvement in their learning and their positive attitudes to school
- Opportunities for pupils to develop enterprise, citizenship skills and take part in eco work
- Pupils with additional needs are well integrated into the life of the school
- The variety of monitoring and assessment procedures which inform dialogue and future improvements

Our Current Priorities For Development

- To continue to improve the quality of children's achievement in all curricular areas
- Further develop staff use of Expressive Arts experiences and outcomes to ensure coherent and relevant coverage.
- Further development of Personal Learning Planning/Profiles to show a broader picture of learning
- Learning Transitions
- Continue to share standards across the school and ASG

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 1.1

Our key strengths are:

- Through using Curriculum for Excellence (CfE) outcomes and experiences children's learning is more secure and relevant in numeracy, literacy, health and wellbeing
- Overall improvement in writing
- Our planned improvement priorities are manageable, meaningful in their impact on the children's learning
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Our developments are:

- Continue to improve quality of children's achievements in all curricular areas
- Continue to develop literacy and numeracy skills across the curriculum
- Ensure that systems to monitor and evaluate the work of the school are embedded in practice and have a clear impact on learning.

Learners' experiences 2.1

Our key strengths are:

- Staff engage children through a shared understanding of their learning
- Learners are actively involved in planning the "what and how" in a variety of curricular areas and can see the relevance
- Building the partnership with schools in Malawi and Rwanda
- High expectations of children's contributions to school life and work

Our developments are:

- Developing Global Citizenship further to allow children to recognise Scotland's place in the world and build partnerships with other Highland schools
- Further develop Personal Learning Planning to show a broader picture of learning
- Find new ways of recognising and recording broader achievement

The curriculum 5.1

Our key strengths are:

- The wide variety of opportunities children are given to broaden their experience
- Commitment of staff to engage with CfE to improve children's learning experiences
- Transition arrangements for pupils with identified needs

Our developments are:

- Development of learning transitions
- Continue to develop programmes in line with the CfE

Meeting learning needs 5.3

Our key strengths are:

- Pupils with additional needs are well integrated into the life of the school
- Through our staged referral system key staff ensure quality support meets children's needs
- Differentiation in Numeracy and Literacy

Our developments are:

- To work with partners in identifying pre school children with support needs at an earlier stage
- Transitions for individual children throughout the school

Improvements through self-evaluation 5.9

Our key strengths are:

- We use our self evaluation evidence to improve learning for children
- Our variety of monitoring and assessment procedures which inform dialogue and future improvements
- Our flexibility

Our developments are:

- Continued evaluation of impact of CfE on children's learning
- Further involve staff in the interrogation of assessment data to inform overall school improvement
- More peer work amongst staff to improve children's learning experiences
- Continue to share standards across the school and ASG

SECTION 2

SCHOOL USE ONLY

A closer look

QI 7.2	<u>Key themes</u> Appropriateness and clarity of remits Deployment of staff including partner agencies Effectiveness of teamwork Communication
Our key strengths are: <ul style="list-style-type: none">• The experience and skill in the Senior Management Team• Staff skills and strengths are recognised and are put to best use Our developments are: <ul style="list-style-type: none">• To recruit a new DHT• To update staff remits	
Date reviewed: June 2011	

QI 5.5	<u>Key themes</u> Staff expectations and use of praise Learner expectations and sense of achievement Promoting and sustaining an ethos of achievement Staff-Learner relationships
Our key strengths are: The high expectations of learners achievements and behaviour Our developments are: To develop further our methods of celebrating success across the school	
Date reviewed: June 2011	

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.

The sections of the report

Aims

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 your 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 development areas [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 HMle reports.
- 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 development and school improvement plan projects to show that next steps lead to action.

Recording of key strengths / development areas 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 development 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 development on page 2 of the Report.

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.