

Standards and Quality Report Any School
The Highland Council
Education, Culture and Sport Service



Session 2011/2012

Our school vision and values

At Craighill Primary we work together with our parents, carers and community to inspire learning and achievement

By:

- Creating an ethos where our children are happy and secure and where they feel valued as individuals
- Expecting our children to be aware of their potential and strive to be all that they can be
- Promoting a sense of social justice and personal and collective responsibility
- Providing our children with the knowledge, skills and attitudes necessary to lead fulfilling lives/participate in an ever changing world
- Developing an innovative and stimulating curriculum for our children
- Fostering creativity
- Regularly reviewing and evaluating our practices and routines

November 2009

Our Key Strengths

Self Evaluation:

- Staff and pupils are committed to improving our school and are fully involved in the review and development of what we do.

Improving Performance:

- Almost all pupils' continue to make progress in their learning and achievement and are supported by approaches to assessment that clearly explain what they will be learning and how they will know if they have been successful.

Learner's Experiences:

- Pupils have active opportunities to develop as successful learners, confident individuals, effective contributors and responsible citizens

The Curriculum:

- Staff provide a broad curriculum which reflects the aims and purposes of Curriculum for Excellence and which provides a range of quality learning activities which motivate pupils to learn.

Meeting Learner's Needs:

- Our inclusive approach and strong partnerships with professional agencies and families ensure that all pupils are offered the same chances in their learning.

Our Priorities For Development

Self Evaluation:

- Continue to develop our work on self-evaluation to further improve what we do in the nurseries and the school.

Improving Performance:

- To develop our approaches and systems for monitoring and tracking pupil achievement.
- To work with all the schools in our area to share and improve standards in learning, teaching and assessment.
- To give children further responsibility for their learning by helping them to identify their strengths and their next steps in learning.

Learner's Experiences:

- To develop the children's personal planning through the use of learning logs.
- To develop our achievement folders as portfolios of evidence of pupil progress.

The Curriculum:

- To develop the curricular transition from nursery to p1 and from P7 to S1.
- To further develop a rationale for our curriculum to ensure that we have programmes of work within a flexible framework.

Meeting Learner's Needs:

- To ensure that we are setting appropriate targets for the children in each class and including them in the process.
- To investigate how we are using our SfL teacher in helping children to meet their targets.

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:

- staff and pupils are committed to improving our school by providing feedback through staff meetings and pupil council meetings. All continue to work hard to make Craighill Primary the best it can be;
- staff regularly evaluate the learning and teaching in their own classes so that they can identify any changes that are needed. They make these improvements where required;
- the management team evaluate the work of the school through a range of strategies including visiting classes and sampling pupils' work to identify specific areas that require to be developed;
- we involve the pupils in identifying areas for development within the school.

What we need to work on:

- staff to visit each other's classes systematically to share good practice and standards of achievement;
- continue to evaluate the work of our school involving staff, pupils and parents in the process and acting upon our findings;
- work with our partners in the schools in the Tain area to share standards of pupils' work in all curricular areas.

Improvements in performance

What we do well:

- almost all our pupils are making good progress and enjoy being in school;
- all our pupils know what is expected of them as teachers set challenging but realistic expectations which are made explicit to pupils;
- our pupils are assessing their own work against success criteria. They identify areas of strength as well as what they need to do next;
- Pupils maintain portfolios of achievement which give a clear overview of their progress in each curricular area over time.

What we need to work on:

- the management team need to further develop our tracking system, including the use of standardised testing, to record each pupil's attainment and progress, at the start of each term;
- give the children further responsibility for their learning by helping them to identify their next steps in learning through self assessment;
- develop how we use our achievement folders by considering an electronic portfolio for recording each child's range of achievements / progress in learning.

Learners' experiences

What we do well:

- children are actively involved in their learning from nursery to P7;
- all children are treated equally and with respect;
- children know what is expected of them in terms of their learning and their behaviour. Almost all meet these

- expectations and, as a result, there is a very positive environment and ethos where pupils are keen to learn;
- all staff are using a number of strategies recommended in the 'Assessment is for Learning' initiative;
- most children contribute to life in the community;
- children are given opportunities to develop their entrepreneurial skills by developing team work and marketing various products;
- children are very knowledgeable about how to live a healthy lifestyle through our health and wellbeing programme.

What we need to work on:

- provide feedback to pupils that helps them to make further progress in their learning;

The curriculum

What we do well:

- we provide a broad curriculum which challenges our children and helps them to make good progress;
- our curriculum is enjoyed by most pupils and takes account of our local environment;
- the children are given opportunities to say what they would like to learn. We endeavour to meet these choices but within a curricular framework which takes full account of the experiences and outcomes of Curriculum for Excellence.
- our curriculum takes account of national and local guidelines
- we have programmes in place for maths and language which allow pupils to progress through the experiences and outcomes in Curriculum for Excellence.

What we need to work on:

- develop a rationale for our curriculum which is shared with parents and pupils;
- develop cohesive programmes across the curriculum and allow for flexibility;
- develop our curricular transition between nursery and P1 and P7 and S1;
- provide the children with opportunities to develop their understanding of sustainable development and global citizenship in our programmes of work.

Meeting learning needs

What we do well:

- teachers offer appropriate learning activities that take account of the needs and varying abilities of the children within each class;
- individual education programmes are drawn up and reviewed with parents to ensure that children with additional needs are being suitably supported and challenged;
- support for learning staff and classroom assistants offer quality in-class support to pupils;
- we work with partner agencies such as social work and health to ensure that we are meeting additional needs that some of our children may have;

What we need to work on:

- help children to identify some of their own learning needs;
- involve the children more when reviewing their progress towards targets within their individual educational programme.

SECTION 2

SCHOOL USE ONLY

A closer look

QI 9.3 Developing people and partnerships	<u>Key themes</u> Development of leadership capacity Building and sustaining relationships Teamwork and partnerships
Our key strengths are: <ul style="list-style-type: none">• individual teachers are developing various aspects of school life e.g the nursery; Gaelic Dept. ,pupil council, eco committee, school house system, etc.• good links among staff with the secondary school, the associated primaries and the special school. What we need to work on: <ul style="list-style-type: none">• provide further opportunities for staff to work with staff from other schools to develop programmes various curricular areas;• further develop lead roles for staff members and teams of learners across the school.	
Date reviewed: June 2011	