



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



Poolewe Primary School
The Highland Council
Education, Culture and Sport Service
Ross, Skye and Lochaber Area

Standards and Quality Report

Our school vision and values:

Our Vision Statement

At Poolewe Primary School we aim to create an environment where pupils and staff achieve their best, work hard, feel happy and valued at all times.

Aims

The aims of Poolewe Primary School are to:

- To provide a friendly, happy and secure environment in which everyone feels ownership and pride
- To develop active learning styles throughout the curriculum with an emphasis on outdoor
- Ensure that the children enjoy learning and reach their potential
- To promote a healthy and active lifestyle
- To commit ourselves to environmental and sustainable education
- activities
- To strengthen links between our school and nursery, other primaries and High School, parents and the community
- To celebrate all types of achievement (academic, music, sports, moral etc)
- To enable staff provide the best education for each child by ensuring they are up to date with curriculum changes, new initiatives and relevant training

Date of last review of aims: May 10

Aims developed by, and shared with, staff, pupil council, all pupils and parents.

Our key strengths:

The strong ethos of friendship and support in the school and nursery. The atmosphere in the school is open and welcoming.

The children's attainment and achievements

Caring staff who work well as a team

The school has achieved two Green Flag Eco Awards and continues to do well with sustainable and environmental education.

The school regularly embraces opportunities for learning with links to parents and the community.

Transition from nursery, throughout the school and into High School is very good with a buddy system and transition days in place.

Our priorities for development:

Assessment in literacy, maths and numeracy and health and wellbeing; establishing shared standards / moderation of assessment (including joint working with ASG) and ensuring all staff are regularly engaged in implementing and recording assessment in a variety of ways appropriate to age and stage of pupils.

Building the curriculum through development of courses and programmes and developing a clear rationale of curriculum design: with a focus on health and wellbeing and further development of children's voice and the early stages at nursery.

To build on and develop co-operative learning strategies as part of classroom practice.

Self Evaluation at all levels across the school.

The core areas of our practice.

This report summarises the strengths of our school and what needs to improve. We gather information throughout the year in a variety of ways so that we can make sure that 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, teaching. We look at children and young people's work to see how they are progressing. We make use 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 use our Vision and aims to evaluate what we do. Teacher's and nursery staff's own practice is most often evaluated on an informal basis and they reflect on this to improve. Parents, non teaching staff and pupils are given a questionnaire and asked more informally throughout the year. There were few negative feedback results in this year's questionnaire, with a return of 10 / 17. A few parents (between one and four):

- disagreed that we were good at letting them know their child's strengths and weaknesses.
- that the average children were not pushed enough

Many thought:

- the school is well thought of in the village,
- that children were happy to come to school.

Pupils felt that

- the behaviour of pupils is not always good. From further discussion we found that this only related to the playground and certain pupils.
- they didn't get the right amount of homework
- staff didn't deal with bullying effectively.

Parents also had the opportunity to comment on safer routes to school and their child's highs and lows at school. Parents were also pleased with the change in format for the standards and quality report, finding it easier to read and understand. In response we have monitored playtimes more closely for behaviour and bullying. We have introduced a learning log which goes home to parents which describes expected standards and also keeps parents in touch with their child's learning. We have reviewed children's progress in the upper stages and feel that children are now challenged at a pace they can cope with.

New ideas are reviewed, evaluated and adapted to ensure that progress is being made in the School Improvement Projects. For example our new approach to tracking will be carefully monitored over this year.

.All teachers reflect on current learning/practice whether orally or in their daily diaries/plans At present the school is working towards its third green flag. We have evidence of improvements in pupils' evaluations, planning relating to CfE and approaches to reading. All of which is evidenced in the children's work, termly plans of learning outcomes and experiences and in discussions with staff.

What we need to work on:

- Our self evaluation needs to be more systematic, We need to reduce the times when other issues interfere with our self evaluation timetables.
- Actions need to be collated and the solutions focused more closely for aspects that do not fit in to the School Improvement Plan; such as pace or behaviour.
- Provide opportunities for moderation sessions each term and within the ASG.
- Encourage staff to reflect more formally.

Improvements in performance:

What we do well:

Last year, reported attainment was maintained at a high level for maths and reading. These results compare well across Highland. The children are making good progress in maths, reading and writing and are motivated to learn.

In nursery, children are confident and motivated to learn through play. They are developing well in early writing and number.

Learners in Poolewe Primary have shown achievement in a range of activities such as the Mod, football, putting on ceilidhs/plays for the parents and community and by success in enterprise activities. All of these activities are strongly supported by the school. Pupils contribute to the life of the school by taking part in charity fundraisers such as shelter and Macmillan Cancer. We have recently been awarded our second eco school green flag award. Our student council organises school events. Children also help in the classroom and playground.

This year the school improvement plan is having a good impact and progress is being made steadily in our three main projects of assessment, building the curriculum and nursery planning and assessment.

Staff have developed maths progression programme for the school. Topic work has had an initial assessment for suitability and has been linked to CfE Experiences and Outcomes. The Highland Literacy Programme has been implemented over the past two years. Approaches to reading are collaborative and active and focus on strategies to support reading and understanding.

What we need to work on:

- The school will continue to raise attainment and achievement by engaging pupils, focussing on pace, the use of ICT, and further developing CfE.
- We will achieve our next Eco green flag in 2011/2012.
- We will continue to monitor attainment through tracking of attainment and moderation of assessment which is at present in the early stages of development. We will ensure that all staff are regularly engaged in implementing and recording assessment information .

Learners' experiences:

What we do well:

The children in Poolewe are motivated and eager to learn including children who struggle with learning. CfE and active learning strategies are in place and keep children engaged. Mainly through topic planning children make decisions about what they learn. At times children are given choice in reading material and activity. The children peer and self evaluate on a regular basis, which helps set targets and monitor learning. All take part in school community projects and most are developing responsibility. Children's views are sought either as a student council, as individuals, as a school or in small groups. Their ideas are acted on – sometimes on a longer timescale than the children would like for example playground improvements. Most children feel safe, nurtured, healthy, achieving, active, included, respected and responsible. A weekly assembly gives an opportunity for children to share success and achievement. Staff identify children about whom they have concerns and plans are put in place to support them using the staged approach.

Learning Journals are sent home to parents so that parents are aware of their child's learning and to give the child and parent an opportunity to discuss learning. This now includes a summary of the work to be carried out during the term and the school's expectations. Classes use a variety of formative assessment strategies such as think, pair, share, traffic lighting finished work and self and peer assessment, target setting, sharing of work and asking partners for improvements or thinking and review time. Feedback to pupils is good.

What we need to work on:

- Supporting children to make the right decisions about behaviour and work ethics.
- Provide more cooperative learning opportunities in the classroom.
- Continue to look at ways of supporting and recognising out of school achievement in school.
- We will embed tracking and assessment information to ensure it is used to provide identified next steps, progression and challenge.

Meeting learning needs:

What we do well:

Learning activities are matched to the needs of children. These activities provide appropriate challenge most of the time. Tasks are differentiated by use of ICT, peer support, teacher support, differing expectations, adaptation of tasks, differing pace of work to help support children.

Meeting learning needs:

Pace varies between child and subjects and depends on the child's needs in a particular area of learning.

In nursery the staff are good at supporting children's emotional and social development. They give appropriate interaction to support the children.

We identify and evaluate learners needs using the Highland Council staged approach. This is done by working with parents, school nurse and pupil.

We have good communication with the school nurse and speech and language therapist. Staff have taken part in awareness training / training in LAC, GIRFEC and child protection.

What we need to work on:

- Stability in SfL teacher input in school and nursery
- . Ensure that children with SfL needs are challenged appropriately.
- By using co-operative learning we can provide a variety of approaches which support all children in their learning.
- Support nursery staff in liaising with other agencies as necessary over the next school year and to become aware of policy in relation to Additional Support Needs.

The curriculum:

What we do well:

The staff is reviewing existing topics linked to the CfE outcomes. The children receive 1 ¾hrs of P.E. every week. Both classes have swimming in the spring term. A cyclic cross-curricular programme is in place which provides progression. Whenever possible, the programmes of study use people and places in the community as learning resources. Homework in the upper stages provides some opportunity for choice and personalisation and develops independence and responsibility. The Highland Literacy Programme offers a sound basis for developing literacy and is used throughout the school. The approach focuses on cooperative learning.. Our maths programme is beginning to offer the children a variety of approaches to learning using practical activities, variety of textbooks, computer activities and differing contexts for learning. This is especially good at transition in P7, the same project being carried on in the high school at early level 3.

Transition between nursery and P1 is very good. Nursery staff and class teachers work closely together and work with parents to provide familiarity and security for children moving into school. Our buddy system matches children in P6 with pre-school children in nursery. The P6 spend time in the nursery getting to know the nursery children before they come into school. The P6 children are trained to support the children when in school. Nursery children also share playtimes with the rest of the school and get to know who can help them in the playground, a nursery auxiliary always supports the children at this time. Children are also invited in for induction days in P1 and on occasion the nursery will use the P1-4 room so that they are familiar with the space. This policy has been very successful in achieving a smooth transition to school. Curricular transition also takes place; Active learning and structured play are part of the P1 – 3 timetable. Structured play is set out in to 5 key areas of the nursery curriculum; - emotional, personal and social development, - physical development, - knowledge and understanding, - expressive and aesthetic, - communication and language. P1 have play sessions adding to approx. 2 ½ hours per week, P3 for approx 1 ½ hours per week. Transition opportunities within school takes place regularly in the summer term as children have an opportunity to settle into their new classes and work with their new teacher. P7 transition to High School is improving with social as well as academic consultation taking place. As an ASG we have worked on a maths programme which can be carried on in the early part of S1. We have also provided a passport for Health and Wellbeing which will act as a basis for work in S1

What we need to work on:

- We continue to develop our curriculum with a focus on health and wellbeing. Breaking down the health and wellbeing outcomes into a progressive programme. Review and access resources to enable coverage of the health and wellbeing curriculum.
- We need to develop the children as global citizens by linking this more carefully to inter-disciplinary projects.
- There is the opportunity to plan for 'lines of development' for whole school involvement and possible opportunities would include an anti-bully week or water project. It is also necessary to look at the early level of Curriculum for Excellence.
- We continue to develop assessment strategies and tracking and recording of attainment.

If you wish to discuss any aspect of this report, please contact

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