

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



Standards and Quality Report for Brora Primary School
The Highland Council
Education, Culture and Sport Service
Caithness, Sutherland & Easter Ross Area

Session 2010-2011

Our school vision and values

This is our annual report on the standards and quality of provision we have made at our school.

We have had clear improvement priorities which we have been working on over the past year. This report provides you with an update on the progress made and the difference it makes to your child's learning experiences in the school.

Our three key improvement projects were –

- Further implementation of Curriculum for Excellence with a focus on Numeracy and Health and Well Being
- Development of appropriate support and improved co-ordination of support needs across the school
- Increasing the impact of self evaluation on the quality of learning and achievement

Overall we are confident that Brora Primary will continue to have the capacity to deliver a quality educational experience for all our learners. We continue to strive to deliver this in a way where staff, pupils and parents/carers are involved.

Yours sincerely

Dawn McKenzie
Headteacher

Our Key Strengths

Our Priorities For Improvement

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

Our key strengths are:

- Committed staff prepared to develop learning and teaching strategies and take forward school improvements
- Development of new Assessment jotters which focus on evaluation
- Regular procedures for gathering views of all stakeholders which we act on
- The active involvement of pupils in school committees and the leadership roles they develop
- The active role staff play in sharing work across the ASG

Our required improvements are:

- Getting more parental involvement
- More work within staff to moderate standards across stages
- More work with ASG partners to share standards and develop Curriculum for Excellence work
- To ensure that all staff are more fully involved in planning and evaluation

Improvements in performance

Our key strengths are:

- Sharing or Learning Intentions and Success Criteria has improved most children's understanding of next steps
- Pupils work well with staff, discussing progress and setting targets to help them improve
- Children's achievements are recognised and celebrated
- Introduction of Home/School book to involve and share with parents
- Good provision of varied extra curricular activities
- Staff across the school show effective leadership in important aspects of school life

Our required improvements are:

- New profiles for recording pupil progress
- Establishing a rigorous tracking system across the school

Learners' experiences

Our key strengths are:

- Almost all children are motivated and keen to learn
- Pupils are given many opportunities to contribute to the life of the school
- Pupils views are sought and regularly acted upon
- Ethos is good, pupils are important in Committees and development of facilities
- Nursery rated 100% in ICAN accreditation

Our required improvements are:

- Tracking wider achievements with new profiles
- Involving learners in their development through quality feedback and full engagement
- Developing new tracking for academic progress

Meeting learning needs

Our key strengths are:

- Staff know the children well and provide a very caring and nurturing environment for them
- The Support for Learning teacher, Classroom Assistants and a range of external agencies provide valuable and skilled help with children's learning
- We work closely with pupils, parents and other agencies
- Work in classes is differentiated and staff have a breadth of resources to draw upon
- Staff know children well, identify needs and work well with Learning Support

Our required improvements are:

- More time for consultation with Support for Learning to be identified
- Further development of setting learning targets and involvement of parents

The curriculum

Our key strengths are:

Our required improvements are:

SECTION 2

SCHOOL USE ONLY

A closer look

QI	<u>Key themes</u>
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

QI	<u>Key themes</u>
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

QI	<u>Key themes</u>
Our key strengths are:	
Our required improvements are:	
Date reviewed:	

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, focusing on the five core QIs. As such, the language used in the Report should be as parent - friendly as possible.

The sections of the report

Vision and Values

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 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 5:9 Improvements through self- evaluation

Key Themes

Commitment to self-evaluation

Management of self-evaluation

School improvement

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

Key strengths and required improvements [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 HMIE reports; and
- 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 improvement and school improvement plan projects to show that next steps lead to action.

Recording of key strengths / required improvements 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 has impacted on learners' experiences. **Statements should reflect on the work undertaken within the previous year to implement the school improvement plan's projects.**

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 improvement on page 2 of the Report. The latter will then form your plan for action over a three year period and will be transferred directly to the Strategic School Improvement Planning template.

This section of the Standards and Quality Report should be shared with your Quality Improvement Officer within the required timescales [see cycle of evaluation and planning document]. Once ratified, it must then be shared with parents, again with the required timescales.

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. You can add supplementary QIs to this section as required.