

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



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

Session 2011/2012

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## Our school vision and values

At Lairg Primary we respect each other and value everyone's contribution and individual qualities. Everybody is included within our school and we welcome and value working alongside the wider community. Our aim is to move forward in a positive way, striving to do the best we can and encouraging innovation and enthusiasm in our learners along the way.

Our clear vision and values encompass our aims which are to:

- *Make sure we keep the Golden Rules and show respect.*
- *Remember everyone is important.*
- *Give a good selection of subjects; so that pupils can develop skills to help them look after themselves and others in their future lives.*
- *Encourage pupils to work by themselves and to work confidently on their own and with others*
- *Set targets and always strive to do better*
- *Produce and keep up good links with other learning facilities..*
- *Keep in contact with parents and make sure parents know what we are doing.*

## Our Key Strengths

- Pupils continue to achieve appropriate levels of attainment in literacy and numeracy.
- Our commitment to continue to deliver and develop high quality learning experiences for all our pupils within contexts which are challenging, enjoyable and enterprising.
- We provide a stimulating environment for all our pupils and promote an ethos of achievement by celebrating success both individually and collectively across the school.
- Our commitment to offering our pupils varied opportunities, both local and further afield, to become more aware of what it means to be healthy and live an active life.
- Our continued commitment to the protection of our environment through our Eco Schools topic leading to our Bronze status.

## Our Priorities For Improvement

### Lairg Primary and Nursery

- Continue to develop learning and teaching approaches to meet more effectively the needs of all learners and to raise attainment.
- Continue to use self-evaluation as a tool for continued school improvement, involving all stakeholders in the process
- Continue to develop aspects of the curriculum (including ICT – GLOW) to widen children's learning experiences and to encourage them to take responsibility for their own learning.
- Develop assessment strategies across the school and nursery through the use of:
  - a) Personal Learning Planning
  - b) Effective feedback to all pupils
  - c) Self-evaluation
  - d) Assessment is for learning strategies – review use of appropriate strategies
  - e) Careful use of standardised tests, as requested by Highland Region

### Golspie Associated School Group

- Developing effective transition between Primary and Secondary cross-curricular activities.
- Sharing standards in assessment and developing an agreed format for PLPs.

## 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:

- Staff who are committed to improving our school through self and peer evaluations and activities.
- Sharing good practice in teaching and learning both within our cluster group and wider area.
- Our positive learning environment which promotes working effectively together to evaluate and improve the opportunities we offer our pupils.
- Our staff and pupil involvement in helping design our new curriculum plan.

What we need to work on:

- Continue to involve children in evaluating their own learning, teaching and appropriate selection of topics to study.
- We need to ensure that staff continue to have more opportunities to undertake effective sharing of good practice both within the school and out with.
- Offer pupils the opportunity to take more responsibility for self-assessing their own work.
- Continue to adopt rigorous self-evaluation procedures, involving all stakeholders, which clearly describe how our actions should impact on our whole school improvement.

### Improvements in performance

Our key strengths are:

- Our pupils continue to achieve good attainment in literacy and numeracy, which is delivered in context.
- We offer many opportunities for wider achievement through sport, music, art and drama.
- We celebrate pupil achievements and successes both within and out with the school regularly.
- We focus on and plan effective transition activities for all transition stages.
- We plan good quality active learning opportunities linked across the subjects.
- Our School improvement Plan is used effectively to direct and drive improvement within the school

What we need to work on:

- To continue to develop systems to share standards and moderate work across our ASG
- Continue to improve our performance in writing through carefully structured lessons.
- Develop mental maths skills throughout the stages, using rote as well as active learning.
- Offer pupils the opportunity to take more responsibility for their own learning, set their own targets for improvement.
- Actively promote the involvement of all parents in their own child's education.
- Develop a more detailed tracking system to ensure that individual pupils are progressing in all aspects of the curriculum and that there are shared high expectations of attainment and achievement between staff, pupils and parents.
- Pupil Profiling an agreed ASG approach needs to be developed.

## Learners' experiences

Our key strengths are:

- Staff are committed to ensuring they deliver high quality learning experiences in an inclusive and safe environment for all pupils.
- Nearly all our pupils are motivated, attentive, confident and willing participants in their own learning.
- Our pupils experience a curriculum with a wide variety of active learning opportunities some of which will use the same context, which are imaginative, creative, stimulating and challenging.
- We work closely with our ASG group to carefully plan an exciting and stimulating P7 project to help facilitate a smooth transition to S1.
- We work hard at planning activities which utilise our outdoor learning environment.

What we need to work on:

- Continue to develop more opportunities for active and cooperative learning throughout the school.
- Further develop Personal Learning Planning and ensure that all pupils are actively engaged in meaningful discussions about the next steps in their own learning.
- Develop a system so that the children and their parents can track and evidence wider achievement to ensure success is celebrated.
- Ensure feedback is meaningful and linked with learning intentions and success criteria.
- Continue to develop activities which will develop skills for learning, skills for life and skills for work.
- Encourage our pupils to have more personalisation and choice in their learning and be more aware of their individual learning needs.
- Ensure that consistent strategies, including a review of AfL within the school, are used by both pupils and staff throughout the school for assessment of work.
- Continue to identify ways in which we can take our learning outdoors and make more use of the natural resources which surround our school.

## Meeting learning needs

Our key strengths are:

- Our tasks and resources are suitably differentiated to meet learning needs
- Our Support for Learning team work closely alongside all stakeholders to ensure individual pupil needs are addressed

What we need to work on:

- Continue to involve pupils in reviewing their own progress and identifying next steps.
- Provide high quality feedback personalised for each learner; so that both pupils and parents understand fully what they need to do to improve.
- Ensure individual achievement and success is carefully assessed and tracked.
- Pupils to take more ownership of their own learning through effective self and if appropriate, peer assessment.

## The curriculum

Our key strengths are

- We have begun to develop programmes in Numeracy, Literacy and Health and Wellbeing to ensure that our pupils are covering the appropriate experiences and outcomes within the Curriculum for Excellence.
- We work closely with colleagues to plan effectively for all key transition stages: Nursery to P1, P7 to S1 and including moving classrooms within the school.
- Staff at all stages plan active learning opportunities across our curriculum.
- Our nursery curriculum is based on learning through play, which reflects the pupils' needs and interests.
- Our curriculum is suitably differentiated to meet the individual needs of all pupils.

What we need to work on:

- Parents to be more involved in designing how our new curriculum should look and take an active role in

its implementation

- Continue to ensure that all pupils are suitably challenged through a wide variety of learning.
- Ensure that all pupils have more responsibility in helping drive our school improvements forward.
- Use GLOW to enhance our work in all curricular areas.