



“Working together to inspire learning and achievement in Highland Communities”



Gairloch 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

Learning should involve us all; pupils, teachers, parents and the wider community. It will involve a variety of learning approaches, be active, independent, stimulating and enjoyable giving us a really sense of achievement.

Our Values

- Patience with each other
- Care for each other and our environment
- Make up our own minds

Our Aims

- We have an active part in learning and evaluating our learning, achieving as much as we can.
- We can make informed decisions about our mental, emotional, social and physical wellbeing
- We are all involved, listened to and appreciated for what we do
- That we are well rounded individuals and show respect for each other and for others in our community
- That we succeed in being 'greener' and achieve our green flag
- That we are involved with our community and that they are involved with us

Date of last review of aims: May 2010

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

Our key strengths:

The school regularly embraces achievements and opportunities for learning outwith the school setting.

Children's attainment in maths

The commitment of staff to the school.

Our first Green Flag Eco Award and continuing development of sustainable and environmental education.

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

There are good opportunities for enterprise education throughout the school.

Our priorities for improvement:

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 good, consistent 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 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:

We use our vision, values and aims as a tool to review our work. Our own practice is most often evaluated on an informal basis. Some staff evaluate on a more formal written basis. This information is used to make improvements in performance. Parents, non teaching staff and pupils are given a questionnaire and asked more informally throughout the year. There were few negative feedback results from the questionnaire: four parents disagreed that we were good at letting them know their child's strengths and weaknesses, that we made clear what standard of work was expected and that we were good at consulting on decisions which affected their child. We have answered these points by providing learning journals which provide parents with information on their child's learning on an ongoing basis, included at the start of each term is a plan which gives information about what we will be covering during the term and what our expectations are. During the questionnaire parents also had the opportunity to comment on sports and the toast and fruit initiative. We have taken these views into account, for example we now have a traditional sports and team sports on a year about basis. During a parent council meeting a parent requested help with the teaching strategies used in maths. A booklet containing worked examples was given to all P4-7 parents. At a parent council meeting and at nursery parents drop off, the view was expressed that parents prefer questionnaires home so that they can consider and answer the questions more fully.

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

Staff, parents and pupils support our actions to make improvements. We can show evidence of improvement through target setting and pupils' evaluations, planning, maths programme, HLP approaches to reading which is evidenced in the children's work, plans of learning outcomes and experience and in discussions with staff.

What we need to work on:

- Our evaluations need to be more systematic and rigorous. We need to reduce the times when other issues interfere with our self evaluation programme.
- Actions need to be collated and at times we need more focused solutions for those aspects which do not fit into the School Improvement Plan.
- We will work on moderation within school and with other schools during the school year. Encourage more focus during learning visits and encourage some staff to reflect more formally.

Improvements in performance:

What we do well:

The majority of pupils in Gairloch Primary achieve the expected levels of attainment in mathematics, reading and writing. A few pupils do not reach expected standards. Attainment in all three is slightly above the average for all Highland schools.

Some pupils exceed the appropriate level of attainment in mathematics, reading and writing.

The school has been involved in recent developments to enhance attainment such as the Highland Literacy Project, implementation of maths programme and the local ASG transition project on mathematics.

The children in the nursery are developing well and confidently and making sound progress with some high quality questioning and interaction from staff. Many children can write their names and count past 10 consistently.

Learners in Gairloch Primary have shown achievement in a range of activities such as the Mod, basketball, putting on concerts/plays for parents and the community and by success in enterprise activities. Primary 6/7

Improvements in performance:

develop self confidence and resilience by taking part in a residential trip at Badaguish. 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 sponsor a child and UNICEF. Gairloch Primary achieved their first Green Flag Award in March 2011. They also have a student council, and help in the lunch hall, library and playground. All take part in school community projects and most are developing responsibility. Some children need adult support at times to make the correct decisions. Children's views are sought either as a student council, as individuals, as a school or in small groups.

This year the school improvement plan is having a greater impact and progress is being made especially in maths and the maths transition project within the ASG, and developing the curriculum.

We have had some improvement in Gaelic language acquisition and plans are in place to develop CfE experiences and outcomes. Staff have developed a maths programme for the school. Topic work has had an initial assessment for suitability and has been linked to CfE experiences and outcomes.

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.
- Further improve and support interaction and language development in the nursery.
- Some specialist support for learning input to support staff and children in developing and implementing programmes of study to raise attainment.
- Some children will focus on listening skills and handwriting and presentations skills to improve the standard of writing.

Learners' experiences:

What we do well:

Children are generally very well behaved throughout the school and engage easily with adults – both staff and visitors. Some children need to learn more respect for each other and are supported in this. Most pupils are motivated in class and participate eagerly in group activities. Most pupils are confident, enthusiastic and co-operate well in activities. The majority of children in nursery receive very good learning experiences, are well behaved and are developing consideration for others.

A weekly assembly gives an opportunity for children to share success and achievement and this can include out of school successes. Children are involved in making decisions about what they learn - mainly through topic planning. At other times they may have choices about which task, how and when to carry out various tasks. Classes use a variety of formative assessment strategies such as think, pair, share, traffic lights. Children peer and self evaluate on a regular basis to help them set targets and monitor their own learning. The majority of children feel safe, nurtured, healthy, achieving, active, included, respected and responsible. The school has robust procedures for identifying pupils who may have difficulties and staff put strategies in place to support within the class.

Learning journals are sent home to parents so that parents are aware of their child's learning. Children and parents then have an opportunity to discuss learning. The journals also have a termly summary sheet of work to be carried out over the following term and our expectations for this term.

What we need to work on:

- We have made improvements in the reported incidences of bullying however we still have some incidents linked with children's developing friendship groups which need to be supported.
- Provide more cooperative learning strategies in learning to provide consistent active and independent learning approaches across the classes.
- Embedding the use of next steps identified from assessment tracking to support children's' progress or provide challenge.
- Promote the use of the learning journal at home as a way for parents to be kept informed of their child's learning and achievements.
- Further improve and support interaction and development of early level CfE in nursery.

Meeting learning needs:

What we do well:

Learning activities are matched to the needs of children. These activities provide appropriate challenge. Differentiation of tasks can use ICT, peer support, teacher support, differing expectations, adaptations of tasks and differing pace of work to help support children. The pace of work can vary between subjects dependant on the needs of the child.

We identify and evaluate learners' needs using the Highland Council staged approach. IEP's have been written for children who have needs which are significantly different from their peers. This is done by working with other services when appropriate, the parents and pupils.

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

What we need to work on:

- SfL teacher input would be welcomed greatly by the teachers.
- Although we take account of the child's view, on occasion this has not been formally recorded.
- Make more use of co-operative learning strategies as an approach for developing the children's responsibilities, self-esteem and peer support.
- Review and access materials for teacher support and for children to use to progress at the appropriate interest level and pace.
- Record work given to challenge some pupils

The curriculum:

What we do well:

The staff are reviewing existing topics linked to the CfE outcomes. The children receive two hours of P.E. each week, this includes swimming. A cyclic programme is in place which provides progression and when possible uses people and places in the local community as a learning resource. Homework in the upper stages provides 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. Topic ideas sheets are sent home to parents to gather their views and give an opportunity for parents to input into their child's learning. Our maths programme offers children a wide variety of approaches to learning using practical activities, variety of textbooks, computer activities or contexts for learning. The transition between P7 / S1 is good, where the same project is carried on in the High School at early level 3. We also have a Health and Wellbeing passport which will act as a basis for work in S1.

Transitions between nursery and school are very good. Nursery staff and class teachers work closely together and work with parents to provide familiarity and security for children moving into school. This is done through our buddy system, children sharing playtimes, induction days and movement of children between classes. Active learning and structured play are part of the P1 – 3 timetable, linking the nursery and P1 curriculum. Transition opportunities within school take place regularly in the summer term.

What we need to work on:

- We can continue to improve HLP by providing interesting reading material for upper Gaelic and enough reading material to offer choice across the school.
- Parents should be involved further especially in developing interesting topic work.
- There is the opportunity to plan for 'line of development' for whole school involvement. We intend to use this to support curricular transition between nursery and P1.
- 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.

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

Margaret Young, Headteacher,
Gairloch Primary School
Tel 01445 712165,
e-mail margaret.young@highland.gov.uk