

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



Standards and Quality Report : Badcaul Primary School  
The Highland Council  
Education, Culture and Sport Service  
Ross, Skye and Lochaber Area



Session 2010-2011

**Our school vision and values**

Badcaul Primary School aims to treat children as individuals and to foster independence, self-discipline and the physical, emotional and social well-being of each child. We are committed to enabling each child to achieve his or her full potential across a broad and balanced curriculum. Great emphasis is given to the fostering of good social relationships amongst children, and staff will always treat every child with respect and fairness.



Our main school aims are:

- ❖ To provide a caring, structured, stimulating environment in which children feel confident and secure.
- ❖ To encourage pupils to raise their levels of attainment by creating an ethos of achievement and celebrating success.
- ❖ To enable children to develop their individuality, abilities and talents.
- ❖ To give children an understanding of the world in which they live and to encourage a responsible attitude towards the environment and each other.
- ❖ To develop in children a knowledge of, and respect for cultural, moral and religious values and to recognize that those of others may be different.
- ❖ To fully embrace Curriculum for Excellence and provide children with opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors.
- ❖ To ensure that a policy of full inclusion and equal opportunities is followed at all times
- ❖ To promote a positive and reflective attitude towards Continuing Professional Development for all staff.
- ❖ To actively promote and foster in children a responsible attitude towards health promotion.

## Our Key Strengths

- **Strong partnership between staff in the school and the nursery and a very clear and progressive transition programme.**
- **A caring and supportive ethos in which everyone is seen as an individual and treated with respect.**
- **The involvement of pupils in planning and assessing their own learning, and the use of portfolios and reflections to encourage self evaluation.**
- **The greater involvement of all staff in the self evaluation process, facilitated by the wider use of Glow.**
- **Successful partnership with parents and the local community, and the involvement of parents and families in the life of the school.**
- **The use of active learning across the school to increase motivation and enthusiasm amongst pupils, as well as engagement.**
- **Joint planning of curricular projects with external agencies using the principles of Curriculum for Excellence (eg Forest Schools with the Ranger, and Drama with Flumgummeries).**
- **Continued high attainment amongst pupils, as a result of well targeted support and individualised planning.**

## Our Priorities For Improvement

- To develop new tracking procedures to help to track achievement and progress from P1-7 in light of the removal of National Assessments.
- To develop ways of evidencing progress, by creating individualised e-portfolios for pupils in P5-7 which can be updated and maintained by pupils, and passed on to the High School.
- To use moderation across the ASG to ensure consistency in expectations and standards of attainment.

## 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 within school and nursery are highly committed to improving the work of the centre. They evaluate their progress and the progress of the centre on a regular and on-going basis. As a result, staff feel involved in the work of the school, and approach their own work in an evaluative way.

\*Lesson observations and areas for development are discussed openly with staff, and as a result we are able to work together to develop areas for improvement in a collegiate way.

\*We have effective systems for gathering the views and opinions of parents. Last session surveys were sent home on the subjects of curriculum for excellence and our work as a school. These were responded to by the majority of parents and were used to create an information workshop and a series of information booklets about Curriculum for Excellence.

\*Learners are involved in school improvement. They are aware of school development priorities, and their work towards these. They have input in to future activities in school through both the pupil council and the eco-school council, and are confident in suggesting ways of improving their school.

\*As part of our HMIe feedback, we were asked to look at ways of involving all stakeholders in the process of self-evaluation. We have worked closely with visiting teachers and specialists this session. We have ensured all staff visiting our school have access and the ability to input into our Glow page, and this has been received well, enabling visiting teachers to contribute to surveys, planning and self-evaluation both when within and outside of the school environment. Visiting teachers have also taken part in auditing the work of the school and have completed questionnaires and feedback sheets which have enabled us to consider their views on the work of the school more fully.

#### What we need to work on:

\*To enable all staff within the centre to engage in learning visits to other schools or nurseries as part of school improvement and personal professional development.

\*Continue to develop the use of Glow as a means of enabling visiting staff and external agencies to engage in school evaluation and development.

### Improvements in performance

#### What we do well:

\* Attainment and achievement is monitored on a termly basis. This has included the use of staff discussion around portfolios of work, and sampling. As a result standards of attainment within all areas of the curriculum have remained consistently high. Almost all pupils have made very good progress from their prior levels of attainment, with a good percentage exceeding expectations.

\*School outings and visits form a regular part of the school curriculum and all pupils in P5-7 achieved their John Muir Awards as a result of the Forest Schools work we carried out last session.

\*Assessment for Learning strategies are firmly entrenched within school and pupils are more aware of their own learning and are able to set targets for improvement as a result.

\*Early Outcomes projects have been established in which Nursery and P1 children work together. This has resulted in greater cross Nursery-Primary working, and easier, smoother transition. Progress and achievement is tracked from Nursery into P1 using portfolios of work and shared assessment sheets.

**What we need to work on:**

\* To develop new tracking procedures to help to track achievement and progress from P1-7 in light of the removal of National Assessments.

\*To develop ways of evidencing progress, by creating individualised e-portfolios for pupils in P5-7 which can be updated and maintained by pupils, and passed on to the High School.

**Learners' experiences**

**What we do well:**

\*All pupils are actively involved in their own learning. Learning intentions are shared with pupils during all lessons and pupils are encouraged to self assess their success towards achieving learning outcomes. As a result pupils are becoming more confident in setting their own targets and understanding what they need to do next to further improve their work and learning.

\*All children maintain a portfolio of work, which includes recognition of achievement and attainment in class. This has resulted in pupils, particularly the older pupils, increasing responsibility and involvement in their work.

\*Pupils are given regular opportunities to make choices about how they approach and complete tasks, and this has resulted in greater motivation and engagement of all children.

\* The pupils are aware of the 4 capacities for learning which form the backbone of A Curriculum for Excellence and are able to identify personal strengths in all 4 areas. Success achieved outside of school is recognised and celebrated.

\*All pupils take part in Pupil Council and Eco School meetings. As a result the pupils confidently lead a number of enterprise and community projects each year and take pride in themselves as learners and in their school as a whole. Last session the children raised significant amounts of money for charity (Pakistan Relief Aid, Red Cross, Maggie's Cancer Care). They made cards and grew hyacinths for a local care home, and organised and ran their own Halloween Party. They have also taken forward a number of eco-school projects.

**What we need to work on:**

We will work on ways of engaging pupils in the Nursery more in planning and assessing their own work, by creating and using learning ladders and continuing and enhancing the good work we have already started on portfolios of work.

To continue to investigate ways of using our outdoor environment to enhance the learning experiences of our pupils, particularly in the areas of literacy and numeracy within Nursery and the Early Years.

## Meeting learning needs

### What we do well:

- \*Within our small school setting, teachers and staff know the pupils extremely well. Learning activities are planned to match the needs of the children within school, and work is often planned on an individual needs basis. Needs are identified early, and support and differentiation put in place to enable pupils to make progress.
- \*The Classroom Support Assistant is used well to support learning and teaching in the classroom, and her feedback on child attainment and achievement is used to inform planning on a daily basis. She is involved in discussion, planning and staff training and is deployed effectively to meet the needs of children, and to provide opportunities for exploration and challenge as appropriate.
- \*There are close links between home and school, and learning targets and plans are shared regularly. This involves discussion with both the parents and the pupils. Specialist staff are used well, and timetables are organised to make best use of staff skills and training.

### What we need to work on:

- \*To involve visiting teaching staff in the creation and application of learning targets set out in Individualised Education Plans.

## The curriculum

### What we do well:

- \*As part of our HMIe inspection findings we were asked to 'continue to develop the curriculum in line with the principles of Curriculum for Excellence'. The principles of Curriculum for Excellence have been a focus of staff meetings and INSET training this session. All staff in both school and nursery have been planning using the principles as a focus, and have been involved in evaluation, reflection and school-based training during which experience and expertise across our school has been shared. As a result, staff confidence in this area has increased and pupils are more familiar with the curriculum, particularly with the four capacities, and are able to highlight attainment and achievement against these.
- \*This session the Nursery staff have planned and evaluated learning using all areas of curriculum for excellence, and have created pupil portfolios which are regularly shared with the children, and were shown to parents at parents meetings.
- \*In school, staff meetings and INSET sessions have been used to look at our planning, and the new planning formats and work produced nationally on Glow. Our planning is shared with parents and pupils at the beginning of each session, and each child has a portfolio in which they are beginning to evaluate their own work.
- \*Nursery and school staff have continued to work together to plan Early Outcomes projects, and the assessment formats used in Nursery are being continued within school to ensure progression in the Early Outcome Stage.
- \*Parents were surveyed as to their needs and knowledge in CfE, and a parents workshop and an open lesson and discussion were established in the Spring term.
- \*Assessments portfolios, both on paper and online, have been used well this session to help the children share their evaluations with parents.

### What we need to work on:

- \*To further develop our portfolios, by using Glow to establish an e-portfolio for individual children in P5-7 which they themselves can maintain.
- \*To develop new tracking procedures to help to track achievement and progress from P1-7 in light of the removal of National Assessments.

