

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



Standards and Quality Report Keiss Primary School
The Highland Council
Education, Culture and Sport Service
CAITHNESS Area



Session 2010/2011

Our school vision and values

At Keiss School our vision is to create a safe, secure, happy and friendly environment where the children are encouraged to learn to their full potential, to develop physically, socially, emotionally, spiritually and creatively to the best of their ability.

We aim

1. To provide a curriculum which allows for our learners to achieve the highest possible standards in accordance with their individual needs and the Curriculum for Excellence and ensure a smooth transition through Nursery to High School.
2. To promote physical, social and emotional health and well being across all aspects of school life and encourage the development of positive attitudes to self and others.
3. To provide an environment where learners feel safe and valued and where all members of the school community treat each other with mutual respect and fairness.
4. To promote tolerance and diversity through programmes and events which celebrate our culture and that of others.
5. To provide high quality teaching and learning experiences which promote active learning, thinking skills and learner choice.
6. To promote active citizenship and environmental awareness through a cross curricular approach to learning and teaching.
7. To work in partnership with parents and the wider community and recognise the rights of parents to be informed, consulted and involved in the education of their children.
8. To celebrate success, create an ethos of achievement and equal opportunity for all pupils.

Our Key Strengths

- A vision and school aims that is shared by staff, learners, parents and partners
- Positive behaviour and attitude of learners both within and outwith school
- Regular staff development discussion meetings that result in action to improve learning and teaching
- Strong links with parents and the local community
- Welcoming and supportive staff and working environment
- Whole school approach to developing global citizenship.
- Commitment by all to improving learning and teaching.
- All staff committed to fully embedding formative assessment.
- Regular opportunities to celebrate learners' successes.
- Provision of a wide range of quality learning experiences.
- Planning that takes account of learner choice.
- Staff that are committed to their own professional development.

Our Priorities For Development...

- To develop approaches to self-evaluation by reviewing annually the timetable for evaluating and planning the work of the school and by ensuring regular opportunities for sharing practice.
- To improve performance in literacy and numeracy by using our knowledge of the CfE experiences and outcomes to support and challenge pupils at all stages and by further developing sharing standards systems, tracking, profiling and reporting to parents.
- To further develop approaches to learning and teaching and assessment across the school through embedding the authority's Learning, Teaching and Assessment policy.
- To further develop the curriculum through provision of appropriate programmes in numeracy, literacy and health and well-being and by embedding opportunities for pupils to link their learning e.g. within various key topics which will incorporate activities in literacy, numeracy, social studies and art etc.

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 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 factual 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 consult with learners and parents on school developments
- We encourage our community to give us feedback on our work e.g. the recent 100% return from a consultation on the work of the school in developing the numeracy curriculum
- We ensure staffs' views are taken on board e.g. the recent consultation with staff on their learning and teaching and assessment work in numeracy
- We meet regularly as a staff to discuss the work of the school and the impact of developments on our learners.
- All staff are regularly involved in evaluating aspects of the work of the school and identifying key areas for development.
- We share our work e.g. the recent establishment of a Teacher Learning Community at Keiss has provided opportunities for staff to visit each others' classes and to share good practice on assessment.

What we need to work on:

- To draw up an annual timetable at the start of the new school year for the ongoing evaluation the work of the school.
- To regularly share good practice at staff meetings and with the wider school community.

Improvements in performance

What we do well:

- Learners are well disciplined, developing greater confidence with adult visitors to the school and show high levels of motivation to learn.
- The school improvements over the last year have had a positive impact on learners' progress and achievement in mathematics, numeracy and citizenship.
- Learners' confidence in presenting to their classes and to the whole school have improved this year through their developing skills in using PowerPoint presentations and the regular opportunities they now have to lead school assemblies.
- Learners are confident in setting and assessing their own learning targets.

What we need to work on:

- To implement, for each learner, our programme in learning in numeracy and mathematics thus ensuring an appropriate progression of key skills.
- To take a closer look at languages, literacy and English and develop a framework for learning and progress.
- To develop a system where we can track each pupil's progress in literacy, numeracy and health and well-being, including the use of standardised testing to provide an annual review of pupils' progress
- To share standards in pupils' work and to profile pupils' learning and achievement.

Learners' experiences

What we do well:

- Learners are encouraged to set learning targets and assess their work and that of others and to use these targets to

improve their performance.

- Learners work effectively in groups and take a responsible attitude to their learning
- Teachers who share the learning intentions of most lessons with the learners. They give feedback to pupils on their learning and provide follow up discussions which allow learners to evaluate their progress.
- Learners have a voice in the school's decision making processes through their participation in various groups and Eco activities where their views are taken into account.
- Learners have developed a greater sense of environmental awareness and are taking increasing responsibility for the Eco improvements within their school community as well as the wider local area.
- Learners have enjoyed greater ranges of approaches to teaching and learning in numeracy and mathematics this year through the purchase of new resources and through their active involvement in problem solving and numeracy games.

What we need to work on:

- To ensure that all members of staff understand the importance of sharing learning intentions and success criteria including support staff
- To develop a wider range of learner activities in the teaching and learning in languages, literacy and English.

Meeting learning needs

What we do well:

- Staff who know their learners' needs.
- Planning activities which take account of the needs and abilities of most pupils across four stage composite classes.
- Learners with additional support needs are well provided for through effective consultation, planning and target setting between class teachers and the support assistant and teacher.
- Regular pupil led school assemblies which promote well-being and which celebrate success and personal achievements both within and outwith school.
- Learners are given the opportunities for choice in their learning eg topics to study, how they will carry out a task, what kind of task they will do

What we need to work on:

- To ensure planning takes account of the range of needs and ability levels across four stage composite classes and to identify where challenge is provided for more able learners.
- To ensure the regular pupil led assemblies continue on a planned basis

The curriculum

What we do well:

- We provide a broad curriculum using resources and people from both within and out with the school.
- We make extensive use of our partners in learning from the local community such as our links with the Caithness Broch Centre and Subsea 7, a local service company to the oil industry.
- We make use of our links with schools in Slovenia and Malawi to support learning and understanding of other countries and cultures
- We are developing approaches that allow for learning across different curricular areas such as in a recent 'Malawi Day' where learning took place across a range of topics including numeracy, science, art, design, music and PE.
- We have developed our planning, practice and knowledge of the numeracy outcomes this past year. We have invested in a range of resources to support this.
- Planning of learning that gives learners the opportunity to say what they would like to learn.

What we need to work on:

- To include in the developments of our planning, systems that will identify where pupils will be able to link and use their learning e.g. within various key topics which will incorporate activities in literacy, numeracy, social studies and art etc.
- To take a closer look at current resources and approaches to languages, literacy and English and to identify where we need to provide additional resources and develop our teaching.
- To develop programme of learning activities in health and well-being to ensure all pupils make appropriate progress from early to second level.