

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



**Award 2009**



**Standards and Quality Report Glencoe Primary School  
The Highland Council  
Education, Culture and Sport Service  
Ross, Skye and Lochaber.**

**Session 2011-2012**

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### **Our school vision and values**

**Our Vision Statement:**

**“Together we are an inclusive, enthusiastic school with fun and effective learning.”**



## Our Key Strengths

- **Provision of a rich, relevant, active curriculum to meet the needs of our learners**
- **Enterprising approach to Learners' experiences**
- **Commitment, teamwork and leadership of staff to ensure high quality delivery of education**
- **School links with parents and community**

## Our Current Priorities For Improvement

Develop an assessment, tracking and monitoring system with a range of approaches which informs future planning.

Develop ways of evidencing progress

To ensure staff are using the experiences and outcomes across all curricular areas.

Continue to develop the Teacher Learning Communities to support teaching.

Develop opportunities for personalisation and choice, including interdisciplinary learning.

### **Associated School Group**

Provide opportunities for sharing standards across the ASG and ensure effective transition information is in place.

## 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 in performance

What we do well:

- Learners make very good progress from their prior levels of attainment.
- Attainment in Language and Mathematics is strong.

What we need to work on:

- To develop a consistent system across the school to track attainment in Language, Maths, and Health and Well Being, in order to highlight areas in need of support.
- Ensuring that pupils take increasing responsibility for their own learning.
- To track wider achievement.

### Learners' experiences

What we do well:

- Over the past session we have improved learners' experiences by providing increased opportunities for active learning and personal choice through enterprising topics.
- Extra curricular activities which provide a wealth of additional learning experiences
- Almost all pupils are motivated, keen to learn and work well without close supervision.
- Pupils are confident using ICT.
- Pupils views are taken into account through an active Pupil Council, SNAG, Eco Group, JRSO's and Youth Leaders
- Opportunities to learn through play across all stages have been developed.
- Almost all pupils feel they are able to discuss issues with class teachers and feel the school is a safe and secure environment.

What we need to work on:

- Increased responsibilities for learners, including consistent opportunities for self / peer assessment and target setting.
- Continue to provide high quality feedback about learning and using questioning effectively to support learning.
- Introduce Glow for children

### Meeting learning needs

What we do well

- Children experience a broad curriculum & staff take good account of Curriculum of Excellence
- Class teachers work closely with the ASN teacher and support staff to meet the needs of all learners.

- Staff employ a variety of teaching styles and resources to accommodate the needs and learning styles of pupils.
- A range of methods are in place to assess children's needs

What we need to work on:

- Provide more opportunities for pupils to review their progress and set targets.

### The curriculum

What we do well:

- Over the past session we have engaged with the outcomes and produced programmes of work for all curricular areas, and decided upon a range of assessment tools to be trialled.
- Comprehensive programmes in the curriculum which promote continuity and progression as well as some flexibility.
- A well established and effective transition process.
- Good Interdisciplinary Homework – Learning Logs motivate the children to share their classwork with their parents & provide choice in learning.

What we need to work on:

- To implement and review the new programmes of work for Mental Maths, Problem Solving, RME, PSE /Circle Time.
- Develop teacher confidence in using success criteria for assessment through working with partners in the ASG
- Extend and develop opportunities for inter disciplinary learning building on prior learning.
- Ensure consistency of Planning.

### Improvements through self-evaluation

What we do well:

- Children and staff play a central role in improving their school community – everyone is involved and feels part of the process.
- Children take responsibility for school improvements through their involvement in committees – ECO, Pupil Council & SNAG
- Through Sharing Good Practice at CAT meetings, Staff ASG and In-service days teachers have become a more reflective group of practitioners.
- Visits within school and across the ASG (Maths and Language) have increased staff confidence and promoted the sharing of good practice

What we need to work on:

- On going dialogue between staff
- Continue to review and develop the use of peer visits and monitoring visits
- Working with partners in the ASG to share standards.
- More systematic auditing of gathering children's and parents views
- To use base line data to identify the needs of individual or groups of pupils.