

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



Standards and Quality Report Kiltearn Primary School
The Highland Council
Education, Culture and Sport Service
CSER Area



Session 10-11

Our school vision and values

Our vision for Kiltearn Primary School is that it is a place where:-

- everyone is valued and respected
- successes are celebrated and effort and achievement are equally important
- pupils are confident and well prepared for their future education and are able to take on an active role as responsible citizens
- differences are valued
- all staff seek to provide the highest quality of education
- pupils respond with enthusiasm, enjoyment and a sense of pride
- parents and the local community know they have an active role to play in the education of pupils

Our Key Strengths

- staff are committed to ongoing improvement to raise standards in learning and teaching by using local and national initiatives to inform practice, seeking views of pupils and parents and working with a range of agencies to meet pupil need;
- we maintain high standards of attainment by encouraging children to become confident individuals, successful learners, responsible citizens and effective contributors and provide opportunities to celebrate wider achievement;
- children are highly motivated to learn due to a wide range of learning and teaching approaches, clear purposes for learning and opportunities for teacher, peer and self assessment to provide clear next steps;
- we are an inclusive school: learning is differentiated, all learners are actively involved in their learning and we work effectively with staff, pupils, parents and other agencies to meet needs;
- we have developed a new model for the design of the curriculum which includes opportunities for every child to be involved in personal target setting, personalised learning and developing the life and ethos of the school

Our Priorities For Improvement

- Improve self-evaluation by developing more effective systems for gathering the views of the whole school community (staff, pupils, parents) and using this information to ensure continuous improvement;
- improve performance by developing and implementing effective systems for tracking pupil progress and personal learning planning;
- improve pupils' learning experiences by further embedding the sharing of learning intentions and success criteria within all core lessons, by improving the quality of feedback to pupils to provide next steps and by developing and implementing a system for pupil profiling;
- further meet pupils' needs by providing additional opportunities for children to be more involved in their own learning and by embedding procedures and practices from GIRFEC
- further develop the curriculum to ensure alignment with Curriculum for Excellence

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 are reflective practitioners, share good practice and are committed to ongoing improvement
- staff keep up to date with local and national initiatives and use this knowledge to enhance opportunities for learning and teaching
- we work effectively with a range of agencies to meet pupil need
- we seek the views of pupils via the Pupil Council, the Eco Committee, JRSOs and by talking to groups of pupils
- parents views are expressed through the Parent council and parent questionnaires

What we need to work on:

- prioritising time for learning visits in school and across the area
- develop more effective systems for gathering the views of the whole school community (staff, pupils, parents)
- continue to act on the outcomes of self –evaluation to ensure improvement

Improvements in performance

What we do well:

- we are maintaining high standards of attainment for almost all pupils by
 - providing increased opportunities for children to be more involved in their own learning
 - using a wide variety of learning and teaching methods (co-operative learning, active learning)
 - sharing learning intentions and success criteria with learners
 - involving children in setting personal learning targets
- we are encouraging children to become more confident individuals, successful learners, responsible citizens and effective contributors by involving them in taking assemblies, pupil council, eco committee and the life and ethos of the school
- we have effective systems for recognising and celebrating learners' success including wider achievement both within and outwith school

What we need to work on:

- identify a range of materials/activities to interest boys and encourage them in their learning
- continue to develop opportunities for personalised learning and participation in activities related to the life and ethos of the school so every child is playing an active role in the school community e.g. by using the local woods, and seasonal walks around the local area to encourage pupils to use the outdoors for learning.
- develop and implement an effective system for tracking each pupil's progress
- develop our assessment systems to improve pupils' attainment in literacy and numeracy including the introduction of standardised testing at P3 & P7 and sharing standards of pupils' work in school and across the Associated Schools' Group.

Learners' experiences

What we do well:

- we ensure learners access a wide range of learning and teaching methods to suit the ways different pupils like to learn these include co-operative, outdoor and active learning
- teachers share the purposes of learning and success criteria with pupils and this allows all pupils to assess their own learning to identify what they do well and what they need to work on
- almost all our pupils are highly motivated and are very well behaved
- we involve all pupils in writing a section for their end of year report identifying their successes and areas for improvement

What we need to work on:

- improve the quality of feedback to pupils to identify next steps for learning in writing and mathematics
- further develop self and peer assessment to inform and improve personal learning planning
- ensure children are more aware of what is involved in being a Successful Learner, Confident Individual, Responsible Citizen and an Effective Contributor
- further embed the sharing of learning intentions and success criteria within all core lessons
- develop and implement a system for pupil profiling at identified stages

Meeting learning needs

What we do well:

- we are an inclusive school and work hard to ensure all learners are actively involved in their learning and in the life and ethos of the school
- learning is differentiated to meet the needs in all classes
- we identify, review and evaluate children's needs through working closely with our parents and a range of partner services
- support staff, teaching and non-teaching, are deployed effectively to meet pupil need
- there is quality transition between stages to ensure continuity and progression

What we need to work on:

- providing more opportunities for children to make choices about their own learning
- further develop systems for sharing appropriate information about learners with staff to ensure continued continuity and progression

The curriculum

What we do well:

- we have developed a new model for the design of the curriculum which includes opportunities for every child to be involved in personal target setting, personalised learning and developing the life and ethos of the school
- our new programmes for learning in science, technology, health & wellbeing and RME are in line with Curriculum for Excellence
- staff have been fully involved in developing a bank of learning intentions and success criteria for writing and reading which allow pupils to truly understand the purpose of their learning and how they can be successful
- we provide high levels of challenge for pupils

What we need to work on:

- further embed knowledge of experiences and outcomes for Curriculum for Excellence
- implement our new curriculum design and programmes in social studies, health & well being, science, technology and RME and evaluate their effectiveness
- develop and implement a whole school programme for 'Relationship and Sexual Health Education'
- review and amend school programme for spelling to align with HLP