

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



Standards and Quality Report for South Lodge Primary School
The Highland Council
Education, Culture and Sport Service
Easter Ross



Session: 2010-2011

Our school vision and values

Vision Statement



Our vision is for each child to become a happy, confident and valued member of society with an awareness of, and respect for self, others, and the environment.



We aim to empower each individual to reach their full potential in life.



Our School Aims plot our path to achievement within the 4 capacities of a Curriculum for Excellence (CfE).

We aim to:

1 maximise attainment by:

- creating an ethos of achievement and celebrating success;
- providing quality programmes of work with appropriate pace and challenge;
- meeting the needs of individuals through effective assessment, planning and support;
- systematically monitoring pupil progress and achievement.

2 provide an effective learning and teaching environment by:

- planning and assessing programmes of work which suit individual pupil needs;
- applying a wide range of teaching approaches;
- systematically evaluating and tracking pupils' progress;
- interacting effectively and appropriately with pupils;
- actively involving pupils in planning, target setting and assessment process;
- actively involving parents in their children's education;
- informing parents of their children's attainment and progress on a regular basis.

3 provide a supportive, caring school community by:

- developing, implementing and maintaining clear Health & Safety policies and promoting an awareness of a healthy lifestyle;
- providing pupil support systems in a climate of trust and respect;
- setting clear and high expectations of behaviour supported by appropriate strategies;
- working in partnership with Pupil and Parent Councils, other schools and external agencies;
- encouraging regular and effective communication and consultation between home and school;
- encouraging parents to take part in school activities and initiatives;
- working closely with the community on joint initiatives.

4 ensure equality and fairness for all within the school by:

- developing, and implementing clear policies to promote equality for all;
- developing pupils' understanding and respect for others' beliefs and cultures and providing opportunities to celebrate cultural diversity;
- enabling pupils to access a quality educational experience.

5 help the pupils become more effective contributors to society by:

- involving them in the decision making processes within the school;
- involving them as active participants on local, national and international initiatives.

6 support all staff in professional and personal development through:

- a planned monitoring and review system;
- the provision of appropriate professional In-service training.

Our Key Strengths

We:

- provide good support for our pupils personal and social needs with support from external partners in multi-agency meetings;
- offer pupils many opportunities to take part in sports events across the Highlands;
- have a very good Nursery - P1 transition programme for children and their parents;
- offer a range of extra-curricular activities after school;
- have improved the reading performance of pupils through the provision of a wide range of more interesting and challenging reading development materials;
- are developing a number of sustainable eco projects to ensure attainment and maintenance of an Eco-Schools Scotland Green Flag award.
- have developed good links with the Forestry Commission who support our P3 Forest School and our Nursery/P1 transition activities;
- hold weekly Assemblies supported by representatives from other cultures and faiths;
- are committed to improving our pupils' educational performances.

Our Current Priorities For Improvement

To:

- improve the quality of our literacy and numeracy programmes to raise standards of performance;
- develop more practical cross-curricular hands-on learning opportunities for our pupils;
- improve our assessment procedures in partnership with associated schools in Invergordon;
- improve the quality and quantity of pupils' ICT experiences and raise individual ICT skill levels;
- to increase pupil involvement in school decision making processes and the direction of learning;
- provide more stimulating and challenging educational experiences.

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 to make our report 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

Our key strengths are: 'Our children....'

- in the Nursery have made progress in all areas and developed their confidence, independence and social skills.
- in P1-7 are achieving higher attainment levels in listening, talking, reading and mathematics.
- listen more carefully in class, talk more confidently, work more independently, sharing their learning with others.
- are developing good skills in physical education and drama.
- experienced higher quality teaching and learning through the implementation of a number of initiatives in the School Improvement Plan (SiP).
- have developed more positive attitudes towards maintaining a healthy, active life style through our Health and Well Being (HWB) programmes.
- contribute to the local community through fund-raising for charity, entertaining the elderly in Care Homes and collecting/distributing food to them at Harvest Festival.
- in P5-7 care for younger children at breaks or when moving on to their next year group.
- are developing good personal and social skills by participating in inter-school sports' activities, the 'Safe Highlanders' and 'Choices for Life' programmes.
- in P5 transformed our pond, cleaning and re-stocking it with oxygenating plants and thriving goldfish.
- in P5-7 are learning about the value of a natural world through their development of a sustainable Permaforest, an edible Forest Garden and a Water Harvesting System.
- in the Pupil Council worked with the Head Teacher (HT) to improve the school environment.
- participated enthusiastically in the new School House Championship.

Our required improvements are to:

- raise attainment by continuing the development of pupil Numeracy and Literacy skills in stimulating and challenging activities and tasks.
- continue developing consistent assessment is for learning (AifL) approaches throughout the school.
- identify in our SiP, more strategies for raising attainment in Numeracy and Literacy and developing a broader, more relevant curricular experience.
- set up systematic procedures for assessing and tracking attainment.
- develop closer educational and social links with partner schools in the local area.
- attain green flag status under the Eco Schools Programme.
- further develop children's understanding of sustainable ecological and environmental development through our on-going Eco-School projects.
- design planning formats which more closely link curricular delivery to CfE outcomes and experiences.

Learners' experiences

Our key strengths are: 'Our children....'

- successfully support younger children and help them during intervals and lunch breaks.
- are more actively involved in identifying and assessing their attainment and next steps in learning.
- receive more regular feedback on their progress from staff and engage more often in discussion about such.
- are being increasingly assessed against the four capacities of a Curriculum for Excellence (CfE).
- are listened to and their thoughts and opinions are acted upon.
- feel they are treated very fairly by staff.

Our required improvements are to:

- ensure that children further develop their ability to peer and self-assess their progress in class.
- provide more active, hands-on learning opportunities for all our pupils.
- develop and apply consistent teaching and learning approaches throughout the school.
- consistently share intended learning outcomes and expectations with the children to help them attain higher performance levels.
- work more closely with associated schools in Invergordon to develop consistent educational experiences.

Meeting learning needs

Our key strengths are:

- most class lessons are organised and taught in ways which are appropriate to the needs of pupils.
- the quality of Support for Learning (SfL) approaches and the impact they have had in raising pupil attainment.
- liaison with external agencies to devise strategies to support pupil's educational and social development.
- our specialist Drama and P.E. staff who improve the width and quality of the educational experiences we offer.
- our provision of written reports, parent consultation evenings and feedback to pupils and parents on pupil progress and attainment.
- the high quality implementation of positive actions identified in Individual Education Plans (IEPs), Child Plans and liaison with supporting agencies to meet the social and educational needs of our children.
- our ability to help our children develop strategies they can use to successfully manage their behaviour.
- the increase in active learning opportunities offered to pupils.
- the increased setting of teaching and learning within the 4 CfE capacities.
- the more frequent setting of pupil's learning and teaching in contexts which are more meaningful to them.

Our required improvements are to:

- ensure that progress made through the above strengths is maintained in 2011-2012 despite staff changes.
- Increase the number of peer and self-assessment opportunities in each class.
- provide peer observation opportunities for staff to improve the quality, consistency and appropriateness of teaching and learning approaches across the curriculum.
- provide children with opportunities to excel and develop higher levels of self-esteem.
- put in place strategies which will make the school a more positive environment in which to learn.

The curriculum

Our key strengths are: 'Our children...'

- have a greater degree of personal choice with regard to what they learn.
- are developing their ability to accurately evaluate how well they are doing against the four CfE capacities.
- are beginning to set themselves higher standards in behaviour and performance through discussion with their peers and class teachers.
- have more opportunities to benefit from active learning experiences.
- are performing well in expressive arts through collaboration between staff and visiting specialists in P.E., Drama, Sport and Music.
- earn reward certificates designed to increase their motivation to learn.
- at all ages/stages enjoy meaningful transition experiences to help prepare them for the following school year.

Our required improvements are to:

- continue developing a wider range of challenging and enjoyable learning activities which ensure further improvement in children's performance levels.
- further develop CfE provision in, and beyond Numeracy, Literacy and HWB.
- broaden and increase the relevance and effectiveness of our teaching and learning approaches.
- implement more systematic assessment procedures and track children's attainment
- more effectively match tasks, activities and resources to individual children's needs.
- consistently link our teaching and learning to appropriate CfE experiences and outcomes.
- empower pupils to take more responsibility for the focus and direction of their learning.
- motivate children to develop higher expectations of their own performance through self- and peer evaluation.
- implement new planning formats which more closely link curricular delivery to CfE outcomes and experiences.
- provide even more opportunities for pupils to experience active learning.

Improvements through self-evaluation

Our key strengths are:

- staff evaluations of school performance and their identification of appropriate SiP development priorities.
- our effective use of the support / expertise offered by partner agencies such as Social Work, Police, Health Visitor, Speech & Language Therapists (SALT), Educational Psychologists, Countryside Rangers and the Forestry Commission, to improve the quality of educational provision.
- the increasing effectiveness of staff self- and school- evaluations for improving our overall performance.
- the staff's reflective practices with regard to sharing and implementing strategies to support the social and emotional needs of the children.

Our required improvements are to:

- raise pupil self and peer evaluation skills to help them increase their pace of learning and attainment.
- provide pupils, staff and parents with questionnaires to evaluate school performance at Parent Consultations.
- evaluate the feedback from questionnaires to inform future SiP.
- ensure that SiP targets are more relevant to school development needs and that success criteria are attainable and fully met within expected timescales.
- provide more opportunities for staff to effectively assess, evaluate and influence SiP and curriculum development beyond their classrooms, and develop priorities from staff evaluations of school performance.
- more closely link SiP priorities with those of partner schools.
- communicate more effectively with parents and involve more of them in the running of the school.
- develop more systematic forms of pupil progress feedback and communication about life / events in the school.
- share our curricular planning with pupils and parents.
- develop staff awareness of their key role in, and responsibility for, school and curricular development.
- more systematically monitor pupil progress through classroom observation and on-going assessment.