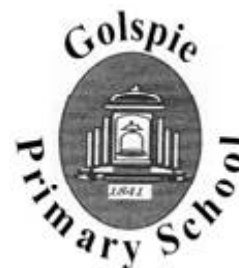


"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report Golspie Primary School
The Highland Council
Education, Culture and Sport Service
East Sutherland Area



Session 2011-2012.

Our school vision and values

Golspie Primary School is a school where everyone is encouraged to develop to the best of their ability. Children are encouraged to develop the qualities of being responsible, confident and happy individuals who are respectful to others.

We value:

- Having a school in which pupils, parents, staff and the wider community can take pride.
- Having a school where children are happy to attend and one where they feel included and valued as individuals with high levels of self-confidence and self esteem.
- Helping the children becoming aware of the importance of self-discipline, tolerance and understanding in their relationships with others within the school, its community and the wider world.
- Having a school where each child has an equal opportunity to achieve and attain his/her full potential, regardless of social, religious or ethnic background, medical or other special educational needs.
- Helping each child achieve his/her full potential by monitoring each individual's level of attainment and making every effort to raise these levels across the 3-18 curricula.
- Working in partnership with parents, providing a forum where parental, staff and pupil concerns can be discussed in an open, friendly and positive way.
- Providing effective, two-way channels of communication between home and school.
- promoting the importance and value of healthy lifestyles through the curriculum and the wider life of the school
- providing opportunities for continuing professional development for all members of staff which are appropriate to individual and whole-school needs

Our Key Strengths

Self Evaluation:

- We have a staff that is committed to improving our school and evaluating our practice to identify steps for improvement
- Staff work well together and share good practice both formally and informally
- Most pupils enjoy coming to school and are enthusiastic about their work and play at school
- The children enjoy working together in groups, individually and as a class
- The staff team is supportive of the wide range of learning abilities and styles of the children
- Children requiring extra support with their learning are well supported both in and out of class

Improving Performance

- The purpose of the lesson is shared with the children as well as how to achieve success and this is enabling pupils to take a greater responsibility for their own learning
- Children have made a positive start to evaluating their work against the criteria given, enabling them to start identifying the next stage in improving their performance
- We are liaising with other schools to standardise our assessment and ease the transition from P7 to S1.

Learners' Experience

- All learners are offered a broad curriculum with specialist teacher input in art and PE
- Learners are able to enjoy safe and supportive working environment
- Both school and classes have an ethos of praise with reward systems
- Pupils are encouraged to develop good citizenship skills

Meeting Learners' Needs

- The school works with a wide range of agencies and partners to support children with specific learning needs

The Curriculum

- The staff are committed to working with Golspie High School on the Curriculum for Excellence to ease the transition to S1
- The staff are offered a range of courses to enable them to develop the Curriculum for Excellence

Our Priorities For Improvement

Self Evaluation:

- ❖ **Continue to develop our approaches to self evaluation through working closely with parents, other schools, advisory staff, Stirling University project and through attendance on courses, seminars etc**
- ❖ **To continue to work with the children to develop their self and peer evaluation skills**

Improving Performance:

- ❖ **Continue to work on raising attainment in literacy, writing in particular, and numeracy by maintaining our focus on sound assessment procedures. We will further develop the work begun in the local numeracy group by extending it from level 2 to First and Early level. We will support and be active members of the new local Literacy group. The work in these areas will be evaluated and used to guide and enhance our work in school.**
- ❖ **We will further develop the Health and Well being programme from the good start made last year using the London Olympics to widen the children's involvement in sporting activities later in the year.**

Learners' Experiences:

- ❖ **Develop and extend the present portfolio and profiles towards the establishment of a school wide Personal Learning Plan for each child**
- ❖ **To involve the learners more fully in the planning stage for our mini topics**

Meeting Learners' Needs

- ❖ **Better inclusion of the pupils in the process of setting targets, evaluating how well their learning is progressing and what the next step will be**

The Curriculum

- ❖ **To develop the use of the materials purchased for supporting numeracy so that active learning features more highly in the learning and teaching of maths.**
- ❖ **Evaluate the materials purchased to support the teaching of Writing, and use them to raise writing standards**

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:

- All staff are committed to improving our school
- We look closely at how we can work together to improve the teaching and learning within the school
- Staff share joint planning time each term and assess around a common outcome
- Having collegiately planned the staff share expectations and record the termly plans using the same format. They evaluate the previous term's work to guide and improve the delivery for the next term and/or any subsequent revisiting of the outcome. Although it is a new system the staff are looking to see how they can improve the School Improvement Planning to further their teaching and pupil learning to the benefit of the children.
- We work with the local community of schools to foster a similar development and set of values for the children across our ASG

What we need to work on:

- We need to further develop the moderation of standards within literacy and numeracy particularly in First and Early level.
- We need to involve parents more in the life of the school and in encouraging them to play a more active part in evaluating our improvements
- Having collegiately planned the staff share expectations and record the termly plans using the same format. They evaluate the previous term's work to guide and improve the delivery for the next term and/or any subsequent revisiting of the outcome. Although it is a new system the staff are looking to see how they can improve the School Improvement Planning to further their teaching and pupil learning to the benefit of the children.

Improvements in performance

What we do well:

- The majority of our pupils attain a standard that is average for their age and stage
- We have improved the sharing of targets with children so that they have a good understanding of what is expected of them to be successful with the activity being undertaken
- Staff use a number of methods to assess the performance of pupils both formative and summative.
- Pupils are taking increasing responsibility for their learning. They assess their own work, the work of others, they identify some areas for improvement

What we need to work on:

- Continue to raise the standards in numeracy
- Continue to raise the standards in literacy particularly in writing
- Involve parents more in the assessment of their children's work
- Develop a robust and easy to use Personal Learning Plan for each child
- Record the wider achievements of pupils both within and outwith school life

Learners' experiences

What we do well:

- We provide good supportive pastoral care of our children
- Almost all of our children are well motivated and enjoy coming to school
- We provide a wide and comprehensive range of activities that promote a healthy approach to life both within the classroom and in out of school activities
- We take part in numerous activities during the year that raises world citizenship and local citizenship issues for the children and actively involve them in participation in fund raising etc

What we need to work on:

- We need to further promote the opportunities for children to deal with mental health issues and resilience to dealing with these issues in family life
- To develop within the PLP a section which celebrates all that the child has achieved both within and outwith school
- To foster more thinking skills in the children appropriate to their age and stage of development

Meeting learning needs

What we do well:

- we have an inclusive approach
- we have a good working relationship with many agencies and frequently use their expertise to meet our pupils' needs
- we have an active policy of channelling limited resources to meet the needs of pupils
- staff regularly receive additional training from agencies etc to help meet pupils' needs

What we need to work on:

- involving individual pupils more when drawing up individual learning programmes
- working with children and parents on the development of Personal Learning Plans

The curriculum

What we do well:

- We have good transition events in place for nursery to P1 and again from P7 to S1
- We work well with the local schools in the ASG- we meet together regularly, we have begun to share some planning and CPD events
- We offer a broad and balanced curriculum
- We promote a positive attitude to health and well being by encouraging pupils to be active and get involved in individual and team events. We support this by having a full sporting programme and taster sessions.
- We actively promote the use of peripatetic music staff and encourage children to try for these groups.

What we need to work on:

- Where possible we need to integrate the nursery planning and processes more fully into the main school's Early Years system so that they share more commonality
- We need to develop the skills in the children to look more closely at their diet especially snack items and packed lunches brought in from home
- We need to look at the mental health component of our curriculum to engender better thinking skills, resilience and support to those who need it now and in the future

SECTION 2

SCHOOL USE ONLY

A closer look

QI 8.1	<u>Key themes</u>
What we do well:	
What we need to work on:	
Date reviewed:	

QI 9.3	<u>Key themes</u>
What we do well	
What we need to work on:	
Date reviewed:	

QI	<u>Key themes</u>
What we do well	
What we need to work on:	
Date reviewed:	