

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



Standards and Quality Report

The Highland Council
Education, Culture and Sport Service

Durness Primary School
June 2016

Our school vision, values and aims

At Durness Primary School our vision is to provide a welcoming, caring and stimulating place to learn where our pupils will achieve their full potential.

Our school is a place where:

- We show respect towards one another and everything around us
- We value everyone's qualities and include everyone as part of our school team
- We are all partners and listen to everyone's views
- We are honest, mannerly and encouraging
- We celebrate our pupils' achievements and strive for excellence amongst our learners

Determined

Unselfish

Respectful

Nice and friendly

Excellent

Successful

Sensitive and tolerant

(Our School Values agreed with staff, parents and pupils June 2014)



The Core Areas of our Practice

This report summarises the strengths of our school, our recent improvements and what needs to improve further. 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 cross mark work. We make use of factual data and information including attainment results responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. 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.

Our Key Strengths

Improvements in Performance

All learners have made good progress from prior levels of attainment in Reading, Writing and Numeracy.

Learners' Experiences

Pupils are very well behaved and are extremely proud of their school and community.

The Curriculum

Within our curriculum programmes of work are stimulating, challenging, relevant and enjoyable. Learners benefit from working with a wide variety of partnerships to support and enhance the various curricular areas particularly in outdoor education. These include parents, local authority staff such as Active Schools and Rangers, local businesses, community members and the local estates.

Meeting Learning Needs

Staff know their pupils very well and ensure that learning activities are matched to the needs of all our pupils.

Improvements through Self – Evaluation

The headteacher, acting deputy and all staff work well together to improve how they assess children and how they use this information to improve children's progress.

Our Improvements Last Session

- We have reviewed our curriculum using the Primary Curriculum Overview. We will be using this from Aug 2016 and are personalising it to reflect our school community. This is based on a 'visible curriculum' planning model around the four contexts for learning. This planning models should now ensure more joined-up learning across the curriculum areas and provide a clearer focus on skills development.
- We are using Highland Council progressions to plan learning experiences and skills development across all levels.
- In numeracy we are increasing our focus on developing mental maths skills and knowledge.
- Staff are consistently using the data available to support approaches to learning and teaching.
- We have developed our school website to celebrate and promote our school. It is used regularly to share teaching and learning with parents.
- Our staff have attended the Early/First level French course.
- We have widened our learning for sustainability activities to include global citizenship with the use of United Nations Challenge badges and Connecting Classrooms Kenyan project.
- We have further developed opportunities for pupil voice and leadership with pupil-led lunchtime clubs, Durness Diggers gardening club, fundraising and enterprise activities.

Our Priorities For Improvement for Next Session

Improvements in Performance

Continue to enhance and develop our curriculum to ensure progress and levels of attainment continue to improve.

Learners' Experiences

Ensure that all learners have ownership of their learning.

Ensure there are opportunities for pupils to contribute to improving the ethos of the school and wider community by taking on roles of responsibility.

The Curriculum

Update and enhance the Curriculum Rationale to make it personal and applicable to the needs of the learners within Durness Primary School.

Meeting Learning Needs

Improve communication between learners, families and school to help build a better understanding of where children are in their learning.

Improvements through Self – Evaluation

Continue to develop approaches to tracking and monitoring learners' progress and achievement

1. How well do young people learn and achieve?

Improvements in performance

Key Themes

Standards of attainment over time.

Overall quality of learners' achievement. Impact of the school improvement plan

What we do well:

- All learners have made good progress from prior levels of attainment in Reading, Writing and Numeracy. Staff consistently use the data available to inform learning and teaching.
- Staff from the ASG schools now work together to share standards and develop tracking and monitoring.
- Pupils have achieved in a range of activities for personal and wider achievement through a rich range of learning experiences within and outside the classroom.

What we need to work on:

- Continue to develop systems to track learners' progress and achievement in line with National guidance to provide robust evidence of standards of achievement across all curriculum areas.
- Ensure that all our pupils have a profile that demonstrates their progress across the curriculum.
- Building key assessment tasks at the planning stage.

Learners' experiences

Key Themes

The extent to which learners are motivated and actively involved in their own learning and development.

What we do well:

- Our learners are motivated and eager to participate in their learning,
- Pupils are very well behaved and are extremely proud of their school and community.
- Pupils feel that the staff know them very well and they are encouraged to achieve.
- **What we need to work on:**
- Greater use of Learning Conversations and Learning Logs to further enhance pupils' understanding of their progress and next steps.
- Ensure that all pupils have the opportunity to take more responsibility for their own achievements and record these in their learning profiles.

2. How well does the school support young people to develop and learn?

The Curriculum **Key Themes**

The rationale and design of the curriculum.

The development of the curriculum Programmes and courses. Transitions.

What we do well:

- Within our curriculum programmes of work are stimulating, challenging, relevant and enjoyable.
- We are using a greater number of continuums of work to ensure clear progression through the curriculum.
- Interdisciplinary learning is planned to make natural links across learning, making meaningful connections between subjects where appropriate.
- The use of IDL across the school, the ASG and through joint projects with the high school is a good example of how the curriculum has been developed in line with CfE.
- Writing across the curriculum is a key feature of this, providing engaging opportunities to write in many different genres.
- Learners benefit from working with a wide variety of partnerships to support and enhance the various curricular areas particularly in outdoor education. These include parents, local authority staff such as Active Schools and Rangers, local businesses, community members and the local estates.
- Pupils have numerous planned opportunities to learn with other primary pupils in our ASG from P1 upwards culminating in the P6 – S2 IDL experience, the P6/7 residential and the P7 Greenpower Energy Goblin Car Project. Pupils and staff across the ASG are involved in planning these experiences along with specialist staff. This is designed to support an effective transition.

What we need to work on:

- Update and enhance the Curriculum Rationale to make it personal and applicable to the needs of the learners within Durness Primary School
- Continue to develop the 1+ 2 language initiative.
- Continue to develop a tracking system to monitor progress through the curriculum ensuring appropriate support and challenge for all learners.

Meeting learning needs **Key Themes**

Tasks, activities and resources, Identification of learning needs

The roles of teachers and specialist staff, Meeting and implementing the requirements of legislation.

What we do well:

- Staff know their pupils very well and ensure that learning activities are matched to their needs.
- Information about children's attainment in reading, writing and mathematics is gathered using standardised tests and this information is used systematically to identify where additional support is required for children.
- Learning assistants and the Support for Learning Teacher play a significant role in supporting individuals and groups of children to reach their learning targets.
- There are strong partnerships with professional agencies and families working towards positive outcomes.

What we need to work on:

- Improving communication between learners, families and school to help build a better understanding of where children are in their learning
- Develop a clear overview of the structure, balance and progression of children's learning through the experiences and outcomes, across and within levels with a key focus on the development of pupils' knowledge, understanding and skills in all areas of the curriculum

across and within levels.

3. How well does the school improve the quality of its work?

Improvements through self-evaluation

Key Themes

Commitment to self-evaluation.

Management of self-evaluation.

School improvement

What we do well:

- All staff have a strong commitment to providing the best experiences to equip our young people to be successful.
- Staff engage in Learning Visits, planning and moderation meetings within our ASG to help improve the quality of teaching and learning.
- Pupils are given the opportunity to reflect on their learning and other important aspects of school life, their views are taken into account and they are encouraged to consider the impact of any changes they have proposed which have been implemented.
- The headteacher, acting deputy and all staff work well together to improve how they assess children and how they use this information to improve children's progress

What we need to work on:

- Continue to engage in learning visits and work collegiately within our ASG and beyond our immediate area.
- Continue to develop approaches to tracking and monitoring learners' progress and achievement.
- Ensure our school community and wider partners are involved in the school improvement process