

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



Standards and Quality Report

The Highland Council
Education, Culture and Sport Service

Name of School: Dunvegan Primary
Date: June 2015

Our school vision, values and aims

Dunvegan Primary School's Vision, Values & Aims 2015

Our Vision

'Our children, parents, staff and community partners will work together to create a happy, positive and purposeful learning environment for all.'

Our Values

- ❖ Kindness
- ❖ Hard work
- ❖ Contribution
- ❖ Teamwork
- ❖ Health
- ❖ Respect

Our Aims

To help our children become Successful Learners; Effective Contributors; Confident Individuals and Responsible Citizens we will:

- Work in co-operation with parents, community partners and other agencies to provide enjoyable, fun and inclusive learning experiences and celebrate everyone's attainments, achievements and successes.
- Create a positive, happy, sustainable and attractive asset to our community where everyone's contribution is valued.
- Work effectively together as a team to maintain our eco-status and to make our school a place where respect, manners, helpfulness, hard work, kindness, equality and friendship are all important.

April 2015

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

- A strong commitment to improvement and to Gaelic language and culture.
- The positive ethos of the school in providing a caring, supportive environment based on respect and equality and the recognition of the value of each individual within.
- Children are engaged, well-motivated, confident, polite, well behaved and respectful.
- The curriculum takes account of the 4 contexts for learning, the promotion of challenge, enjoyment, breadth, progression, relevance, coherence, personalisation and choice for all learners and provides opportunities to broaden and enrich learning through a variety of class-based and out- of- class activities which are recognised and celebrated in a range of ways e.g. in the Golden Folder, during weekly whole school gatherings, on the achievement wall, on the website and in the press.
- Interdisciplinary learning, personal projects and outdoor learning provide opportunities for learners to be actively involved in their own learning.
- Involving parents and the community in enterprise activities and fund raising for charities has helped learners to develop a range of skills.
- A high priority is placed on working closely with parents and other agencies, following the Highland Practice Model, to ensure all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Staff are reflective practitioners and adapt their learning and teaching approaches to improve provision for learners. Meetings within the cluster have supported this.

Our Improvements Last Session

- Continuing to review monitoring and tracking to inform areas of development, in line with Highland Council tracking on GLOW.
- Eco-school work involving school and community projects promoting citizenship, sustainability and environmental work continues to be given a high profile leading to the award of a second Green Flag in September 2014.
- Parent Council, Pupil Council, all learners' and staff views were sought when the schools' vision, values and aims were updated in April 2015.
- A variety of opportunities is offered for 'pupil voice' to be taken into account e.g. through the Pupil Council, the Eco-Committee, whole school gatherings and contributions to self-evaluation.
- Promoting Scottish culture and history has a strong focus reflected in a Scottish Showcase concert and studies of Famous Scots and Battles.
- Parents are involved in evaluating their child's work and giving their views through the Learning Journals.

Our Priorities For Improvement for Next Session

- Continuing to review monitoring and tracking to inform areas of development, in line with Highland Council tracking on GLOW.
- Further develop programmes across each curriculum area based on Significant Aspects of Learning and Highland Council's Curricular Progression Frameworks.
- Continue to develop and embed pupils' ability to review and reflect on their learning and plan next steps through profiling and target setting.
- Further develop Better Movers, Better Thinkers with learners, parents and staff
- Introduce French, language 2, from P1.
- Develop Emotional Literacy strategies.
- Implement Highland Council's Equalities and Diversity Policy
- Continue to develop, maintain and update GTCS Professional Development and Review and Continuous Lifelong Learning through Highland Council CPD system.

1. How well do young people learn and achieve?

1.1.Improvements in performance

- *Standards of attainment over time*
- *Overall quality of learners' achievement*
- *Impact of the school improvement plan*

2.1 Learners' experiences

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

Strengths and Recent areas of Improvement

1.1

- In Sgoil Araich children evaluate their own learning through discussions with staff and parents and next steps are always identified with children
- The majority of learners are performing in literacy and numeracy at age /stage appropriate and sometimes beyond
- Gaelic language and culture is promoted across the school
- Reading for enjoyment has increased from a range of new novels in the school library, selected by learners
- Constructive feedback and praise is used effectively to improve learning
- Wider achievements from a variety of opportunities are recognised and celebrated in a range of ways e.g. in the Golden Folder, during weekly whole school gatherings, on the achievement wall, on the website and in the press
- School improvement priorities have improved the work of the school
- Parent Council, Pupil Council and all learners' and staff views were sought when the schools' vision, values and aims were updated in April 2015

2.1

- Children in Sgoil Araich have a wide range of choices e.g. input for their 'Stepping Stones', selecting their own evidence of learning for their 'My Learning Journeys' and their own choice of activities
- Eco-school work involving school and community projects promoting citizenship, sustainability and environmental work continues to be given a high profile leading to the award of a second Green Flag in September 2014

- Almost all learners are motivated, keen to learn and can work well independently. I can targets, 2 Stars and a Wish and ongoing dialogue provide learners with next steps to improve learning
- A range of teaching and learning approaches is used to provide more active learning opportunities and links to real life situations
- A variety of opportunities is offered for 'pupil voice' to be taken into account e.g. through the Pupil Council, the Eco-Committee, whole school gatherings and contributions to school self-evaluation
- Interdisciplinary learning, personal projects and outdoor learning provide opportunities for learners to be actively involved in their own learning
- Science is well promoted through themes related to Eco-Schools' work e.g. biodiversity and interdependence
- Learners state they enjoy working with their peers in co-operative groups, drama and technology

Areas for further development:

1.1

- Record learning and experiences which take place outwith Sgoil Araich in the 'My Learning Journey'
- Encourage more parental involvement with 'My Learning Journeys'
- Develop the use of Significant Aspects of Learning to improve standards
- Further develop monitoring and tracking achievement
- Focus on mental agility skills in numeracy and spelling in literacy to raise attainment

2.1

- Develop further ways to talk about learning and increase awareness of the different things children are learning in Sgoil Araich
- Further develop Better Movers, Better Thinkers with learners, parents and staff
- Further develop outdoor learning opportunities
- Further develop the implementation of the Highland Learning Policy

Strengths and Recent areas of Improvement

5.1

- A variety of learning experiences is offered in Sgoil Araich which children record on the choosing board 'De ni mi an diugh'
- Children work well in group activities and they talk about their learning regularly
- The school is developing a rationale for the curriculum based on the design principles of Curriculum for Excellence
- A cyclic plan has been developed
- Visits, visitors and externally provided workshops enrich learning
- Interdisciplinary learning opportunities across the school are well planned using a variety of resources and support a broad, general education
- Involving parents and the community in enterprise activities and fund raising for charities has helped learners to develop a range of skills
- Programmes and courses are regularly reviewed to ensure learners' needs are met
- Promoting Scottish culture and history has a strong focus reflected in a Scottish Showcase concert and studies of Famous Scots and Battles
- Effective transitions ensure needs are met and there is continuity in learning

5.3

- In Sgoil Araich all learning is firmly based on the children's interests
- Staff meet children's needs sensitively and respond well to their care and learning
- A range of tasks, activities and resources provide appropriate support for all learners

- Well-paced and differentiated work related to Eco-Schools/Learning for Sustainability has a high priority with regular Eco-days and studies offering activities such as orienteering, learning about biodiversity and reducing, reusing and recycling
- A high priority is placed on working closely with parents and other agencies, following the Highland Practice Model, to ensure all children are safe, healthy, achieving, nurtured, active, respected, responsible and included

Areas for further development:

5.1

- Continue to develop the use of the outdoor learning environment
- Create more opportunities for liaison between Sgoil Araich and the rest of the school.
- Finalise the curricular rationale and share with learners and parents
- Implement Better Movers, Better Thinkers
- Further develop programmes across each curriculum area based on Significant Aspects of Learning and Highland Council's Curricular Progression Frameworks, including reference to the recent Advice on Gaelic Education
- Continue to develop Profiles/ Learning journeys to enable pupils and parents to track achievements, including beginning to map out skills for learning, life and work. (Developing Young Workforce).
- Introduce French, language 2, from P1

5.3

- Ciste Chiuil resource to be used with all early years' children
- Develop Gaelic language through stories and rhymes
- Continue to develop differentiated materials to support the needs of all learners
- Develop aspects of Emotional Literacy
- Implement Highland Council's Equalities and Diversity Policy

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

5.9 Improvements through self-evaluation

- *Commitment to self-evaluation*
- *Management of self-evaluation*
- *School improvement*

Strengths and Recent areas of Improvement

5.9

- Parents and children's views contribute to improvements in Sgoil Araich e.g. improving links with Rionneagan Beaga
- The whole school community is committed to improving the school
- Staff work well as a team, sharing practice and supporting each other
- Staff are reflective practitioners and adapt their learning and teaching approaches to improve provision for learners. Meetings within the cluster have supported this
- Staff training has led to improvements in learning across the school
- Learners are given opportunities to improve the work of the school
- Online survey results indicate strongly that learners have positive attitudes to school
- Parents are involved in evaluating their child's work and giving their views through the Learning Journals

Areas for further development:

- Continue to develop ways to raise attainment and support the monitoring and tracking of achievement across the school to ensure an identifiable impact on learning, teaching and attainment.
- Continue to support the development of Career Long Professional Learning.
- Continue to develop opportunities for pupils to take responsibility for their own learning e.g. self/peer assessment.
- Further develop and review strategies and procedures so that self-evaluation is owned by all
- Continue to share standards across the ASG