

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



Standards and Quality Report
Education, Culture and Sport Service
The Highland Council

Holm Primary
September 2015

Our school vision, values and aims

At Holm Primary School and Nursery we aim to :

- create a positive ethos of mutual respect, trust, responsibility and shared values
- create a variety of stimulating learning contexts where everyone is encouraged to fulfil their potential and achievement is celebrated
- involve children, parents, staff, partner organisations and the wider school community in working together to provide relevant and motivating experiences

Reviewed in June 2013

(adapted from Promoting Positive Behaviour Policy, March 2013)

Our School Values:

- Care for other people's feelings and their property
- Include everyone and have fun
- Show we are thoughtful and hard-working learners
- Believe in ourselves and try to achieve our best!
- Keep ourselves and others safe

Revised by the Pupil Council in 2014

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

- Articulate and confident children who are keen to learn and very proud of their school and nursery.
- The commitment of all staff to providing a nurturing, caring and supportive ethos for learning.
- The head teacher's leadership in improving the school ethos, managing change and in leading learning.
- Very effective approaches to ensuring younger children make a smooth start to nursery and to P1.
- Pupils achieve across a wide range of activities which support personal, social and academic development.
- Pupils are taught to self-evaluate their learning and set targets

Our Improvements Last Session

- The development of collegiate planning ensured greater challenge and support for pupils.
- Pupils had the opportunity to achieve across a wide range of activities which supported personal, social and academic achievement.
- All pupils participated in citizenship groups which led to the development of life skills
- Distributed leadership within non-teaching staff has developed confidence and created opportunities to deliver elaborated learning experiences for all our pupils
- Staff reflect both individually and collectively on how to improve outcomes for learners.
- We have developed a new curriculum framework which is relevant and fit for purpose and has been shared with our pupils and parents

Our Priorities For Improvement for Next Session

- Improve arrangements for meeting the needs of children who require additional support
- Use self-evaluation in a focused way to secure further improvements in children's attainment
- Continue to develop learning and teaching approaches to ensure challenge and support
- Further improve our curriculum through reviewing and develop specific curriculum programmes
- We will continue to develop a strategy to develop numeracy across the curriculum
- We will develop further opportunities for reflection and evaluation in numeracy with parents and pupils
- We will ensure pupils have greater opportunity to experience relevant outdoor opportunities to extend their learning
- Further develop learning visits by staff across different stages of the school to enhance practice

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

- The commitment of all staff to providing a nurturing, caring and supportive ethos for learning in Nursery and in school.
- Children in nursery are consistently making independent choices, developing skills for learning, life and work, including planning, compromising and negotiation.
- Across the school most children write well for a range of relevant and motivating purposes
- Pupils are enthusiastic about mathematics and senior pupils are able to use problem solving strategies well
- Articulate and confident children who are keen to learn and very proud of their school and nursery.
- Children in nursery and school continue to work hard to build up a learning journey folder, highly valued by parents and children
- Pupils achieve across a wide range of activities which support personal, social and academic development.
- Pupils across the school and nursery take part in a range of enterprise activities and have clear ownership of these tasks
- Improvement planning processes have had a clear impact on learners' experiences and the life of the school

Areas for further development

- We will continue to work on a strategy to develop numeracy across the curriculum
- We will ensure pupils in nursery and school have greater opportunity to experience relevant outdoor opportunities to extend their learning
- We will continue to develop children's higher order thinking skills across their learning
- Assessment for Learning strategies will be consistently applied across all stages
- We will continue to find ways of involving pupils and parents in identifying and evaluating priorities for improvement
- Children in nursery will develop an awareness of French as part of a whole school approach
- We will continue to develop a shared understanding of key milestones and significant aspects of learning in numeracy with teachers in our area school group. This will ensure a consistent standard and approach for our pupils

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

5.1 The Curriculum

- *The rationale and design of the curriculum*
- *The development of the curriculum*
- *Programmes and courses*
- *Transitions*

5.3 Meeting learning needs

- *Tasks, activities and resources*
- *Identification of learning needs*
- *The roles of teachers and specialist staff*
- *Meeting and implementing the requirements of legislation*

Strengths and recent areas of improvement

- In the nursery and school most children's needs are being met through a wide range of learning, which are helping children make progress in their learning
- Our nursery and school shares a curriculum rationale which reflects the whole school vision, values and aims
- Very effective approaches to ensuring younger children make a smooth start to nursery and to P1.
- Common approaches, strategies and new resources have led to improvements in children's experiences and achievements in curricular areas
- Led by the Head Teacher, staff work well to create a curriculum which offers coherence and progression
- Staff identify specific links in learning and the skills being developed to give best value to their pupils
- Formative and summative assessment is used to inform practice in terms of supporting or challenging our pupils
- Our staff have started to develop key milestones in mental agility and numeracy in order to track pupil progress
- We meet the emotional needs as well as the academic needs of our pupils
- Effective partnership working with other agencies improves outcomes for our pupils

Areas for further development

- Improve arrangements for meeting the needs of children who require additional support and ensure effective planning, assessment and monitoring of learning experiences of pupils with complex needs at all stages of transition
- Continue to develop learning and teaching approaches to ensure challenge and support
- We will revisit the teaching approaches used in Religious and Moral Education to ensure they are accessible and relevant to children in nursery and in school
- Further improve our curriculum through reviewing and develop specific curriculum programmes

3. 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

- Staff have focused 'learning conversations' with pupils about their learning which is leading to improvement
- Staff are reflective about their own classroom practice and engage in effective professional dialogue which is improving outcomes for pupils
- The head teacher's is successfully leading a strengthened culture of self-evaluation which is clearly leading to improvement
- Staff have been involved in developing a system to track children's progress within Curriculum for Excellence
- Staff evaluate trends using Assessment for Excellence data and use this to plan for improvement

Areas for further development

- Classroom observations will consistently make a positive difference to the quality of pupils' learning
- Further develop learning visits by staff across different stages of the school to enhance practice
- Nursery staff will participate in peer moderation developments within the school
- Further develop strategies for the gathering of staff/parents' views to make positive changes in the school
- At the primary stage, use self-evaluation in a focused way to secure further improvements in children's attainment