

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



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

Mount Pleasant Primary School
2016



Our school vision, values and aims

Mission Statement

Mount Pleasant Primary School strives to equip children with all the qualities necessary to thrive in a changing society and admits no obstacle as sufficient to prevent achievement.

Values

Every child, every family and every member of staff will be supported within our community of learners.

Every classroom will demonstrate our values and aims in all aspects of its life.

Aims

- Mount Pleasant Primary School aims to be a happy and dynamic learning environment in which pupils are encouraged to achieve their full potential. Every member of our school community should be treated equally and with respect.
- Learning and caring are at the heart of school activities, both formal and informal. We aim to promote a positive attitude to learning, to encourage pupils to be proud of their school, to celebrate their own efforts and achievements and those of others and to feel that all their contributions are valued.
- Through effective learning and teaching we aim to raise attainment by providing a variety of challenging experiences that cater for all our pupils' needs and prepare them to take an active role in their life long learning.
- We want our pupils to become active and caring citizens who respect the needs and feelings of members of their own community and understand the responsibility they have within the wider community. Our pupils are encouraged to be involved in the community and we welcome members of the community into school. We value the contributions they make and the example they set in providing positive role models.
- We value the role parents play in encouraging pupils to become independent and enthusiastic learners. With open and honest dialogue we will work together to support our pupils and provide good quality resources to enhance their learning.

- We aim to provide a professionally fulfilling environment for all staff, teaching or ancillary. All staff are encouraged to work together as an effective team within an atmosphere of mutual support. Opportunities for professional development are given a high priority.
- We aim to work closely with other agencies in order to meet the needs of every child and, with them, help overcome obstacles to learning and successful development.
- Within the nursery we will meet the National Care Standards (ref. National Care Standards early education and childcare up to the age of 16).

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/Learners Experiences

Attainment in Reading has been maintained across all stages. Attainment in Numeracy remains strong in the Early and Middle Stages, whilst it has been improved in the Upper Stages.

The Curriculum/Meeting Learning Needs

The pupils experience a range of activities and lessons in class and out. There are strong links with the local community.

Staff have a clear understanding of the process of the Highland Practice Model and understand their responsibilities within this.

Improvements through Self-Evaluation

All staff are engaged in the Professional Review process and this is positively impacting day to day teaching as well as the strategic direction of the school.

All staff are keen to attend internal and external CPD opportunities.

Our Improvements Last Session

Improvements in Performance/Learners' Experiences

We have seen an improvement in attainment in Numeracy in the Upper Stages whilst maintaining attainment in the Early and Middle Stages.

The Curriculum/Meeting Learning Needs

We have introduced the "Early Energiser" which involves the whole school participating in dance sessions from 9.10-9.30am each morning. This provides a "soft start" for some pupils. It has a positive effect on our mental health, our physical health and energises us for school. It also allows us to make more efficient use of our staff for timetabling groups of pupils who require targeted support.

Improvements through Self-Evaluation

This session our Working Groups have been successful. We were able to allocate appropriate time for the activities and Groups were able to share their achievements and establish planning for two curricular areas.

Our Priorities For Improvement for Next Session

- Raising attainment in Literacy and Numeracy
- Effectively using data to inform and support "Closing the Gap".
- Continuing to implement 1+2 Languages across the school.
- Improving consistency of teacher judgements through moderation within Teaching Learning Communities(TLCs).
- Familiarisation with the National Improvement Framework, How Good is Our School 4 and How Good is our Early Learning and Childcare documents.

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

- Our attainment in Reading is being maintained across all stages.
- Accelerated Reading has helped to raise the profile of reading for enjoyment to improve literacy skills. We have introduced End of Year awards for each class to celebrate reading improvements.
- Our attainment in Numeracy in the early and middle stages continues to be strong.
- Attainment in Numeracy for the Upper stages has improved this session through use of the Highland Numeracy Progression and "setting" maths lessons for P6/7.
- We hold regular tracking meetings for attainment in Literacy and Numeracy using the SPP format through the GLOW website.
- All staff acknowledge and celebrate children's achievements and efforts both in school and the wider community in a variety of ways, eg Celebrating Success Wall, Celebration Assemblies, Learning Logs, newsletters, school website, etc.
- Learning and teaching is of a high standard and almost all pupils are motivated and engaged in their learning.
- Formative assessment is embedded within the school and staff provide quality feedback to learners.
- Almost all pupils are well behaved and keen to learn. They have many opportunities to contribute to the life of the school and the wider community, Pupil Council, Eco Committee, SNAG, buddies, Music Club, etc.
- Staff are fully involved in the school improvement planning process and the positive impact of our projects is evident.
- We use the Assessments for Excellence results and data to highlight our strengths and areas for developments.
- CfE planning formats for all areas of the curriculum are being used by staff. Working Groups have introduced the Highland Progressions for Social Studies and Science to be used as of 2016-17, for planning as well as tracking Experiences and Outcomes coverage.

Areas for further development

- Review the use of Learning Logs to ensure consistency and progression.
- Analysis of all the data available to us, eg AfE, Accelerated Reading, Maths Assessments, Big Writing Assessments to ensure we set appropriate next steps for pupils.
- Identify strategies to tackle "Raising Attainment for All" and "Closing the Gap".

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

- Curriculum rationale in place taking into account National and Local Guidelines.
- Formative assessment strategies are embedded throughout the school.
- All teaching staff participate in moderation activities within the school and across the ASG.
- The pupils experience a range of activities and lessons in class and out making effective use of our local experts and resources.
- There are strong links with the local community and these are celebrated through assemblies and our "Helping Hands Tree".
- All P1-3 teachers have been trained in the delivery of French as part of the 1+2 Languages initiative and have begun implementing this into their classroom practice.
- Staff have a clear understanding of the process of the Highland Practice Model and understand their responsibilities within this.
- There is good teamwork between parents, professional agencies and school staff to ensure that support plans are constructed, implemented and monitored at regular ASN meetings.
- PSA staff work effectively as part of the team and consult with teaching staff and SMT on a regular basis. Weekly meetings are also held with PSAs, HT and the Support Teacher.
- Learners are supported through differentiation and careful timetabling of staff.
- All staff use SEEMiS to record attendance.
- Working groups for Social Studies and Science have discussed and shared with all staff the Highland progressions and planners and these will be used in Session 2016-17.
- We have reviewed our current practice in supporting pupils and implemented "Early Energiser" which prepares the pupils for the day ahead by providing them with an opportunity to move/dance to wake up their bodies and minds. This has also allowed more efficient timetabling of PSAs and support activities to ensure that class time is less fragmented for pupils.

Areas for further development

- Share our Curriculum Rationale and further develop our Diversity and Equality Policy with parents and pupils.
- P4/5 teachers to be trained in the delivery of French as part of the 1+2 Languages initiative.
- Increase pupil involvement in their target setting.
- Review summative assessment procedures to ensure coherence across stages.
- Explore and train staff in the different functionalities available through SEEMiS.
- Improve our moderation activities through the introduction of TLCs.
- Establish Working Groups for Health and Wellbeing and Expressive Arts.

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 are reflective practitioners who are fully involved in the effective self-evaluation processes of the school.
- Staff can clearly identify the impact of the School Improvement Plan projects and are actively involved in developing the School Improvement Plan.
- Staff actively participate in learning visits with colleagues and have meaningful dialogue about their practice.
- Staff have actively led improvement projects within the school such as the introduction of the Highland Numeracy Programme and Big Writing.
- Staff are keen to attend both internal and external CPD opportunities.
- We have continued to gather feedback through parent questionnaires.
- We work with colleagues to moderate levels and expectations within French both in school and across the Thurso ASG.
- Teaching staff have been involved in the Professional Update process and almost all teachers have been successful in implementing their own personal development plan this session.
- All teaching staff have been successful in maintaining a record of their CPD activities.
- Working groups were successful and productive this year with allocated time set aside.

Areas for further development

- Enhance parental involvement in dialogue about CfE developments through a robust system of questionnaires, parent information meetings and focus groups.
- To explore and discuss the Professional Standards during the PRD/Professional Update process.
- To explore, familiarise and discuss the National Improvement Framework, How Good is Our School 4 and How Good is Our Early Learning and Childcare documents.