

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



Standards and Quality Report Mount Pleasant Primary School
The Highland Council
Education, Culture and Sport Service
Caithness Area



Session 2013-2014

Our school vision and values

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 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

Key Themes: *Commitment to self-evaluation*
Management of self-evaluation
School improvement

What we do well:

- Staff are fully committed to improving the school.
- Staff evaluate class work as reflective practitioners, taking responsibility for their own professional learning and development, with opportunities to focus on supporting the implementation of a Curriculum for Excellence.
- We work in active partnership with other services for children to secure improvement.
- Staff are involved in the self-evaluation of the school and have input into the Standards and Quality report and the School Improvement Plan.
- Staff have regular opportunities for professional dialogue and contribute confidently.
- Staff are keen to attend CPD opportunities to improve their skills and knowledge.
- Staff participate in learning visits with colleagues and have meaningful dialogue about this.
- We work with colleagues to moderate levels and expectations within Numeracy, Literacy and Health and Wellbeing both in school and across the Thurso ASG.

What we need to work on:

- Continuing to gather views from all stakeholders focusing specifically on parents, partners and others.
- Piloting new planning formats with a focus on embedding self-evaluation.
- Continuing to create opportunities to share good practice with colleagues from our own school and ASG to embed the process.
- Explore the Highland Numeracy Strategy to identify ways to improve pupil attainment.
- Improving the foundations of reading skills by reviewing our current practice and further promoting learning in word decoding and comprehension.

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:

- Staff celebrate children's achievements and efforts both in school and the wider community in a variety of ways.
- Improvements in delivering active learning opportunities, group planning and group teaching in real life contexts and current events, eg On the Farm, Looking at the Past.
- Learners are successful and confident. They exercise responsibility and contribute to the life of the school and wider community.
- Our School Improvement Plan priorities have had a positive impact on our school ethos and pupils' learning experiences, particularly in using formative assessment strategies.
- Ensuring that pupils' transitions between classes and schools are successful.
- Standards in literacy and numeracy are being maintained.
- We use the data we have gathered from the Assessments for Excellence to highlight our strengths and areas for development.

What we need to work on:

- Continuing regular tracking meetings for attainment in Literacy and Numeracy using the SPP and ASG format.
- Continuing to pilot assessment methods in line with the Highland Learning, Teaching and Assessment Policy.
- Developing planning formats for Science, Expressive Arts and Social Subjects/Interdisciplinary Learning.
- Exploring the Highland Numeracy Strategy to promote challenge and progression particularly in Mental Maths.
- Improving the foundations of reading skills by reviewing our current practice and further promoting learning in word decoding and comprehension.

Learners' experiences

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

What we do well:

- Good teaching is embedded resulting in high motivation and good levels of behaviour shown in almost all pupils.
- Active/engaged learning is embedded throughout the school.
- Promoting pupil ownership of their learning and parents' involvement and engagement in their children's learning.
- Creating a positive ethos and learning environment.
- Multistage learning projects and activities support individual progress and allow children to develop collaborative skills.
- Providing many opportunities for pupils to contribute to the life of the school and the wider community.
- All staff use a variety of formative assessment strategies to promote learning and provide high quality feedback to learners.

What we need to work on:

- Continuing to look for ways to record learners' experiences more effectively.
- Sharing Numeracy standards across our ASG.
- Continuing to explore the Highland Learning, Teaching and Assessment Policy.
- Introduce learning logs throughout the school.

The curriculum

Key Themes: *The rationale and design of the curriculum
The development of the curriculum
Programmes and courses
Transitions*

What we do well:

- Sound rationale in place taking National and Local Guidelines into account.
- Strong links with the community ensuring we make best use of our local resources.
- Staff work together to move the school forward and embrace a Curriculum for Excellence into their practice.
- Active learning projects across the stages are embedded into our practice.
- Staff promote wider achievements and learners grow as responsible citizens.
- There is a high level of challenge in almost all curricular areas.
- We broaden and enrich learning through class based and out of class activities often in partnership with external organisations and members of the community.
- Activities/lessons, from Nursery to P7, are planned taking into account the Experiences and Outcomes laid out in A Curriculum for Excellence and planning formats in Literacy, Numeracy and Health and Wellbeing reflect this.

What we need to work on:

- Developing planning formats for Science, Expressive Arts and Social Subjects which take account of A Curriculum for Excellence.
- Continuing to develop Interdisciplinary learning and planning for this.
- Continuing to explore the Highland Learning, Teaching and Assessment Policy.
- Creating working groups for Health and Wellbeing and Social Subjects.
- Ensuring that all teaching staff have been trained in Cooperative Learning and are implementing these strategies.

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:

- We have strong partnerships with families and professional agencies.
- We use Getting It Right For Every Child and the Staged Approach and involve parents in this.
- ASN pupils are recorded and plans updated through termly meetings.
- Meetings are planned and carefully documented and action monitored effectively.
- PSA staff work effectively, conscientiously and consult with teaching staff and SMT on a regular basis.
- Learners are well supported through differentiation and careful timetabling of staff which is adapted where necessary.
- Our Inclusive Policy and ethos means that all pupils are offered the same chances in learning.
- We use the data gathered in the Assessments for Excellence to help confirm our next steps for learners.

What we need to work on:

- To continue to keep all staff up to date with changes and developments in GIRFEC.
- Provide regular opportunities to raise awareness of current legislation and documentation.

Our Key Strengths [please list one key strategic strength under each heading]

Improvements through Self – Evaluation

Staff are fully committed to the school and are keen to improve learning experiences through self-evaluation.

Improvements in Performance

We have maintained consistent levels of attainment.

Learners' Experiences

We provide engaging learning experiences through a variety of contexts and curricular areas.

The Curriculum

Pupils' achievements and efforts both in school and in the wider community are celebrated.

Meeting Learning Needs

We have a positive, inclusive ethos and learners are well supported within the school.

Our Priorities For Improvement [please list one strategic priority under each heading as required]

Improvements through Self – Evaluation

To continue to provide opportunities to share good practice with colleagues from our own school and the ASG.

Improvements in Performance

Continuing to pilot assessment methods in line with the Highland Learning, Teaching and Assessment Policy.

Learners' Experiences

Introduce learning logs throughout the school.

The Curriculum

Developing planning formats for Science, Expressive Arts and Social Subjects which take account of A Curriculum for Excellence.

Meeting Learning Needs

To continue to keep all staff up to date with changes and developments in GIRFEC.