

"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
2014

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 Numeracy has been maintained and improved in Reading.

Formative assessment is embedded within the school.

The Curriculum/Meeting Learning Needs

Effective transitions take place across the school.

All learners are well supported through differentiation and good teamwork between parents, professional agencies and school staff.

Improvements through Self – Evaluation

Staff are reflective practitioners who are fully involved in effective self-evaluation processes.

Our Improvements Last Session

Improvements in Performance /Learners' Experiences

After reviewing the AfE data Accelerated Reading was successfully introduced to raise attainment in literacy.

All pupils are actively recording their achievements in learning logs.

The Curriculum /Meeting Learning Needs

All curricular planning formats now take account of A Curriculum for Excellence.

Staff were kept informed with changes and developments in GIRFEC.

Improvements through Self – Evaluation

Staff were actively involved in moderating Numeracy standards across the Thurso ASG.

Our Priorities For Improvement for Next Session

- Review how learning logs are being used across the school to ensure continuity and progression.
- Staff to attend Highland Numeracy Strategy training and to incorporate these strategies into their class teaching to improve attainment.
- Implement a system to track and record the learners' coverage of Experiences and Outcomes effectively.
- Share and discuss whole class performance and individuals progress using the available AfE data.
- Share curricular information with parents and pupils and gathering feedback on a regular basis.
- Staff to attend Big Writing training as part of the Thurso ASG to provide progression from Primary to Secondary.

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 Numeracy is being maintained whilst our attainment in Reading is improving particularly in the Upper Stages.
- We are continuing to hold regular tracking meetings for attainment in Literacy and Numeracy using the SPP format.
- 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.
- Staff are confident in delivering engaging learning activities within class and in multistage groupings, eg Nursery to P1 transition activities, the Commonwealth Games P2-4, the Oscars P7, etc. These activities are embedded throughout the school.
- Learning and teaching is of a high standard and we have been exploring the use of Learning Logs across the stages to promote dialogue about the learning that is taking place both at school and at home. These allow pupils to share their learning with parents.
- Formative assessment is embedded within the school and staff provide high quality feedback to learners.
- Almost all pupils are motivated, well behaved and keen to learn.
- Pupils 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 have been created and are ready to be piloted.
- Accelerated Reading has helped to raise the profile of reading for enjoyment to improve literacy skills.

Areas for further development

- Review the use of Learning Logs to ensure consistency and progression.
- Further improve transition from P7 to High School by moderating numeracy standards within the ASG and introducing the Highland Numeracy Strategy programme.
- Implement a system to track and record the learners' coverage of Experiences and Outcomes effectively.
- Although we currently use the AfE information to explore the trends in Literacy and Numeracy across the school more work is required to make best use of all the data that is available to us.

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.
- Planning formats for all areas of the curriculum now reflect the Experiences and Outcomes in A Curriculum for Excellence.
- Staff have explored the Experiences and Outcomes for Health and Wellbeing through trialling a new planning format.
- All teaching staff have been trained in Cooperative Learning and are implementing these strategies.
- Formative assessment strategies are now 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.
- All staff are implementing 2 hours of PE a week.
- There are strong links with the local community and these are celebrated through assemblies and our "Helping Hands Tree".
- Effective transition takes place as learners move from class to class and at key stages.
- Staff understand 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.
- Learners are supported through differentiation and careful timetabling of staff.
- Using the AfE data has increased staff confidence in their professional judgements in deciding pupils' next steps.

Areas for further development

- Share our Curriculum Rationale with parents and pupils.
- Increase pupil involvement in their target setting.
- Review summative assessment procedures to ensure coherence across stages.
- Create and allocate time for working groups for Health and Wellbeing and Social Subjects(IDL planning).
- Implement regular meetings between PSAs and the ASN teacher.
- Revisit the Highland Practice Model and responsibilities within this to ensure that this is embedded, particularly as we will be welcoming new staff to the school.

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 Accelerated Reading, developing the use of the library and piloting Highland Early Assessment of Literacy.
- Staff are keen to attend both internal and external CPD opportunities.
- We have introduced parent questionnaires and pupil focus groups to gather opinions about the school and Formative Assessment.
- We work with colleagues to moderate levels and expectations within Numeracy, Literacy and Health and Wellbeing both in school and across the Thurso ASG.

Areas for further development

- Enhance parental involvement in dialogue about CfE developments through a robust system of questionnaires, parent information meetings and focus groups.
- Create and allocate time for working groups for Health and Wellbeing and Social Subjects (IDL planning).
- Establish and share the school monitoring calendar with staff to highlight key events eg, PDR, classroom and peer visits.
- Explore the Highland Numeracy Strategy to identify ways to improve pupil attainment.
- Staff to pilot CfE planning formats for all areas of the curriculum with a focus on embedding meaningful self-evaluation.