

Burray Primary School Standards and Quality Report 2016/17



CONTEXT OF THE SCHOOL

Burray Primary School serves the island of Burray and strives to help provide children with skills they need for learning, life and the world of work. The current school building opened on 11th December 2006.

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The school is an integral part of the community and the Parent Council are actively involved in the life of the school.

The school roll in 2016/17 was:

Nursery/Pre School: 20 children
P1 – 2: 13 children
P3 – 6: 10 children

Our roll has been steadily increasing and we were delighted to welcome a second teacher to the team in August 2016. In 2016/17 there was one full time Principal Teacher and one Head Teacher who is shared with Hope Community School. The Nursery was staffed by an Early Years Lead Practitioner and an Early Years Practitioner.

We have one part time member of staff who splits her time between auxiliary and clerical duties as well as a part time janitor.

In 2016/17 we had specialist Art and PE provision for the whole year and specialist Music provision for three terms. The class teachers provided another hour of Physical Education each week. Selected pupils received strings tuition every week during our allocated 2 hours. Guitar and percussion tuition were provided for selected pupils using YMI funding.

We were inspected by Education Scotland/HMle in June 2016 and were awarded the grade of Very Good in every area which assured us that we are on the right track.

REVIEW OF PROGRESS FOR 2016/17

SCHOOL PRIORITY 1: To review and improve our Health and Wellbeing curriculum.

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<p><u>NIF PRIORITIES</u> Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF DRIVERS</u> Assessment of children's progress Parental involvement</p>	<p><u>HGIOS 4 QUALITY INDICATORS</u> 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>
<p><u>PROGRESS AND IMPACT:</u> We adopt a holistic approach to the wellbeing of all the children in our care and this has been enhanced by the introduction of a new Health and Wellbeing programme (JIGSAW). This programme has provided us with a progressive and structured approach to the teaching of Health and Wellbeing under the headings 'Being Me', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. The programme provides activities which are suitable for all stages from P1- P7. Children are now developing skills in a more systematic manner and we look forward to seeing these built upon in 2017/18 when we enter year two of the programme. Our new approach has facilitated the development of the four capacities and children are now experiencing a health and wellbeing curriculum which adheres to the principles of curriculum design. Due to the structured nature of the materials the class teachers are more confident in the areas being taught and the quality of learning and teaching has been enhanced. We have not made full use of the weekly celebrations or assemblies this year and will do so next year as they help ensure that the whole school community are sharing experiences together and not just in individual classes. Teachers have engaged in professional dialogue about JIGSAW health and have been proactive in ensuring the activities are used in a way that best supports the needs in individual classes, something which is particularly challenging in multi-composites. Some activities have needed to be adapted and some have required additional follow up resources; the teaching staff have ensured they have done so in a timely and careful manner. We audited our resources and will work on buying supplementary resources over the next few years as our budget allows. We sought the views of parents on the addition of the resource and had very few responses. Children have been honest in letting us know what they think about activities but we should seek their views in a more formal way next year. We had intended to add in some staff development work on specific additional support needs but were unsuccessful. We will review the impact of our new programme at the end of 2017/18.</p> <p><u>NEXT STEPS:</u></p> <ul style="list-style-type: none"> • Plan moderation of Health and Wellbeing into our moderation timetable with colleagues from Hope School • Introduce 'weekly celebrations' in 2017/18 • Make better use of the provided Assemblies in 2017/18 • Create a whole school Health and Wellbeing wall for 2017/18 • Seek views of children on health and wellbeing curriculum • Purchase resources as necessary 	

SCHOOL PRIORITY 2: To develop manageable procedures for planning, tracking, benchmarking, assessment and reporting.

NIF PRIORITIES

Improvement in attainment, specifically in reading, writing and numeracy
Closing the attainment gap between the most and least disadvantaged children

NIF DRIVERS

Assessment of children's progress
Performance information

HGIOS 4 QUALITY INDICATORS

1.2 Leadership of learning
1.3 Leadership of change
2.3 Learning, teaching and assessment

PROGRESS AND IMPACT:

This has been a major piece of work over the two years as we have strived to develop procedures for planning, tracking, assessment and reporting which are streamlined and manageable to ensure learning needs are met and recorded in a manageable and purposeful way.

Information about our revised curriculum planning is detailed in priority 5.

Over the past few years we have used a very time consuming and onerous tracking system but have developed a paperless digital system to use from August 2017. This system will be a shared document (using one drive) which teachers can add to throughout the year and is designed to be time efficient whilst capturing pertinent tracking data. Benchmarks and on-going assessments will be referred to as part of this system to ensure children are progressing at an appropriate pace and will be used to inform planning. Evidence to back up the professional judgement which will inform the tracking will be found in class work and Learning Journeys. Assessment data is used to plan next steps in learning and ensures that individual needs are identified and met in a timely manner.

We PIPS assessments in P1, 3, 5 and 7 and have trialled INCAS in P6 this year. PIPS assessments provide us with data which helps identify areas of difficulty and help us allocate support time but we need to analyse the data in a more robust way. National assessments will be introduced in August 2017 and we will engage fully in this process.

We have been involved in moderating writing with colleagues from Hope Community School for several years and have extended this to include reading this year. This helps ensure that our assessments are robust and comparable across schools. We have developed a moderation system using the SAY, MAKE, WRITE, DO approach and this will be developed further next year to include the moderation of Health and Wellbeing.

We have decided to move away from written end of year reports in 2017/18 and will instead create Learning Journeys with the children. These will be shared with parents six times a year and will contain evidence of progress in all curricular areas, showing the experiences and outcomes and benchmarks where appropriate. The children will have ownership of these and will be involved in identifying next steps and leading their own learning as a result.

Throughout this process the level of professional dialogue has been high as teachers have tried hard to develop systems which will ultimately impact positively on pupils' learning, raise attainment and close the attainment gap. Teachers should have less 'paperwork stress' next year which will impact positively on the pupils in their classes.

NEXT STEPS:

- Plan moderation of Health and Wellbeing into our moderation timetable with colleagues from Hope Community School
- Begin using new tracking system
- Begin using Learning Journeys

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SCHOOL PRIORITY 3: To engage in and develop 1 + 2 initiative across the school.

NIF PRIORITIES

Improvement in attainment, specifically in reading, writing and numeracy
Improvement in sustained school leaver destinations for all young people

NIF DRIVERS

Teacher professionalism
Assessment of children's progress

HGIOS 4 QUALITY INDICATORS

1.2 Leadership of learning
2.2 Curriculum
2.3 Learning, teaching and assessment

PROGRESS AND IMPACT:

We have made less progress and therefore less impact in this area than we would have liked. Like all schools in Orkney we have been provided with progressive French resources, namely Camembear 1, Camembear 2 and Acces French and we are using these with our classes. French (L2) is slowly being embedded in the life of the school through daily exposure to the foreign language and labels in French being displayed around school. Teacher confidence in delivering French is growing through the use of the provided resources. Children are generally stimulated to learn, are engaged and are growing in confidence. Although the resources are user friendly, we have found it tricky to effectively teach French within multi-composite classes due to the differing amount of years' experience; therefore the children are not learning French in as systematic and progressive a manner as we would like. Although L3 does not have to be embedded as yet, we had plans at the start of the year for weekly Spanish lessons with a local person. Unfortunately this fell through so, as yet, the children have not had an experience of L3. The 1 + 2 languages work is a national development and we will continue to focus on it in 2017/18 and aim for a bigger impact on our pupils' learning.

NEXT STEPS:

- Fully embed French (L2) across the classes in 2017/18
- Introduce Lightbulb resources to support French learning between Camembear 2 and Camembear 3
- Provide experience of L3 for P5 – 7 next year – perhaps Japanese to fit in with authority wide learning in term

SCHOOL PRIORITY 4: To develop understanding of the ELCC curriculum and quality indicators.

NIF PRIORITIES

Improvement in attainment, specifically in reading, writing and numeracy
Closing the attainment gap between the most and least disadvantaged children

NIF DRIVERS

School improvement
School leadership

HGIOS 4 QUALITY INDICATORS

1.2 Leadership of learning
3.1 Ensuring wellbeing, equality and inclusion

PROGRESS AND IMPACT:

'How Good is Our Early Learning and Childcare' was published in February 2016 and aims to support practitioners to 'transform lives through learning'. With this in mind the Nursery team has spent considerable time this year getting to grips with the document and using the quality indicators to support self-evaluation. The document has helped staff focus on specific areas for improvement to ensure the children in our care take part in a range of engaging and stimulating learning experiences and are part of a well organised and well run ELCC setting. It has also helped us consider the processes we use to meet individual needs in a timely manner e.g. review meetings with range of staff members, and has opened up a massive amount of professional dialogue across the school. One such self-evaluation regarding our outdoor space has led to a project which will run over the next few months and aims to improve our outdoor space. Following the self-evaluation process the staff consulted with children, parents and other school staff about what the space should look like. This was brought to the Parent Council and has resulted in a small working group of staff and parents being put together to drive forward the improvements. The children are fully engaged in their learning in the Nursery and using HGIOELC to self-evaluate is serving to enhance this learning and ensure a greater impact for the children. Questionnaires were sent to parents this year but were not based on HGIOELC. This is something we will do in 2017/18 to help us measure the impact of changes we have made as a result of our self-evaluations. We will continue to use HGIOELC regularly to support and drive our work with our youngest children.

NEXT STEPS:

- Ensure staff who don't work in the Nursery have the opportunity to engage with HGIOELC
- Continue to drive forward improvements in outdoor space
- Parent questionnaires using HGIOELC to be created for end of 2017/18

SCHOOL PRIORITY 5: To review and improve our curriculum planning and architecture.

NIF PRIORITIES

Improvement in attainment, specifically in reading, writing and numeracy
Closing the attainment gap between the most and least disadvantaged children

NIF DRIVERS

School improvement
Teacher professionalism

HGIOS 4 QUALITY INDICATORS

2.2 Curriculum

PROGRESS AND IMPACT:

We now use a yearly curriculum overview which ensures learning is relevant, coherent and progressive throughout the school. This planner has allowed us to plan more as a team rather than in isolation and helps staff members see the bigger picture of the learning across the school. All curricular areas, events and areas such as outdoor learning are detailed (along with experiences and outcomes) in the planner but we have streamlined it further for 2017/18.

Teachers supplement this plan with prepared pathways of learning such as Nelson Spelling and Scottish Heinemann Maths, topic webs and detailed weekly planners which include evaluative comments. Our children have continued to be actively engaged and stimulated in their learning but are now afforded more relevant opportunities to develop the four capacities. This new way of planning has ensured that the experiences and outcomes of Curriculum for Excellence are covered and that children are given fresh, stimulating and relevant learning opportunities. Learning is now more relevant to the children in our care and the children have become more cohesive as a school as they've worked on shared topics. Our new approach to curriculum architecture has given teachers a fresh perspective on the design principles and has therefore enhanced the teaching and learning across the school. As with all our developments, the level of professional dialogue in the school has been high and has helped motivate us to continue to improve. Skills progression is now more evident across the school but significant work is now needed in ensuring we have progressive pathways of learning in all curricular areas. We have felt the impact from changing the way we plan as a school already and our new system has been used as an example of good practice for other schools.

NEXT STEPS:

- Build in more 'official' sessions to revise and update the yearly overviews
- Ensure yearly overview is shared with itinerant staff
- Develop progressive pathways of learning for all curricular areas

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EVALUATIONS (Self and external)

HGIOS 4 QUALITY INDICATOR	SELF-EVALUATION
<p>1.3 Leadership of change</p>	<p>As a staff we are committed to ensuring continuous improvement through self-evaluation and carried out a broad, general audit of where we were as a school against the HGIOS 4 quality indicators in 2015/16. This year we have not made enough of continuing this process with more in-depth self-evaluations and this is something we need to work on in the years ahead as we work through our long scale action plan. We carried our pupil and parent questionnaires to seek views on where the school was in 2015/16 and this proved useful in the formulation of our long scale action plan. Questionnaires will be revised and repeated on a bi-annual basis but we need to develop systems whereby the wider school community can be involved in our self-evaluation processes. As a school we currently have a very clear direction of travel. We gather data about achievement and attainment through PIPS assessments, school assessments and professional judgement and track progress for our pupils. We have worked this year to develop a manageable and purposeful way to plan, monitor, track and evaluate and will develop this further in 2017/18. We take on board local and national advice and act on new initiatives as necessary. We share good practice within our own school and with our linked school (Hope Community School) to aid us in our drive for continuous improvement. We strive to ensure that any self-evaluation results in changes which, in turn, result in impact for our pupils.</p> <p>As a school we are committed to ensuring that we set and achieve high standards for all the children in our care. Staff members have strong professional values and standards and demonstrate these in the way they conduct themselves within the school and the wider school community. We worked with the children (in 2015/16) to determine a vision and values for the school and work together to promote and sustain this vision. Although we shared our vision, values and aims with parents we did not actively collaborate with them and this is something we aim to do in 2018/19, along with the children.</p> <p>The vision we have for our school is reflected in our long term action plan and reinforces our drive for continuous improvement. Staff members are open and honest about their practice and are confident in making considered changes to enhance the outcomes for all pupils. We ensure that any changes have the children and their learning at their core and take collective responsibility for any changes we implement. One of the biggest strengths in our school is our ability to work as a cohesive team. Staff take ownership of any changes they implement as individuals and reflect upon them with support from colleagues. The strategic direction and pace of change is carefully planned for and monitored through our School Improvement Plan, development meetings and working time agreement. Professional dialogue is an integral part of the continuous improvement in the school and the views of all staff members are sought, discussed and acted upon as necessary.</p> <p>We adhere to the values of Curriculum for Excellence, namely wisdom, justice, compassion and integrity, and they underpin any changes we make within the school. To promote positive and sustainable change, staff are encouraged to be creative and innovative in their practice and professional learning. PRD discussions are used to inform professional learning for the following year which reflects the direction of the school as well as the development of individual staff members. We aim to introduce changes which will ensure greater equity for all our children and promote social justice.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> • in-depth self-evaluations as we work through our long scale action; • involve wider school community in self-evaluation activities; • revisit vision, values and aims as a school and ensure we involve the wider community;

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	<ul style="list-style-type: none"> • use questionnaires to gauge pupil, parent and partner agencies views on where we can improve; • develop systems to monitor the impact of change on the outcomes for children. <p>GRADE: 5</p>
<p>2.3 Learning, teaching and assessment</p>	<p>We have a strong family ethos within the school which promotes positive relationships and a commitment to ensuring children’s rights are adhered to and met. Children in our school are generally highly motivated and engage actively in their learning. Learning experiences are planned carefully to ensure needs and interests are met and which ensure an appropriate level of challenge. Children have the opportunity to exercise choice in their learning and, as they get older, become more and more independent in their learning. Our digital provision has been enhanced this year with the addition of 15 laptops but the children would benefit from a wider range of digital technologies to explore and use. Learning intentions and success criteria are shared so children are sure of the purpose of their learning but further opportunities to lead learning would be beneficial. Developing the four capacities in our children is central to what we do and the children have ample opportunity to be involved in a range of school and community projects and events. The children know they are valued and are more than happy to share their views and opinions. Our school vision and values are evident in the teaching that goes on within the school. Good use is made of the indoor spaces within the school but it would be useful to involve the outdoor spaces more fully to stimulate learning. Teachers within the school are creative and explain tasks clearly and thoroughly. Questioning is well used to promote curiosity; it would be useful however, to look at higher-order thinking skills and how we can promote these in lessons.</p> <p>We have had no Support for Learning provision this year but staff have made timely interventions to support pupils in their learning and use feedback well to inform next steps. Individual needs are identified, assessed and programmes of support are put in place to ensure that these needs are met. We involve parents and partner agencies in decision making as regards providing targeted support and to ensure positive outcomes for our learners. We are pro-active in minimising barriers to learning and creating a positive, inclusive learning environment for all our children.</p> <p>Universal support is offered across the school. We have effective procedures in place to support the building of positive relationships and behaviour management but this needs to be revised to ensure it is still appropriate. Our children are at the centre of all we do and staff know them well. They are able to discuss their own learning and set next steps built on prior learning with support from adults within the school. Learning is differentiated appropriately for all learners to ensure pace, challenge and progress. Staff work together effectively to meet the needs of all pupils, enlisting specialist support as necessary.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> • investigate and invest in new digital technologies to enhance learning; • revise behaviour management system; • develop Pathways of Learning across all curricular areas. <p>GRADE: 5</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>We value every child and adult who is part of our school community and treat them with dignity, ensuring they understand their worth. Children are treated as unique individuals and we ensure they are active in discussing their lives and feelings. We adhere to the SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) and intervene when we feel one of these indicators is not being met in one of our children. Staff in the school are valued and supported to reach their full potential. Children in the school receive high quality learning experiences and enjoy very positive relationships with all staff members. There is a strong family feel to the school and the climate is one of mutual respect and trust. This ethos permeates the school and</p>

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	<p>helps ensure that any disputes are sorted quickly.</p> <p>We fulfil all statutory requirements to improve outcomes for our children and update our child protection training on a yearly basis.</p> <p>We are an inclusive school and aim to break down all barriers to learning and a fulfilling life. Our pupils are encouraged to be fully involved in the life of the school and are supported to do their best at all times. We celebrate diversity but the children need to be more adept at challenging discrimination. We try to remove barriers to achievement and encourage full participation of pupils, parents and the wider community in the life of the school. We aim to improve attainment and achievement for all children, including children who are facing additional challenges e.g. those living in deprived areas and those with additional support needs.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> • Head Teacher to attend child Protection Level 2 and feedback to all staff; • staff to complete child protection training on a yearly basis; • develop skills in challenging discrimination in children; • tighten up Staged Intervention and Child's Plan procedures. <p>GRADE: 5</p>
<p>3.2 Raising attainment and achievement</p>	<p>In general, pupils make very good progress from their prior levels of attainment in literacy and numeracy. This is determined by using PIPS data, moderation with colleagues from Hope School, the assessment, tracking and monitoring procedures followed by staff and the Learning Folders used in the Nursery. As yet we do not have robust enough procedures in place to prove that we have raised attainment in literacy and numeracy for all learners.</p> <p>We maintain consistent levels of attainment for pupils and where attainment has not been raised are able to give the narrative behind that child's learning journey. Staff members make effective use of assessments to make professional judgements about where children are in their learning, how they are progressing and any barriers they may have to learning. We use Staged Intervention to help us plan for children with additional support needs and set up Child's Plans when necessary. These systems need to be tightened up to ensure they are robust and manageable. We will have a Support for Learning teacher with us for one morning a week from August 2017 and she will take the lead on this.</p> <p>Overall, children are successful learners, confident individuals, responsible citizens and contribute willingly and effectively to the life of the school and the wider community of Burray. They have a developing understanding of their place in the world; taking part in more global citizenship related activities would help develop this understanding further. They develop a range of skills and attributes through a selection of carefully planned and well thought out activities and experiences. On the whole they value their achievements and are encouraged by staff to share achievements from their home lives.</p> <p>We strive to ensure there is equity of success and achievement for all pupils and are proud that our children consistently move on to positive destinations when they leave school.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> • develop systems to show attainment across the school over time; • ensure children take part in a greater range of global citizenship activities. <p>GRADE: 4</p>

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HGIOS 3 QUALITY INDICATOR	INSPECTION EVALUATION (JUNE 2016)
1.1 Improvements in performance	Very Good
2.1 Learners' Experiences	Very Good
5.1 The curriculum	Very Good
5.3 Meeting learning needs	Very Good
5.9 Improvement through self-evaluation	Very Good

CARE STANDARDS	CARE INSPECTORATE EVALUATION (JUNE 2015)
Quality of care and support	Very Good
Quality of environment	Very Good
Quality of staffing	Very Good
Quality of management and leadership	Very Good

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KEY PRIORITIES FOR 2017/18

<u>School Priorities</u>	<u>NIF Priorities</u>	<u>NIF Drivers</u>	<u>HGIOS 4 Quality Indicators</u>
Raise attainment in numeracy and mathematics	Improvement in attainment, specifically in reading, writing and numeracy Closing the attainment gap between the most and least disadvantaged children	Assessment of children's progress	1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment
Enterprise Education	Improvement in sustained school leaver destinations for all young people	School leadership Assessment of children's progress	3.3 Increased creativity and employability
Specific additional support need: social and emotional behaviour, dyscalculia and dyspraxia	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	Assessment of children's progress Parental engagement	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
Review family learning	Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	Parental engagement	2.5 Family learning
Improve Nursery outdoor area	Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	Assessment of children's progress	HGIOELC 2.2 Curriculum
Ongoing developments:			
1 + 2 languages	Improvement in attainment, specifically in reading, writing and numeracy Improvement in sustained school leaver destinations for all young people	Teacher professionalism Assessment of children's progress	1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment
Engaging with HGIOELC	Improvement in attainment, specifically in reading, writing and numeracy Closing the attainment gap between the most and least disadvantaged children	School improvement School leadership	1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion
Introduction of national assessments	Improvement in attainment, specifically in reading, writing and numeracy	Assessment of children's progress Performance information	1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment

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CAPACITY FOR CONTINUOUS IMPROVEMENT

The staff members are hugely committed to the children in our school and are respected by the children, parents and wider school community. We promote an ethos of family and teamwork within the school and this helps ensure the children in our care continue to thrive in their learning and as individuals. As practitioners we are reflective and strive to ensure the best possible provision for all the children in our care. We evaluate our progress and work hard to ensure the work on our priorities is planned and developed in a purposeful and timely manner. We actively involve the parents and wider community in the life of the school and enjoy sharing the life of the school with other people. We demonstrate a strong capacity for improvement and will continue in our endeavours to keep improving.

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