



Burray Primary School Standards and Quality Report 2017/18



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.

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 2017/18 was:

Nursery/Pre School: 20 children
P1 – 2: 16 children
P3 – 7: 19 children

Our roll has been steadily increasing and we were delighted to welcome a second teacher to the team in August 2016. In 2017/18 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 2017/18 we had specialist Art, Music and PE provision for the whole year. 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.

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REVIEW OF PROGRESS FOR 2017/18

EVALUATIONS (Self and external)

HGIOS 4 QUALITY INDICATOR	SELF-EVALUATION
1.3 Leadership of change	<p>Our school continues to grow which underpins our ongoing drive to ensure that the resources available are best used to meet pupil's needs.</p> <p>As a school we are committed to ensuring that we set and achieve high standards for all of our children. Staff members have strong professional values and standards and demonstrate them in the way they conduct themselves within the school and the wider community.</p> <p>Despite significant staff changes in the year (Head Teacher, Principal Teacher, and Support for Learning Teacher) staff work well as a cohesive team.</p> <p>Staff are open and honest about their practice and are confident in making considered changes to enhance the outcomes for all pupils. Staff take ownership of the changes they make and reflect on them as individuals and with colleagues.</p> <p>Included in this reflective process is termly work with colleagues from our linked school (St. Margaret's Hope Community School) and in the case of the Nursery also with members of the Peedie Nursery cluster and the Early Years Support Teacher.</p> <p>We share good practice with our partner school and Nursery to aid us in our drive for continuous improvement. Professional dialogue is an integral part of continuous improvement within the school and the views of all the staff members are sought, discussed and acted upon where necessary. Staff have acted as mentors for trainee teachers. We take on board national advice and initiatives e.g. SNSA.</p> <p>Professional Review and Development (PRD) discussions are held with all the staff which are used to inform professional learning for the following year which reflects the direction of the whole school as well as the development of individual staff members.</p> <p>Areas for improvement;</p> <ul style="list-style-type: none">• Use nurseries "floor book" model of self-evaluation in the primary area.• Build on the gains in raising attainment in Literacy, Numeracy through play-based Learning i.e. Literacy, P3-7 and Numeracy P1-4.• Implementing and applying the revised Nursery self-evaluation document as the basis for ongoing self-evaluation.• Induction of new staff- Head Teacher, Class Teacher and Support for Learning Teacher. <p>Grade: Very Good</p>

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2.3 Learning, teaching and assessment

We have a strong family ethos within our school which promotes positive relationships with all members of our school community and the wider community. There is a strong commitment to ensure children's rights are adhered to and met.

Children 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.

Learning intentions and success criteria are shared so children are sure of the purpose of their learning.

Developing the four capacities in our children, along with our Curriculum Rationale and Vision, Values and Aims underpin all that we do.

The children know they are valued and are more than happy to share their views and opinions.

Staff within the school are creative and explain tasks clearly and thoroughly.

Questioning to develop higher order thinking is an ongoing focus within the Learning through Play initiative. Good use is made of the indoor spaces and the Nursery in particular is engaged in major work in developing their outdoor space. This follows consultation with children, parents and staff.

Once finished this will be a real asset for the whole school and wider community.

The implementation by the Local Education Authority (LEA) of each school's "extended boundary" has led to increasing use of our local resources to enhance learning.

We have had limited Support for Learning provision this year however staff have made timely interventions to support children in their learning and use feedback and feed forward well to inform next steps.

We are proactive in minimizing barriers to learning and creating a positive inclusive learning environment for all our children.

Individual needs are identified, assessed and programmes of support are put in place to ensure these needs are met. We work closely with parents and outside agencies where applicable e.g. Educational Psychologist (Ed Psych), Speech and Language Therapist (SALT), Occupational Therapist (OT) to ensure positive outcomes for all our learners.

Our children are at the centre of all that we do and staff know them well.

They can discuss their own learning and with support from adults, set next learning steps and build on prior learning.

Areas for Improvement:

- Implement when available the LEA's tracking, monitoring and assessment profile.
- Have workshops focussing on Holistic assessments and diagnosis of the Scottish National Standardised Assessments (SNSA) results to inform further learning.
- Carry out LEA moderation exercises and work with our linked school on reading moderation.
- Ensure learning intentions and success criteria for children with individual plans are shared and understood by all parties concerned.

Grade: Very Good

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>We value every member, children and adults who are part of our school community and treat them with dignity, ensuring they understand their worth.</p> <p>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 helps ensure that any disputes are sorted quickly. Children are treated as unique individuals and we ensure they are active in discussing their lives and feelings.</p> <p>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.</p> <p>Staff in the school are valued and supported to reach their full potential.</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>Our children are encouraged to be fully involved in the life of the school. This year has seen a noted increase in parental involvement; already a strength through such developments as Junior Netball, Junior Football, extended Nursery Parent interview times and the Nursery playground work.</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; • Focussed ongoing induction of new staff in the school, and in the case of the Head Teacher also by the LEA. • Review Staged Intervention and Child's Plan procedures. <p>GRADE: Very Good</p>
<p>3.2 Raising attainment and achievement</p>	<p>In general, children make very good progress from their prior levels of attainment in Literacy and Numeracy.</p> <p>This is determined by using teacher's professional judgement supported by PIPS data, SNSA, Learning Journals and Nursery Learning folder, moderation with colleagues from our linked school and LEA moderation In-Service days.</p> <p>As yet we don't have robust enough procedures in place to prove that we have raised attainment in Literacy and Numeracy for all leavers.</p> <p>Where attainment has not been raised to the extent we predict we are able to give the narrative behind the individual child's learning journey.</p> <p>This Staged intervention and where necessary Childs Plans means that overall children are successful learners, confident individuals, responsible citizens and they contribute effectively to the life of the school and Burray community as a whole.</p> <p>They have a developed understanding of their place in their world and ways in which to sustain and grow in their ever expanding world</p> <p>On the whole they value their achievements, are encouraged to share in their successes and wider achievements e.g. Sports, Music, Cubs and Brownies are celebrated in the school.</p> <p>We strive to ensure there is equity of success and achievement for all pupils and celebrate that they consistently move onto positive destinations when they leave school.</p> <p>Areas for improvement:</p> <ul style="list-style-type: none"> • Review and continue to implement the JIGSAW programme. • Continue to implement and develop the 1+2 languages focus. <p>GRADE: Good</p>

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QUALITY INDICATORS

HGIOS QUALITY INDICATOR (Primary)	SELF EVALUATION May/June 2018
1.1 Improvements in performance	Very Good
2.1 Learners' Experiences	Very Good
5.1 The curriculum	Very Good
5.3 Meeting learning needs	Good
5.9 Improvement through self-evaluation	Good

HGIOS ELC (Nursery)	SELF EVALUATION May/June 2018
Quality of care and support	Very Good
Quality of environment	Very Good
Quality of staffing	Very Good
Quality of management and leadership	Very Good

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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Burray Primary School
School Improvement Priorities 2018/19
"Raising Attainment"

Themes	Action Required	Deadline	Person(s) Responsible
Leadership and Management of Staff (1.4)	<ul style="list-style-type: none"> • Induction of new staff (Teacher) <ul style="list-style-type: none"> - Staff are supported in joining and enhancing a highly professional staff team - Staff are supported and encouraged to share their learning with and learn alongside and from the staff team • Induction of Head Teacher 	<p>Ongoing Term 1, 2, 3 and 4</p> <p>T3 and ongoing</p>	<p>HT, PT and Staff</p> <p>LEA and staff</p>
Curriculum (2.2)	<ul style="list-style-type: none"> • Jigsaw (Health and Wellbeing) • Review current implementation and adapt accordingly • 1 and 2 Languages <ul style="list-style-type: none"> - Continue to embed all levels, especially level 2 - Look for opportunities to introduce 3rd Language (Spanish) • Digital Learning Senior pupils to buddy with juniors eg. Sumdog 	<p>T 2/3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HT/CTs</p> <p>CTs/Pt</p> <p>CTs/HT</p> <p>CT</p>
Teaching and Learning (3.2)	<ul style="list-style-type: none"> • Mathematics (Early and First Levels) <ul style="list-style-type: none"> - Development of Mathematical skills - Managing of Mathematics session - Development of Policy for progression in Mathematics 	<p>T1 and 2 and ongoing Dates tbc</p>	<p>Lynda Keith Early/Level One Teachers</p>
Teaching and Learning (3.2)	<ul style="list-style-type: none"> • Literacy Level 2 <ul style="list-style-type: none"> - Key issues in leading literacy at the First and Second Level - Auditing and reviewing practice against Curriculum Design principles - What makes a "good" lesson/session in Literacy at First and Second Level - Developing a LEA policy for progression in Literacy (Early - Second level) - Development of Reading Skills - Managing the Literacy Session - Reading to Writing making links and connections - Development of Skills in writing - Developing skills in Listening and Talking 	<p>T1 and 2 Dates tbc</p>	<p>Lynda Keith Karl/Erin supported by HT and PT</p>

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Assessment Tracking & Monitoring (2.3)	<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> - National Testing - when? <ul style="list-style-type: none"> - Analysis of - Next Steps - Holistic Assessment (Breadth, Challenge and Application) • Moderation <ul style="list-style-type: none"> - Literacy through Play (Level2) - Holistic Assessments - Reading - Listening and Talking • Tracking <ul style="list-style-type: none"> - Implement LEA guidelines - Review data collected presently ie - What? - When? - Why? 	<p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <ul style="list-style-type: none"> - Staff Meetings - In-service <p>TBC</p> <p>Term 3</p>	<p>HT and CTs</p> <p>LEA/HT/CT CT/HT</p>
Personalised Support (2.4)	<ul style="list-style-type: none"> • Pupil Support <ul style="list-style-type: none"> - Ensure learning Intentions /Success Criteria for children with individual plans are shared with the child and all relevant staff and implemented 	<p>Ongoing</p>	<p>SFLT, CTs, HT</p>
Self-Evaluation (1.1) Professional Engagement and Collegiate Working (1.2)	<p>Survey of all members of school community against specific areas</p> <p>Nursery</p> <ul style="list-style-type: none"> • Familiarisation with revised Nursery Self Evaluation document <ul style="list-style-type: none"> - Utilise document as tool for self-evaluation and self-improvement • Work closely with colleagues in Nursery, Cluster Group and Early Years Support Teacher <ul style="list-style-type: none"> - Further develop pedagogy to support learning - Visit other settings with specific observation targets in mind • Further develop Outdoor Learning Environment (Stage 3) <ul style="list-style-type: none"> - Maximise use of the space (all school children and parents.) <ul style="list-style-type: none"> • Leadership Pathway - Develop leaderships skills within the Early Years and across the LEA 	<p>TBC</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>EYLP, EYP, EYST PT and HT</p> <p>EYLP EYP EYST</p> <p>EYLP EYP EYST HT EYLP Cath Diamond</p>

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Parental Involvement (2.5)	<ul style="list-style-type: none"> • BA Childhood Practise - Dundee online course • Engaging families in learning - Encouraging families to take an active part in daily activities by coming into the nursery daily to receive feedback from children and staff 	2 years Term 1 implement Term 2 review Continue build on this	EYLP EYLP EYP
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