



**School: Beaully Primary**

**Head Teacher: Tracey Fraser-Lee**

**Date submitted: 20.6.17**

**School Vision, Values and Aims: (Draft – May 2017)**

**Vision – Where are we going?**

*In Beaully Primary we strive to...*

Be happy and be the best we can be

Through teamwork and links with community

A strong relationship between pupils and staff

Help us respect each other and have a laugh

We support each other so we become successful

In learning both in and around our school

**Values – What is important to us?**

Be understanding and fair

Everyone playing a part in the team

Accept each other as we are

Understand that everyone is unique

Learn, achieve and celebrate

You must always try your best!

**Aims – What do we want for our children?**

*In Beaully everyone should feel...*

Valued, Included,  
motivated, respected,  
confident, healthy,  
happy and listened to.

**Context of the school:**

Beauly Primary is set in the heart of the village of Beauly. It is situated approximately 10 miles from Inverness. There are currently 39 children enrolled in our Nursery for. We have 6 classes in the school comprising of 127 children, which are situated in two different blocks. The Head Teacher has been in post since January 2017. Most of the children coming to Beauly Primary live in the village, with a small percentage from outlying areas.

Staffing has gone through a period of change and we have had three Head Teachers in the space of 3 years. There have also been changes in the teaching staff.

**What have we done to close the attainment gap?**

Attainment results show that across the school levels in Reading and Maths are continuing to increase. Big Writing is embedded across the school and staff are building confidence at assessing where the children are within a level in this area. Interventions such as Speedy Readers, Stareway to Spelling and Toe by Toe have been implemented to support children with Literacy difficulties. Teachers report an improvement in the majority of these children's performance.

Strategies detailed in the Highland Numeracy Progression have been implemented across the school to improve standards in numeracy.

**Our overall evaluation of the school's capacity for continuous improvement:**

- \* We are confident in our capacity for continuous improvement
- \* We have some concerns about our capacity for continuous improvement

**Comment:**

We are confident in our capacity for continuous improvement if staffing issues resolve to ensure continuity and stability for our pupils.

**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 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 from our own and other schools, and partners in the local community and beyond. We use all of this information to arrive at our view of the quality of education we provide and our priorities for future development in the coming year and beyond.**

**We have evaluated our work using the Quality Indicators (QIs) in Education Scotland's self-evaluation toolkit document, *How Good is Our School?* (4<sup>th</sup> Edition). Year by year we will address different QIs from this document.**

## QI 1.1 Self-evaluation for self-improvement

### Overall comment

We are becoming more confident in using HGIOS Qis to assess various aspects of our practice so that all parties, including pupils, parents, staff and other members of our community can begin to understand the strengths and development needs of the school. We are starting to involve our partners more actively in self-evaluation and all parties are committed to planning improvements to make learning even better for our children.

### What is going well?

- We have started to use HGIOS as part of our ongoing Self Evaluation.
- Sharing findings and involving Parent Council using Quality Indicators
- Beginning to gather meaningful and useful data for all children
- In monitoring classroom practice next steps have been identified and acted upon.
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### What will we work on in the coming year and beyond?

- Start involving pupils in evaluating aspects of teaching and learning.
- More parental involvement in curricular areas and improvement agenda
- Particular cohorts of pupils need to be tracked and interventions targeted and reassessed
- Track and assess all pupils
- Observations to be a regular part of self-evaluation
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## QI 1.3 Leadership of improvement

### Overall comment

We are starting to identify and make changes in school but we are careful to take time and make changes at a suitable pace. Staff share thoughts and engage in professional dialogue to ensure we have similar aspirations for all learners and move forward as a team.

### What is going well?

- Pupils, Parents and staff have been actively involved in the creation of our Vision, Values and Aims
- Collegiate responsibility for improving our school
- From auditing the QIs we now have a clear improvement agenda
- Teachers have introduced and taken shared responsibility for embedding new maths processes

### What will we work on in the coming year and beyond?

- Embed the Vision, Values and Aims of all aspects of school improvement.
- Further develop devolved leadership with staff and pupils
- Clear curriculum frameworks for all areas with assessment built in using the benchmarks.

## QI 2.3 Learning, teaching and assessment

### Overall comment

Learning and teaching in school is good – our pupils learn at an appropriate level and pace. The pupils have a high interest level in topics and can discuss and take ownership of their learning. Teachers are developing confidence in assessing where children are within a level. Assessment is an integral part of practice.

### What is going well?

- Engaging children through rewards
- Involving children in learning for a purpose – e.g. in front of an audience
- Pupil involvement and ownership of their learning, through the use of ‘Big Questions’
- Differentiated ability groups for core subjects within classes.
- L.I. & S.C. are embedded in most classes.
- The use of diagnostic assessments in Maths is part of practice.
- Moderation is developing across the school and ASG
- Tracking systems in Literacy and Numeracy

### What will we work on in the coming year and beyond?

- Create and implement an achievement Tracker to encompass all children
- Each class to take responsibility to share their learning in a class assembly in front of parents/carers.
- Further develop Citizenship Groups and look at impact on curriculum
- Develop the involvement and ownership across other curricular areas
- Target support and measure impact.
- Ensure this is embedded across the school, including new staff.
- Embed use of diagnostic assessments in literacy and numeracy – Vernon, NZ Maths, NFR Reading.
- Moderate in other curricular areas.
- Develop tracking systems that give clear information about where children are across the curriculum

## QI 3.1 Ensuring wellbeing, equality and inclusion

### Overall comment

We are good at looking after our pupils' wellbeing and our school is committed to inclusion and equality.

### What is going well?

- We are an inclusive school and staff are committed to providing a positive experience for all.
- We work with appropriate agencies to support the needs of all children
- Behaviour of most pupils in school is good
- Appropriate support in place to ensure all pupils can access the curriculum
- Outdoor spaces are beginning to be developed to support some aspects of Outdoor Learning, e.g. garden area.

### What will we work on in the coming year and beyond?

- Keep up to date with relevant training, including child Protection
- Keep up to date with SHANARI and GIRFEC training
- Review the behaviour policy in school and agree systems to be used
- Continue to improve and address the ASN systems and interventions.
- Make Outdoor Learning an integral part of the curriculum
- Use outside areas, including the Cnoc in outdoor learning

## QI 3.2 Raising attainment and achievement

### Overall comment

We are satisfied that our children attain at a suitable level and make progress as they move through the school. We encourage children to attain as highly as possible and to find opportunities for wider achievement but need to develop effective methods of recording this information.

### What is going well?

- Within reading – most pupils are attaining appropriate levels and a few are exceeding Levels.
- Writing standards across the school are good and pupils are progressing through the levels appropriately.
- In Numeracy standards across the school are... .. most pupils are... attaining expected levels or exceeding
- Implementation of aspects Highland Numeracy Progression across school.
- All staff have worked collaboratively to produce Maths Framework.
- Attainment over the last 2 years shows a rise in the number of children achieving above or well above the average.
- Developmental overviews show that our current cohort of children are making appropriate progress
- Attendance figures – vast majority are over 80%
- Eco Schools – regained status
- Pupils share achievements as part of assembly and on achievement tree

### What will we work on in the coming year and beyond?

- Use PEF money to buy reading assessment to track progress of targeted pupils
- Ask Literacy Development Officer to train and support PSAs in reading interventions.
- PEF money to be used to increase PSA hours to focus on developing reading skills for targeted pupils
- Embed Big Write strategies, including VCOP activities and up levelling.
- Staff to engage with ASG Writing Moderation folder
- Staff to collaborate with stage partners to build confidence in identifying achievement of a level
- Embed strategies from Highland Numeracy Progression across all levels in school.
- Implement Maths Framework across school.
- Formulate tracking system for achievement of a level
- Updating information on tracker regularly through discussion with staff
- Emerging Literacy training to be implemented, and interventions put in place
- Generate assessment information from Emerging Literacy to inform next steps
- PT to take responsibility for Eco Schools
- Formulate tracking system for wider achievement

