



School: Beaully Primary

Head Teacher: Tracey Fraser-Lee

Date submitted: June 2018

Context of the school:

Beaully Primary is set in the heart of the village of Beaully. It is situated approximately ten miles from Inverness. Our classrooms are situated in two different blocks with our Nursery in another building too. Most children attending Beaully Primary and Nursery live in the village, with a small percentage from outlying areas. We also have a small number of placing requests. The Head Teacher has been in post since January 2017 and previous to this there had been a considerable period of instability in leadership. Our Nursery numbers are at capacity (40) for the 2018-19 session, currently with four children on a waiting list. We have six classes in school for pupils from Primary One to Primary Seven, five of these are composite. For the session 2018-19 we currently have 120 pupils enrolled. Two of the classes will be taught by teachers who job share – all of them working 0.5FTE. We have a Principal Teacher who has management time and an Additional Support Needs Teacher who works in our school three days per week. We have 7 PSAs working on a part time basis the equivalent of 4.8FTE. Staffing is settled at the moment and one of our permanent teachers is returning to work on a 0.5FTE basis after her maternity leave in August 2018.

School Vision, Values and Aims:

In Beaully Primary we strive to...

Be happy and the best we can be

Through teamwork and links with community

Strong relationships between pupils and staff

Help us respect each other and have a laugh

Support each other to become successful

In learning both in and around school

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!

*In Beaully everyone should feel..
valued, included, motivated, respected, confident, healthy, happy and listened to.*

What have we done to close the attainment gap?

Homework Clubs to raise attendance and address lateness have been put in place throughout the session. These initially impacted well with figures for identified pupils improving but this was short lived. The Head Teacher now tracks attendance and lateness which now shows a reduction in both.

The Art Club has proved effective in giving some pupils opportunity to attend an after school club and an opportunity to achieve out with the curriculum.

Progress meetings held termly to monitor individuals and put support in where required.

Additional hours for existing PSAs to work with individuals and groups have been funded. This has shown an improvement in behaviour as well as raised attainment in literacy.

We are now monitoring the effectiveness of the interventions which have been put in place.

What have we done to improve attainment, particularly in literacy and numeracy?

Lexia was introduced for targeted pupils and has raised attainment in their literacy.

Pupil engagement has increased in reading by purchasing new reading resources.

Extra PSA time has been used to support literacy in school and this has had a positive effect with targeted pupils.

The Literacy Development Officer worked with staff to upskill them on teaching methods, such as targeted learning and precision teaching.

Teaching staff worked collegiately to produce a systematic progression for the planning and teaching of literacy and numeracy.

Teachers were trained on the use of Heinemann Active Maths, including online resources and this has seen an increase in pupils engagement with in numeracy and mathematics.

Highland Numeracy strategies have been embedded this year and this has shown an improved sense of number.

What have we done to improve children and young people's health and wellbeing?

Homework Club provided opportunities for pupils to complete homework tasks and activities with a key adult.

Regular emotional check ins for pupils requiring extra support.

Training delivered to all staff on resilience and attachment issues to heighten awareness and understanding.

Equalities and Diversity training has been delivered for all staff.

Bike ability training has been delivered to senior pupils by support staff and parent.

Resilient Kids has been delivered at all relevant stages by teaching staff and CSWs.

Pupils' achievements are celebrated through Best Beauty Bairns and our achievement tree.

The school's Promoting Positive behaviour policy has been updated with input from pupils and staff. Good to be Green has been introduced in P4 upwards and there has been a decrease in behaviour incidents.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Across the ASG we have raised awareness of DYW through a training event for all teachers.

P7 pupils across the ASG were involved in an IDL topic which culminated in an event at Charleston Academy to share their experiences.

Local businesses have been working alongside the P7 class to share information about skills required in their jobs.

Citizenship groups have been introduced and all have a focus on skills for life, learning and work.

Science Week linked to DYW agenda.

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:

In Beauty we have a stable and committed staff who work hard to meet the needs of 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?* (4th Edition). Year by year we will address different QIs from this document.

QI 1.1 Self-evaluation for self-improvement

Overall comment

Staff in school regularly use HGIOS QIs as part of our ongoing Self-Evaluation and we are starting to involve partners, including pupils, parents and other members of our school community in this process. This is supporting all parties to have a clearer understanding of the strengths and development needs of the school so we can plan improvements to improve our children's learning.

What is going well?

- Self-Evaluation Calendar in place
- Parent Council involved in using HGIOS QIs to evaluate aspects of school
- Parent and Pupil Council involved in discussing areas for development in school improvement
- Nursery starting to audit HGIOELC QIs
- Data tracked for all pupils
- Classroom observations now embedded in practice as part of self-evaluation

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

- Involve more parents in improvement agenda – engage parents from out with the parent council as well as within to provide a wider cross section of views
- Sharing information about pupils learning more frequently throughout the year and involving parents in this
- Regular interrogation of pupil data across school and assessment of interventions
- Involve Pupil Council in using How Good is OUR School when looking at developments in school
- Produce Calendar of QIs to be focused on – including school, nursery, parents and pupils
- Staff to be involved in peer classroom observations and set next steps

QI 1.3 Leadership of change

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. Pupils, staff and parents worked together to form the school's Vision, Values and Aims and are working collegiately to embed these. Staff are in the process of working together to produce Curriculum pathways to suit the needs of our pupils.

What is going well?

- Literacy and Numeracy pathways now in use for planning and assessing
- Outdoor learning now included as part of the curriculum in all classes
- Vision, Values and Aims evident around school
- Shared responsibility for Citizenship Groups across school by all staff
- Opportunities for leadership for pupils and staff
- Emerging Literacy and Words Up strategies evident in Nursery and infant classes

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

- Embed the Vision, Values and Aims of all aspects of school life
- Teachers to work collaboratively to build skills at moderating pupils work across the CfE levels
- Further develop devolved leadership with staff and pupils across the school
- Continue to develop curriculum frameworks for all areas with assessment built in using the benchmarks
- Embed and extend use of Outdoor Learning from Nursery to P7

Q1 2.3 Learning, teaching and assessment

Overall comment

Learning and teaching in school is good – our pupils learn at an appropriate level and understand the purpose of their learning. Pupils are able to discuss their learning and enjoy working independently and as part of a group or class. The pupils have a high interest level in topics 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?

- Pupils can talk about their learning and are engaged in their lessons
- Pupils enjoy their learning and have a positive relationship with staff
- Differentiated ability groups for core subjects within classes – teachers plan appropriate experiences to match the needs of pupils
- Staff planning and delivering agreed curriculum pathways
- L.I. & S.C. are embedded in most classes
- The use of diagnostic assessments in Maths is part of practice
- Achievements within and out with school are recognised
- All pupils involved in contributing to the life of the school and wider community through citizenship groups
- Tracking systems for core curricular areas as well as achievements in place for P1-P7
- Class assemblies to share learning with parents

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

- Remaining Curriculum Pathways to be developed, agreed and implemented by staff
- Use of HGIOS with Pupil Council to gather their views on teaching and learning
- Enhance Citizenship Groups by developing links within our community and making more links with real life contexts
- Embed use of tracking systems and regular dialogue between staff about these
- Embed use of the agreed marking code and curriculum pathways
- Staff will work collegiately in Level groups to build Key Assessment Tasks for inclusion in Pupil Profiles and identify where pupils are within a level
- Regular learning conversation between staff and pupils to be recorded in Pupil Profiles
- Nursery staff to develop learning Journeys so they are more in line with Pupil Profiles in P1

Q1 3.1 Ensuring wellbeing, equality and inclusion

Overall comment

Relationships between all stakeholders across the school are positive and staff are good at looking after pupils' wellbeing. Our school is committed to inclusion and equality and pupils are supportive of one another.

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
- Senior pupils were involved in developing the behaviour and behaviour of most pupils is good
- Appropriate support in place to ensure all pupils can access the curriculum
- Staff recently involved in Equality and Diversity training and resources are starting to be implemented in school
- 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?

- Build up awareness of SHANARRI indicators with all pupils and staff- link to our V, V & A
- Review and adapt behaviour policy/playground rules with P7 class
- HT to deliver Child Protection Training to all staff annually
- Continue to develop and audit Equality and Diversity policy and practice in all aspects of school
- Develop coherent and progressive HWB programme for all stages addressing mental and physical well being
- Continue to improve and address the ASN systems and interventions.
- Make Outdoor Learning an integral part of the curriculum
- All classes from P1 to P7 to take part in the Daily Mile

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 good and most pupils are attaining expected levels or exceeding
- Staff have implemented the agreed Maths pathway and are in the early stages of implementing the Literacy pathway
- Attainment has been consistently good over the past 3 years
- Developmental overviews show that our current cohort of children are making appropriate progress
- Attendance figures – vast majority are over 80%
- Pupils attainment and achievement is tracked across school
- Pupils share achievements as part of assembly and on achievement tree
- Senior pupils are able to discuss Developing the Young Workforce including skills for life, learning and work and how this relates to their learning

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

- Staff to work collaboratively to moderate pupils work in various curricular areas
- 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 and share these with parents
- Embed Literacy and Maths Framework across school to ensure progression through a level
- Embed use of Emerging Literacy and Words up strategies in the Nursery and infant classes
- Regular updating of information and interrogation of data trackers with staff
- Whole school focus on Developing the Young Workforce and how this relates to their learning in school or nursery