

VISION AND LEADERSHIP

How good is our leadership?

Overall, the quality of our leadership is very good

Key Strengths

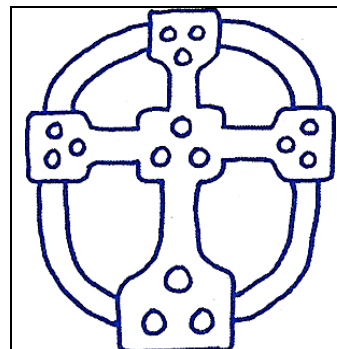
- All members of the learning community are involved in undertaking leadership roles.
- Learning continues to be a strong central focus of the school
- Staff see self-evaluation, joint planning and accountability as essential motivating elements in the school's drive for improvement
- All staff fully understand importance of working together for maximum impact on learners.
- Staff understand the value of using a wide range of data in analysing the impact of the school's improvement initiatives. Results of their analyses are used to focus on improving outcomes for learners.

Areas for Improvement

- In the light of changing staff, set out clear expectations for standards of teaching and learning in the school, especially in Numeracy and Literacy
- Encourage the wider use of self-evaluation at all levels

Priorities for inclusion in the 12/13 Improvement Plan

- Full implementation and consolidation of First Steps in Number
- Raising maths attainment through focus on Mental Maths
- Develop the use of Keys for Information
- Develop the use of high quality success criteria in Literacy and Mathematics
- Participate in cluster moderation of Literacy
- Develop effective tracking mechanisms through the use of On Track with Learning



Standards and Quality Report

School: Newbigging Primary
School

Date: June 2012

Newbigging Primary School has a roll of 35 pupils, plus 10 Nursery pupils. The Nursery provides 10 places in the morning. The Primary School has two multi-composite classes.

Staff complement consists of two Class Teachers, a Head Teacher and a part-time head teacher support teacher; one Early Years Practitioner in the Nursery who is supported by a Senior Early Years Practitioner. The Primary School is supported by an Additional Support Needs Teacher on a part time basis. There is one member of staff in the office – Clerical Assistant/Primary School Assistant.

In Session 2012/13 there will be further staff changes – Miss O'Neill is joining the staff at Monikie and Mrs Watson returns from her career break.

SUCSESSES AND ACHIEVEMENTS

What outcomes have we achieved?

Overall, the quality of the outcomes we achieve is very good

Key Strengths

- Relationships are consistently friendly and trusting, having a strong sense of equality and fairness and based upon shared values of the community. Learners understand their rights and responsibilities and respond to situations accordingly, consistently being involved in the school's strategies
- Learning experiences are imaginative, creative, stimulating and challenging. These experiences develop skills in literacy, numeracy, health and wellbeing.
- Staff share learning intentions with pupils and explain the outcomes of the lessons
- Staff are aware of and develop pupils' motivations and emotions.
- Pupils' wider achievements are encouraged and recognized. Pupils are exposed to a wide range of stimuli, including sporting, musical, cultural, enterprise and citizenship contexts

Areas for Improvement

- Encourage learners to reflect on their wider achievements and recognize when opportunities are provided

WORK AND LIFE OF THE SCHOOL

How good is the education we provide?

Overall, the quality of our educational provision is very good

Key Strengths

- Staff have a very good understanding of children's learning and development, providing learning experiences that are appropriate to the learning needs of all pupils
- Teachers observe learners closely, assess, and track their progress and achievements, using the information to plan the next steps.
- Teachers work closely with parents and a range of agencies to ensure continuity of learning approaches and experiences at all stages.
- Individual rates of progress and needs are always considered when design tasks and providing support to learners. Learners experience a range of contexts which are challenging, enjoyable and enterprising and include creative and investigative activities

Areas for Improvement

- Improve the quality of written formative feedback to pupils, especially in Numeracy and Literacy
- Develop high quality success criteria

How well do we meet the needs of our school community?

Overall, the quality of our work in this area is very good.

- Links with the community provide experiences which support the curriculum and enhance young people's learning and provides contexts for achieving success. All pupils participate in enterprise activities.
- The school has improved its communication to parents and has set up strategies to further involve parents in their child's learning.
- There are very good links between the schools, its cluster community and outside agencies.
- Parents, on the whole feel involved in their children's education and general know how to support their child's learning.

Areas for Improvement

- Ensure all parents understand how they are able to support their child's learning
- Involve parents more in discussions about learning and teaching

How good is our management?

Overall, the quality of the management in our school is good.

- The school improvement plan focuses clearly on key priorities which will have a positive impact on learners' experiences and gives an account of the impact it has on learners, throughout the year.
- Effective groups are set up to shape and lead developments. Improvement is organized in a way which allows staff time to consider proposed changes. Staff are encouraged to take part in creative dialogue to effect improvements
- Staff are involved at all stages of the Improvement Planning process
- Staff are encouraged to develop initiatives and are supported and challenged where appropriate.

Areas for Improvement

- Involve parents more in the evaluation of change