

# Stromness Primary School

## Standards and Quality Report

### 2009-2010

#### Introduction

The work which is carried out in Stromness Primary School sits within the framework of the OIC Education and Recreation Services Service Improvement Plan, and within the National Priorities for Education, taking account of 'A Curriculum for Excellence'.

The purpose of this document is to describe this work and to show how, through the process of both external and self-evaluation, we set goals and targets for the future.

#### The School Context

In June 2010, the school roll stood at, with the number of pupils in each year group as follows:

Nursery - 7, Preschool -25, P1 -15, P2 -22, P3 - 19, P4-24

P4/5 - 24, P5 -25, P6 - 29, P7 - 17

The teaching staff were Mrs Lee Anne Gray, Mrs Anne Robertson, Mrs Linda Walker (Principal teacher), Mrs Margaret Ritchie, Mr Robert Flett (probationer), Mrs Alison Leitch, Miss Ria Thomson, Miss Heather Kelday, Mrs Paula Peace, Mrs Susan Begley, Miss Dawn Gordon and Mrs Monica Johnston (Support for learning).

Learning support and care were provided by Mrs Fiona Flett, Mrs Cally Bevan, Mrs Sheila Winterburn, Miss Melanie Wick and Miss Denise Kirkness (nursery).

The itinerant teaching staff were: Music - Mr. George McKinlay; Art - Mrs. Nichola Watson and Miss Gemma Grant; P.E. -Miss Susan Ferguson and Drama - Mr. Chris Giles. The Education Department Service Improvement Officer was Mrs Morag Miller.

The school had the support of the janitor - Mr Alan Cursiter, clerical - Mrs. Kathleen Towers, auxiliaries Mrs Tanya McGachie and Mrs Rosalind Taylor.

The Parent Council, continued to be active and comprised: chairperson, Mrs. Jacqueline McLeod, vice-chairperson, Mrs Shona Gorn and two parent representatives for each year group.

The Standards and Quality Report is shared with parents, the Parent Council and pupils, through meetings, classroom discussion and pupil council.

We continue to try to ensure that pupils receive a broad range of experiences in all areas of the curriculum over the course of their primary school career.

The devolved school budget as at April 2010 was very good with an underspend mainly in staffing and supplies. The budget management plan agreed with staff last session has successfully brought the school back on budget after the previous year's overspend. Budgets will continue to be tightly monitored in coming sessions particularly in light of the need for possible budget cuts.

**Attendance figures for last year were:**

Absences: Authorised - 3.1% Unauthorised 0.8%

Attendance overall: 96.1%

## **Consultation Process**

The action plans of the school improvement plan arose from the quality assurance audits carried out in May 2009 and local & national developments.

As part of the annual staff review and development process, and through weekly staff meetings, both teaching and support staff have been invited to suggest areas for development to be included in school improvement planning. These suggestions have been incorporated as far as possible, either as action plans or CPD activities.

The Parent Council, as a voice for parents, met each term during 2009-2010. Parents meetings in relation to specific issues have also been organised to gather parents' views, to support parents and to develop their understanding of their child's learning e.g. CfE, Health & Wellbeing, GLOW and Positive Parenting

Pupils are asked to contribute and highlight issues of concern through the forum of the school council meetings. These issues may be resolved or may be taken forward as part of a larger development to feature on the School improvement plan.

## **Aims of the Department of Recreation and Education Services**

### **Education Service Improvement Plan (SIP)**

During 2008, there was wide consultation on vision, values and aims. These core values formed the basis for the work identified in the Education and Recreation Service Improvement Plan for 2008-11.

#### ***Vision and values***

Education is for all  
Education is about the whole person  
Education is for life  
Education is the shared responsibility of the whole community.

#### ***Aims***

1. To raise attainment and achievement in all learners.
2. To support all learners and promote inclusion and access.
3. To promote learning for life.
4. To improve services

## **Preschool/School Aims**

A review of the school's Vision, Values and Aims started in March 2009 and new aims were drawn up in consultation with parents, pupils and staff:

### ***Our Vision:***

Shining beyond our horizons

### ***School values:***

Wisdom, Justice, Compassion, Integrity, Resilience, Respect,

### ***Our School Aims :***

We aim -

1. to create a positive climate that demonstrates mutual trust and respect within the school, with parents, other agencies and with the wider community.
2. to support all aspects of each pupil's development in a safe and caring environment, celebrating their personal achievements.
3. to encourage ownership of the curriculum by pupils, developing their skills and motivating them to perform to the best of their ability.
4. to set challenging goals for all pupils by offering a wide range of experiences and learning opportunities.
5. to develop pupils' understanding of their right and responsibilities as citizens of their local community, Scotland and the world.

## **Priorities 2009-2010**

The main points for action were:

Self evaluation -

Leadership -

Curriculum

Meeting learners needs

Progress with the actions was satisfactory. The developments in curriculum and meeting learners needs were good. The staff supported by authority personnel created a new writing programme and new staged intervention guidance which has been shared across the authority. The

staff and educational psychologist also developed a new format to support pupils and parents input to review meetings. The development of self evaluation and leadership were satisfactory. The head teacher was out of school for a period of time to support the authority inspection process and to liaise with the architects and builders bidding for the new school contract. This took up a significant period of time and should have been factored into the improvement plan. These areas of development will continue next session, with a few alterations, following the three year School Improvement Plan.

## **Successes and Achievements**

What outcomes have we achieved?

### ***1.1 Improvements in performance***

#### ***Nursery***

Improvements in performance in the nursery are satisfactory. The nursery has continued to take account of children views through the "plan, do, review" process. Children are engaged with their learning and motivated. Staff have undergone training to support improvements and to meet the needs of all learners. The changes of staffing in the nursery have been disruptive at times and has limited the amount of progress in this area of the school. The staffing should be more stable next session and there are plans for the whole staff to undertake High Scope implementation course as training for the whole team.

#### ***Primary***

Improvements in performance from P1-7 are satisfactory in Reading and Maths. Improvement in writing has started in some individual classes with the introduction of new teaching methods as part of the development of the new writing programme. The school action plans have focused on improving outcomes and experiences for learners through the introduction of improved self evaluation and the development on new structured curriculum programmes. The introduction of paired reading throughout the school improved attainment for some pupils. This will be developed next session in line with the new staged intervention programme.

Due to a number of changes in staffing, progress has been mixed in some classes. Staff have undertaken training to improve their use of differentiation in learning, meeting the needs of all pupils and the moderation of attainment, particularly in writing. Further work will continue next session to improve self evaluation in the school and to improve moderation across the curriculum in maths and reading.

**Attainment analysis:****5-14 results 09/10 Summary**

Level/Subject	Reading	Writing	Maths
P3 Level A	37%	100%	100%
P4 Level B	90%	73%	53%
P6 Level C	79%	41%	48%
P7 level D	100%	29%	100%
P7 level E	41%	0%	0%
A3, B4, C6, D7	78%	61%	69%

This was the last year that 5-14 tests were administered and the results gathered by the local authority for analysis. A summary of the 5-14 school results shows a lack of progress particularly in maths and writing. However, the school also uses Performance Indicators in the Primary school, an internationally recognised measurement of attainment, researched and administered by Durham University, at P1,3,5 and 7 to track pupils progress and attainment. This gives a clearer picture and will be used to monitor attainment next session when 5-14 attainment resources will no longer be available.

**P1-3**

Reading- attainment is steady even though the 5-14 results show a drop of attainment at level A. The PIPs results show that pupils' attainment has improved and there has been progress from most pupils in this age group.

Writing progress is satisfactory and new teaching methods in some classes have impacted positively on this attainment result.

Maths progress is satisfactory. The 5-14 results look very good but PIPs analysis shows that only some pupils have made significant progress.

**P4-7**

Reading- attainment in reading is good with the PIPs analysis showing improvement for the majority of pupils.

Writing- attainment has improved in some classes e.g. in a senior classes where new ideas were piloted and where the teachers took a lead in

developing the new writing programme. Overall, the attainment has dropped according to the data. This may be due to the improved moderation of levels after staff training.

Maths-The 5-14 results show mixed progress but the PIPS data shows good progress for most pupils.

The large number of staffing changes in the upper school has unfortunately slowed some pupils' attainment.

Next session we will be developing curricular programmes for Maths and Reading to ensure better progression in these areas and we will be piloting the new Writing programme. The development of new assessment methods for the new curriculum will also involve recording attainment and achievement in different way and will be introduced during session 10/11

The specific data relating to race, ethnic origin, religion, disability, gender and age is published by the Authority as a whole, in order to avoid identifying individuals.

### **Promoting Equality**

The school is aware of its duties, general and specific under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Equality Act 2006. Measures taken to fulfil our statutory duties have included the following:

**Promoting equality and access to opportunities** - Equality issues are discussed and ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school. There is no barrier towards participation in activities through culture and language, disability, race, religion, sexual orientation or special needs. All staff have been involve training on the legal aspects of racial discrimination and are aware of ensuring that there is no racial harassment or sexual discrimination.

Several staff members have undertaken training related to the promotion of equality and the elimination of discrimination. This has included attendance at Authority training on Dyslexia Friendly Schools. Individual staff members have undertaken relevant courses as part of their own CPD.

**Disability Equality.** Access to the school buildings for disabled pupils has been assessed and improved where possible.



**Incidents of harassment.** There were no incidents of harassment associated with race, disability, gender, age, religion or sexual orientation.

**Consultation.** There are no formal mechanisms to consult with representative minority ethnic groups within Orkney as numbers are so low that no such groups exist. Numbers of minority ethnic pupils attending Stromness are very low and consultation on specific issues has been carried out on an informal basis.

Disabled pupils have been members of the Pupil Council.

**PSD** Equality issues are addressed through the PSD curriculum. Circle Time is used in all classes and anti-bullying/ anti-racism are topics for class discussions and assemblies.

**Access to Opportunities** All activities have been open to all pupils within the school. Special arrangements have been made to ensure that disabled pupils could attend the outdoor educational trips and disabled pupils were present on all school trips undertaken in the course of the year.

## **2.1 Learners' experiences**

### **Nursery**

Learners' experiences are good. Generally, children make good progress through the nursery curriculum through the use of some High Scope approaches. Children have more opportunities to develop independence in learning, including selecting materials and using the "plan, do and review" process. Children's interests are used and developed appropriately. Children with additional needs are supported in the nursery and staff have undertaken training as appropriate. The staff changes in the nursery have been disruptive at times for the children.

### **Primary**

Learners' experiences are satisfactory. In some classes the children are becoming more engaged and actively involved in their learning as a result of developments in pupil choice, personalisation and cross curricular planning. The disruption to some classes in the upper school caused by staff changes did impact on some pupils' experiences.

The teaching of numeracy is satisfactory with teachers making some improvements to pupil engagement through the introduction of precision teaching, the use of IT and cross curricular work in some classes. P7 links with the secondary school for the teaching of financial education were good. Progression of skills in Maths and a core programme to support this will be developed next session.

The teaching of reading is satisfactory with some improvement made through the introduction of paired reading to support pupils. The use of GLOW has enabled pupils to listen to and question authors online. We hope to arrange visits next session which will encourage pupils to develop their reading skills. Resources in the upper school are limited and the teaching of key skills also needs improving. We will be developing a core programme to support progression in the area next session.

The teaching of writing has improved in some classes with the development of new writing teaching methods and training of staff this session. An opportunity to write with the local George Mackay Brown fellow has enabled pupils to write for a real purpose and to engage with a professional writer. A short anthology of their work should be available in the October 2010. We hope to plan more events like this in future. A new writing programme will be introduced across the school next session to support all classes.

Children with additional needs are given the opportunity to achieve in a wider variety of areas through the support structure which has improved and will continue to be developed next session.

Transitions continued to improve with Stromness Academy. Pupils in P7 were involved with projects in science and maths as well as the sports and visits introduced in recent years. The West mainland Headteachers meet on a regular basis to improve transition and this area will continue to be developed next session.

Pupils have had the opportunity to be involved with innovative projects and with a wide variety of other agencies. The diversity of these group is very good and some partnerships continued to strengthen last session particularly with Active Schools, the Health and Dental services, Women's Aid, the Big Orkney Song Project, the Stromness Museum, the Orkney Yoleing society, the Orkney Science Festival, the Orkney Folk Festival, the RSPCA and the RSPB teacher. New links were started with the Scapa Flow Landscape Partnership and the George Mackay Brown writer in residence. This will continue to be an area of development next session and we also hope to link more with local businesses and the Town Heritage group.

The amount of taught PE has improved with the use of the community centre by the P4-7 classes to provide extra gym slots. The continued development of our Curriculum for Excellence will improve experiences for all learners.

### ***Strengths***

- Staff flexibility, collegiality and peer support.
- Support for pupils health and wellbeing.
- Staff commitment to working collaboratively with other schools and agencies to improve their practice and pupils' learning experiences.
- Pupils' increasing motivation and engagement in their learning in some classes.
- Staff commitment to exploring new ideas and strategies.
- Links with the local community.

### ***Evidence***

- Improvements in planning and learning and teaching in some classes.
- PIPs results have been used to moderate National assessment results and to understand longitudinal trends.

- Pupils have an opportunity to contribute to the work of the school through the pupil council.
- Pupils' collaborative work.
- Transition projects

***Priorities for development***

- To embed good practice at all stages in literacy and numeracy.
- To improve moderation and assessment of learning.
- To continue to further develop pupil personalisation and choice.
- To recognise achievement in a wider context.
- To improve inclusion through the implementation of a staged intervention approach.
- To develop improved links with Stromness Academy.
- To improve the skills of staff to meet the needs of all pupils.
- To move forward with children's engagement in school improvement.

## Successes and Achievements

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

It is essential for pupils to have access to a wide range of experiences to enhance their understanding of their local environment, culture and heritage. It is also one of the key aims of the new curriculum.

We have been able to work with a wide variety of local and national groups to enhance the children's education in a variety of curricular areas. Some local groups we have worked with are Active schools, Rugby development, the Golf club, the Pier Arts centre, EMEC, the Stromness Museum, Orkney health services, Women's aid, the George Mackay Brown fellow, The Big Orkney song project, the Yoleing and the Scapa Partnerships group.

Primary 7, as part of their young leadership award produced a wonderful year book which includes some of their experiences last session. We also developed a display board to recognise pupils' achievements which we gathered from letters, information we received in school and newspaper cuttings. Some pupils had national recognition when they won a trip to Hampden and new football strips and another pupil met Alex Salmond when his name for a new wave generator was chosen by a local firm.

Throughout the year pupils attended football, netball and badminton training and competitions thanks to the help of coaches Shane Stanger (football), Carrie Stockan (netball) and Sandra Deans (badminton). Parents also helped with trips and with the cycling proficiency training for P6 pupils.

We celebrated pupils' successes through the house point system and at school assemblies. Next session we hope to develop better links with home and better ways to record success in school through the use of an achievement jotter. We also want to recognise achievements in writing through a new star writer display and award as part of our writing development.

We need to develop our community links further and to use the local resources available more effectively, particularly if the proposed budget cuts are implemented in the future.

Notable visits, visitors and activities this school session are included in the appendix.

## **Work and Life of the School**

How good is the education we provide?

### ***5.3 Meeting learning needs***

#### ***Nursery***

Meeting learning needs in the nursery is good. There is a good range of learning activities and resources available to children in the nursery. This has enabled the children to have a wide choice and to plan their learning. Staff changes have led to some variation and inconsistencies in the learning environment. Staff have undergone training to support improvements in supporting the needs of all pupils.

#### ***Primary***

Meeting learning needs from P1-7 is satisfactory. A highly trained and effective group of staff support all classes. Opportunities to support pupils with additional needs are being extended and staff training has improved teachers' understanding of pupils needs and how to meet them. Peer and self-assessment approaches are used by most classes to focus teaching and learning and to develop next steps. More pupils have had the opportunity to set targets and to develop their own success criteria. An action research project on paired reading showed improvement in attainment for the pupils who participated. More classes have developed active learning, which has led to greater opportunities for pupil personalisation and independence. The introduction of a new format of meetings for pupil reviews has been successful in improving pupil engagement and the outcomes for these pupils.

Although there is good use of support staff this needs further development is needed to improve its effectiveness. Staged intervention guidance has been developed with input from authority and school staff. There will be implemented during next session to improve pupils learning experience and to support classes more effectively.

### ***5.7 Partnerships with learners and parents***

The school has active parent and pupil councils and a task group which includes community members. These groups have been instrumental in developing the plans for the new school over the past few years and will have more input during next session as a preferred school builder is chosen and the build commences.

The parent council is an important group to help the school develop and understand the issues parents have and to consult with as part of the school improvement process. The pupil council meets regularly and deals

with issues concerning the children which currently have focused on the playground and dining hall. Improvements to the quality of the school involvement with both groups are planned for the future to develop the quality of education for all pupils e.g. better structured meetings with pupil input and opinions gathered on a wider range of topics.

The school works continuously with parents to improve communication and consultation. There are now more planned events during the year for parents to engage with their child's teacher to discuss attainment and achievement. After consulting with the parents' council new summer parents' evenings were introduced in May 2010. The school also issues pupil interim reports in November and end of year reports in March. Improvements to these documents are planned for next session to report more effectively on the new curriculum.

A termly school calendar is issued to all parents and some parents receive e-mailed letters and correspondence. The school introduced a text alert system to improve communication to parents during emergency closures last Autumn. Further work is required to make the school website and school timetables more dynamic.

In the nursery, parents are informed of the learning planned for the children with some suggested activities for learning at home. Children's learning in the nursery is recorded through learning stories, which are shared with parents. Parents are invited to share a nursery session each term and some parents have taken these opportunities.

Parents receive a termly class newsletter detailing the learning planned in all curricular areas, including homework. The homework policy from P1-7 gives opportunities for pupils to have extension activities and this was developed after consultation with parents. Class teachers have also established links with individual parents to support the individual needs of some pupils. The introduction of a new meeting format to support pupils with additional needs has improved parental engagement and this will be extended next session.

Parents of the class leading an assembly are invited to attend, we currently cannot accommodate all parents in the school at once but hope to do so in our new school. Parents are invited to social events such as sports day and decoration evening as a matter of course and the timing of these varies to suit the needs of working parents.

Opportunities for parents to engage with the school are beginning to improve through information events during parents' evenings. Short courses are planned for next session in Positive Parenting, Internet safety and First Aid to support parents. Parents continue to support the

school through fundraising, leading sport activities and by volunteering for trips and specific events.

### ***5.9 Improvement through self-evaluation***

Self-evaluation is satisfactory. Staff are beginning to engage with self-evaluation through peer observations, collegiate work on moderation and continuing professional development through courses attended. Self-evaluation focuses on key aspects of learners' successes and achievements and is starting to be more systematic. Quality assurance procedures in the school have been amended and focus on continuing improvements to learning and teaching. This will continue to be a particular focus to ensure the sustained development next session.

#### ***Strengths***

- Continuing development of the work of the school, involving pupils, parents and the staff.
- Improvements in learning and teaching of core curriculum through improvements in target-setting and active learning.
- Clear expectations and feedback given to all staff by management.
- Improved self-evaluation leading to improved outcomes for all pupils.

#### ***Evidence***

- Improved written work by pupils, in jotters and on display.
- Observation of classes and photographic evidence demonstrate active learning.
- Quality assurance records.

#### ***Priorities for development***

- A clear focus on meeting learning needs, in particular looking at support and challenge for all learners.
- Continuing to ensure that self-evaluation has a positive impact on improving the work of the school.
- Improved planning in line with CfE
- To improve the tracking of attainment and achievements.

#### ***Management and use of resources***

A range of resources are available to encourage active and independent learning in the early years. Additional computing resources have been purchased, to ensure better access to equipment by pupils in P4-7. All P7 pupil now have their own netbooks which has motivated and inspired their



learning. We continue to raise funds for trips and additional playground equipment.

The updating of resources will continue in line with school developments next session. With the planned new school due to open in 2012 all new resources will be purchased with this in mind. We will be able to move some resources but some equipment will be part of the new build.

Staff deployment has been difficult over the last session with a variety of unplanned changes. We have interviewed for a number of key appointments and this will continue to happen with the introduction of temporary contracts for all posts until the budget cuts are finalised. Staff have had the opportunity to be seconded or to work with the authority on developing projects such as the Curriculum for Excellence and staged intervention guidance for the authority and this will continue next session.

### ***7.3 Staff development and review***

The continued development of professional skills by all school staff is vital to improving the quality of education, particularly with the implementation of the new curriculum. All teaching and non-teaching staff have access to an annual professional review meeting with the head teacher. This is an opportunity to reflect on the past year, and to clarify and agree areas for professional development during the coming year. Staff's health and well being is valued and the school gained the Bronze award from the Health Working Lives initiative in May 2010. As part of this all staff have opportunities to eat healthily and to exercise during the school day. We are currently working on our Silver award.

#### ***Strengths***

- Staff review and the variety of opportunities for in-service training to enhance the continuing professional development of all staff.
- Strong team of well trained support staff.
- Staff health and wellbeing continues to be focus.
- An organised method for distribution and monitoring of expenditure.

#### ***Evidence***

- Suitably organised accommodation and resources to maximise learning opportunities.
- Support for staff to take part in individual developments both in Orkney and Scotland.

- Bronze award achieved in national scheme to improve staff health and well being.
- Budget management records.

***Priorities***

- To continue to review and update resources to ensure they meet the needs of pupils.
- To work with the authority in planning the new school due for completion in 2012.
- To link CPD training and its impact in the classroom more closely.
- To improve the monitoring and distribution of resources.
- To improve staff health and well being.
- To improve the quality of resources.

## Vision and leadership

How good is our leadership?

The leadership of the school is satisfactory.

The formal procedures for quality assurance, which were introduced from Jan 09 have been implemented and adjusted to take account of the needs of the school and the changes to the curriculum. The head teacher's knowledge of staff and pupils has improved and we are developing improved systems to monitor and track pupils progress and achievement. There has been training for HT and some nursery staff to develop improvements in class observation in nursery and we hope to extend this through the school. New systems are also being developed to track pupil attainment including improved meetings with staff and pupils.

Resources are targeted to support areas for development in our service improvement plan, particularly staff development. This session the focus was on the improvement to leadership, self evaluation, meeting pupils needs, and curriculum. Our PT has lead the Healthy working lives initiative and health promotion in the school which has been very successful. Two members of staff have been involved at national level with moderation of writing and two members of staff have had the opportunity to work on developments across the authority.

There have been some improvements in staff reflection and moderation through collegiate working, peer visits to other classes, and CPD training for staff. Improved monitoring of pupils' progress has started to enable staff to build more effectively on pupils' prior learning, ensuring that pupils are making better progress in their learning. Some staff have had the opportunity to take a lead roles in school e.g. writing development, Eco schools. This will continue to be expanded next session.

The Head Teacher acts as Equality Co-ordinator for the school. The school has well thought-out policies on promoting equality and the management team have fully involved all staff in the development of these policies. All new teachers are briefed on equality issues as part of the Education Authority's induction process. The Head Teacher makes sure that the school's responsibilities in equality matters are highlighted on a regular basis. Equality issues are discussed regularly and ethnic religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the life of the school. School staff record incidents of harassment and the Head Teacher makes sure that the policy for dealing with such incidents is reinforced on a regular basis.

***Strengths***

- The developing role of school management in providing both support and greater challenge.
- The leadership development of more staff.
- The CPD undertaken and delivered by staff.
- Staff collegiality to support learning

***Evidence***

- Quality assurance timetable implemented and updated.
- Feedback to staff through observation and planning paperwork.
- Audit of support staff and the development of staged intervention guidance.
- Record of staff participation in leadership activities.
- Staff feedback in the review process.

***Priorities***

- To improve staff feedback through observations
- The further development a shared sense of responsibility for our learners and mutual support across the staff team.
- To continue to maximise opportunities for self-evaluation to improve learning and teaching.
- To improve tracking of pupil attainment and achievement
- To build on the talents and skills of staff and ensure there are opportunities to undertake lead roles.
- To embed self evaluation and quality assurance in the life of the school.

## Conclusion

How good can we be?

Appropriate and significant involvement from the local authority has been crucial in developing the school over the course of the school session. The CfE Development Officers, the Service Improvement Officer and the Education psychologist have all been key partners in different aspects of our development. This will continue next session.

Regular visits from our Service Improvement Officer will also continue to support the Head Teacher in developing her role. Links with other agencies and schools have improved and will continue to develop next session.

The staff team will continue to improve children's learning experiences through improved self evaluation, assessment of learning, staged intervention initiatives to support all pupils and the introduction of new programmes of study. Improved transitions will enable our pupils to achieve success at different stages in their personal development.

The implementation of the school improvement plan and the continued development of the new curriculum will have a positive impact on all of our children's learning. Continued high quality training for staff and opportunities for them to lead developments will make school initiatives effective and significant.

A shared vision, values and aims for pupils, parents and staff will further ensure that the school continues to move forward as a stronger unit. Improved engagement with parents and our community and the finalisation of the plans for the new school will give us the opportunity to develop plans for our new future.

Overall EvaluationsQI	Sector	Evaluation
1.1 Improvements in performance	Preschool	Satisfactory
	Primary	Satisfactory
2.1 Learners' experiences	Preschool	Good
	Primary	Satisfactory
5.3 Meeting learning needs	Preschool	Satisfactory
	Primary	Satisfactory
5.1 The curriculum	Whole school	Satisfactory
5.9 Improvement through self-evaluation	Whole school	Satisfactory