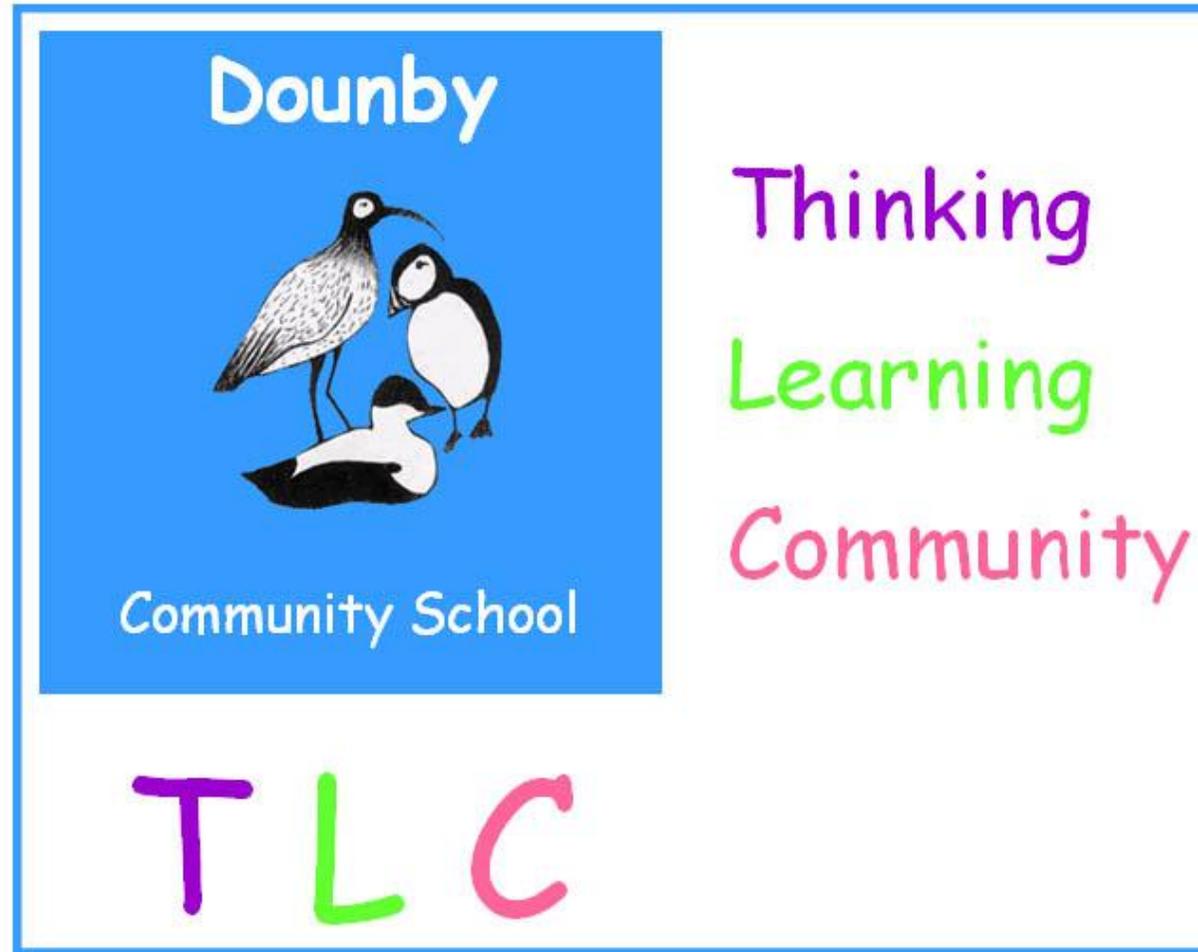


# Standards and Quality Report



School year 2011 - 2012

<b>CONTENTS</b>	<b>PAGE</b>
Introduction	2
The school context	2
Pupil roll	2
Staff complement	3
Consultation process	4
Vision, values and aims of the Education & Leisure Services	5
Vision, values and aims of the school	6
Promoting equality	7
Evaluation of performance 2011 – 2012	8
Vision and leadership	18
Work and life of the school	18
Assessment of school progress against key quality indicators	19

# **Dounby Community School**

## **Standards and Quality Report 2011 to 2012**

### **Introduction**

The purpose of this report is to inform parents, school staff and employees, Orkney Islands Council and the wider community about the work of Dounby Community School through the last academic year. The report sets the work of the school in the context of the local and national agenda for continuous improvement. Through the process of self-evaluation the report sets goals and targets for the future.

### **The school context**

Dounby Community School was opened in 1976 to serve the parishes of Harray, Sandwick and Birsay, replacing the individual schools which had served those parishes previously. In 2000 the building was extended to meet the increasing demands on the limited community facilities. The building now provides a site for educational and recreational activities throughout the day and evening for the local community.

### **Pupil roll**

The pupil roll as at June 2012:

Nursery	28	Primary 4	14
Pre-school	21	Primary 5	18
Primary 1	22	Primary 6	12
Primary 2	19	Primary 7	19
Primary 3	25		
		Total	178

## Staff complement

The school staffing was as follows in the year 2011 - 2012:

**Head teacher:** Alastair Forsyth

**Principal teacher:** Greer Norquoy

**Class teachers:** Nicola Moar (full-time), Hazel McKinlay (part-time – 0.6), Rachel Garson (part-time – 0.8), Eileen Sandison (part-time 0.5), Jonathon McCabe (full time, probationary teacher), Murray Gallacher (full time), EmmaJane Rendall (full time), Lesley Harcus (full time).

**Support for learning teachers:** Hazel McKinlay (0.6),

**Principal teacher release:**

**Nursery teacher McCrone release:** Rachel Garson (0.1)

**Visiting specialist teacher of PE:** Amy Smith

**Visiting specialist teacher of Art:** Shona Firth

**Visiting specialist teacher of Music:** Jayne Hayden

**Visiting Music project teacher:** Steve Miller

**Early years worker:** Phyllis Ballantyne

**Support for learning assistants:** Anne Phillips (0.6), Mai Banks (0.5), Clare Flett (0.4), Donna Wishart (0.1),

**Early intervention assistant:** Mai Banks (0.5)

**Secretaries:** Linda Johnston (0.7), Emma Morrison (0.3)

**Auxiliaries:** Emma Morrison (0.7), Clare Flett (0.4), Linda Johnston (0.1), Kerry Flett (0.4), Katrina Gray (0.2)

**Janitor:** Donald Foubister

**Visiting instrumental instructors:** Brian Jones (Brass), David Griffith (Woodwind), Karen Griffith (Strings)

**Dounby Centre staff:** Inga Craigie, James Kirkpatrick

**Catering staff:** Vanessa Kemp, Pam Rendall, Jean Leisk, Moira Garson, Marga Spence, Amanda Watt

**Cleaning staff:** Lorraine Campbell, Jean Copland, Kellie Annetts, Tracy Kitson

## **Staffing commentary**

During this academic year the Orkney Islands Council introduced a policy of Tough Times, Tough Choices, in order to meet the restrictions on finance to local government imposed by the UK parliament. In practice this meant that at least in the early part of this academic year staff were replaced on a temporary basis only. During the later part of the year some of these posts, particularly those of teachers were made permanent or appointed on a permanent basis.

Jonathon McCabe was the probationary teacher in Primary 2.

## **Consultation process**

During the development of the School Improvement Plan the staff, parents, Parent Group (parent council) and the children were consulted. Priorities were identified taking account of:-

- National priorities.
- The Service Improvement Plan.
- The school's own priorities identified through self-evaluation using the quality indicators contained within '*How Good Is Our School?*'
- Priorities identified through inspection, including local authority monitoring and inspection by The Care Commission and HMIE.
- Staff priorities identified through review meetings.

Parents are consulted directly using the monthly newsletter, via questionnaires, through the occasional use of focus groups, via informal discussion and through the meetings of the Parent Group. Minutes of Parent Group are circulated to all parents and carers and placed on the school's website.

Pupils are consulted via Class Council and School Council meetings.

During the review of the School Improvement Plan for the development of this Standards and Quality Report all of the above groups may have been consulted again or asked to comment on the draft version of the report.

## Vision values and aims of the Education and Leisure Services

Vision: This is our community. We want the very best for everyone.

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.

The key aim of the Education and Recreation Service is:

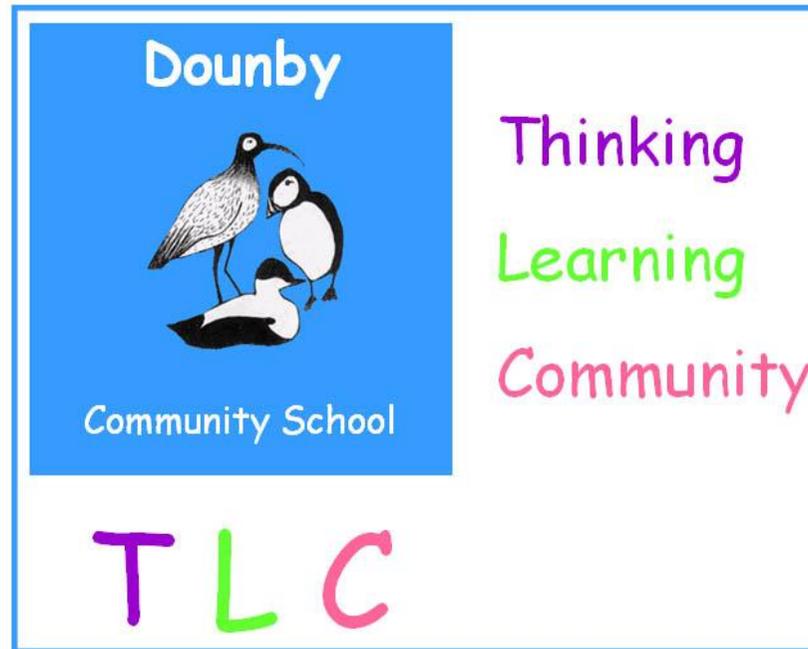
We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:

Successful learners, Confident individuals, Responsible citizens, Effective contributors.

## Vision, values and aims of the school

Our vision was adopted following consultation with staff, pupils and parents in December 2009.



We value happiness, health, justice, effort, questioning, creativity, equality and respect.

These values will be attained through our aims:

- We aim to do the very best for our pupils and strive to understand how they learn and how we can challenge and support their thinking and learning.
- We aspire to help our pupils to become:- Successful learners. Confident individuals. Responsible citizens. Effective contributors.
- We aim to improve the achievement and attainment and the health and wellbeing for all pupils, staff and for the wider school community.

## Promoting equality

The school has operated with an awareness of its duties, general and specific, under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Equality Act 2006.

Equality issues have been discussed and ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school. There is no barrier to participation in activities through culture and language, disability, race, religion, sexual orientation or additional support needs.

All staff have been informed about the legal aspects of racial discrimination and are aware of ensuring that there is no racial harassment or sexual discrimination. Equalities training is provided annually by the local authority and is available to all staff.

Equality issues have been addressed with the children through the Health and Well-being curriculum. Anti-bullying and anti-racism are topics which have been discussed specifically in whole school assemblies and followed up with discussion in each class.

We believe that the promotion of equal access to sport is an important priority. During the year school staff have worked with the Active Schools Coordinator to ensure that children have equality of access to sporting activity.

The head teacher has worked with the manager of the music instructors and specialist teachers to monitor and report on equality of opportunity issues relating to these staff. For example, do all children, regardless of their particular disability have equal access to the opportunity to learn a musical instrument?

## Evaluation of performance 2011 to 2012

At the heart of self-evaluation there are three questions:

- How are we doing?
- How do we know?
- What are we going to do now?

Our self-evaluation is guided by the comprehensive quality frameworks and helpful advice contained in the HMIE documents “How Good Is Our School?” and “Child At The Centre”.

The quality indicators are arranged under six questions which HMIE and other agencies have adopted for evaluation purposes.

- What outcomes have we achieved?
- How well do we meet the needs of our school community?
- How good is the education we provide?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

Evaluations are made using a six-point scale.

LEVEL 6	<i>excellent</i>	outstanding or sector leading
LEVEL 5	<i>very good</i>	major strengths
LEVEL 4	<i>good</i>	important strengths with areas for improvement
LEVEL 3	<i>satisfactory</i>	strengths just outweigh weaknesses
LEVEL 2	<i>weak</i>	important weaknesses
LEVEL 1	<i>unsatisfactory</i>	major weaknesses

Summary of progress of development priorities 2011 to 2012

Key for reviewed items:



✓ = achieved / completed.



✓ = commenced but not completed.



✓ = work initiated.



✗ = not addressed. Explanatory text will be in these colours.

Development priorities 2011 to 2012

ScIP ref.	Improvement priority	HMIe priorities from the report May 2010	Continued Development from 2010 / 2011	Orkney Islands Council Development 2011 / 2012
SE	Self-evaluation	Self-evaluation, increase impact	Improvement through self-evaluation	Self-evaluation
LT	Learning and teaching	Meeting learning needs of individual children	Assessment - summative and formative	Self-evaluation

Ma	Mathematics	Standards, mathematics	Raising standards	Self-evaluation
R	Reading	Standards, English language	Raising standards	Self-evaluation
HWB	Health and well-being	-	-	-

### **Self-evaluation, review at October 2012**

HMIe graded the school's self-evaluation as good in May 2010 – Level 4

The school's work on self-evaluation is described in the School Improvement Plan 2011 - 2012. The effectiveness of the school's development in this area can be evaluated by measuring progress against the success criteria in that plan.

### **Success criteria – with descriptions of actions in 2011–12 to achieve those success criteria**

We will know we will have succeeded when the headteacher, the school staff, parents, children and the Orkney Islands Council know how good a school this is through evidenced self-evaluation.

1. Individual members of staff know what they are doing well, what they can improve and how they can improve – achieved through formal and informal lesson observation, effective feedback, sharing and discussing pupil data.
2. The school staff, as a team, know what we do well and what we should improve and how we are going to improve it – achieved through awareness individually of 1 above; awareness collectively of school data; awareness collectively of other indicators of school performance, for example, feedback from parents, feedback from children, general assessments of children's behavior; collective discussion at development meetings and in-service events, often based on CPD, leading to the new School Improvement Plan.

3. When all school staff are reflective practitioners and contribute to self-evaluation – achieved through peer working and discussion, supported by 1 and 2 above.
4. When the whole school community contributes to school self-evaluation – achieved through involving all school staff in self-evaluation, partly by use of the annual review process, as well as by the processes described in 1,2 and 3 above; participation by parents in questionnaires and parent consultation events and informal parent feedback; school and class council feedback and informal pupil feedback; discussion and sharing data with officers of Orkney Islands Council.
5. When there is an agreed plan to monitor the effectiveness of the school and that plan is implemented – the School Improvement Plan exists and is used in this manner.

Next steps:

- Continue to carry out the actions described.
- Use focus groups of stakeholders to gain another means of self-evaluating performance as was done in 2010-11.
- Ensure there is a published programme of self-evaluation events.

### **Learning and teaching, review at October 2012**

The school's work on learning and teaching is described in the School Improvement Plan 2011 - 2012. The effectiveness of the school's development in this area can be evaluated by measuring progress against the success criteria in that plan.

#### **Success criteria**

We will know we will have succeeded when:

The constituent parts of the policy are agreed by staff and implemented consistently.

The constituent parts of the policy have an impact in raising standards of learning amongst the pupils. When 80% of pupils attain the expected Level, in the expected timescale, as defined by Curriculum for Excellence, across the curriculum, but especially in reading, writing and mathematics.

Evaluation of constituent parts of the action plan for learning and teaching:

1. Learning logs were implemented across the school.
2. A full consultation took place across the school community and a policy for homework was finally agreed in September 2012.
3. A focus on methods of teaching reading and the use of formative assessment was developed by CPD.
4. The pupil profile agenda was overtaken by OIC guidance, profiles were produced by children in Primary 7.
5. Target setting remains a weakness in implementation.
6. Learning community approaches to learning and teaching will require long-term development due to staffing changes and the nature of development and implementation of this approach to learning and teaching.

7. Children learnt in mixed age groupings on regular and occasional times across the school year, e.g. Fairytale Land Nursery to P3. All teachers engaged with at least one peer observation of a colleague during the year.

See section “Academic achievement” below for pupil performance data. Compilation of Curriculum for Excellence data would indicate that summative outcomes were at least satisfactory and good be graded as good for some age groups in some subject areas.

Next steps:

- Ensure that the plan continues to be implemented.
- Focus on target setting for children.
- Consider further developments in learning and teaching.

### **Mathematics, review at October 2012**

The purpose of the Action Plan for Mathematics is to raise standards of achievement in the subject across the whole school.

#### **Success criteria**

We will know we have succeeded when:

- All children make at least expected progress with the learning of mathematics, a significant proportion, 30%, make good progress.
- More able children make at least expected progress with the learning of mathematics, year on year, as they progress through school.
- Mathematics standards in the school are at least as good as the Scottish average across the whole school.
- Mathematics teaching is 100% compatible with Curriculum for Excellence.
- 90% of children enjoy mathematics learning throughout the school.

Progress in mathematics learning as measured by PIPS:

Primary 1 – 81.8% of children made acceptable progress or better and 27.3% of children made good progress or better, in the year.

Primary 3 – 79.2% of children achieved the expected standard against their context scores or better and 25% of children exceeded that expectation over two years. There was no data available to measure their progress against their prior scores unfortunately.

Primary 5 – 94.7% of children made acceptable progress or better and 42.1% of children made good progress or better, in the two years since the end of Primary 3.

Primary 7 – 88.2% of children made acceptable progress or better and 41.2% of children made good progress or better, in the year and one term since the end of Primary 5. (PIPS data is collected for Primary 7 in November, not May/June). N.B. Data was unavailable for two children in the cohort and they are not included in these statistics.

All but one of children in cohorts Primary 1, 3, 5 and 7 who were identified as “more able” in mathematics made at least average progress as measured by PIPS (and the one child was only marginally outside average progress). The majority of these children made good progress.

Standards in mathematics in Primary 1, 3, 5 and 7 are at least equal to the Scottish average.

Progress has been made in making the teaching of mathematics compatible with Curriculum for Excellence. It is a challenge for teachers to include the learning of mathematics as a significant part of learning through a theme or topic. The IPM scheme continues to provide a reference point for teachers in terms of a progressive mathematics curriculum in the school.

In Primary 3 54.2% enjoy mathematics learning with 42.1% in Primary 5 and 73.7% in Primary 7.

20.8% of children in Primary 3 dislike mathematics learning as do 21.1% in Primary 5 and Primary 7.

The school clearly has some work to do in order to make mathematics learning enjoyable to children throughout the school. Our success criteria are that 90% of children enjoy learning mathematics. All data derived from PIPS.

### **Reading, review at October 2012**

The purposes of the Action Plan for Reading is to raise standards of achievement and ensure at least satisfactory progress in the learning of reading for every child in school.

#### **Success criteria**

We will know we will have succeeded when:

- All pupils individually make the expected progress or better with reading, year on year, as measured by PIPS and other methods of assessing reading. 80% meet the expected standard, 25% exceed the expected standard.
- When nearly all children (90%) enjoy reading and want to read.
- When staff are confident and have the appropriate knowledge and skills to teach reading to a high standard.
- When reading is embedded as a cross-curricular skill within A Curriculum for Excellence at this school.

Progress in reading as measured by PIPS:

Primary 1 – 86.4% of children made acceptable progress or better and 31.8% of children made good progress or better, in the year.

Primary 3 – 79.1% of children achieved the expected standard against their context scores or better and 20.8% of children exceeded that expectation over two years. There was no data available to measure their progress against their prior scores unfortunately.

Primary 5 – 89.5% of children made acceptable progress or better and 21.1% of children made good progress or better, in the two years since the end of Primary 3.

Primary 7 – 35.3% of children made acceptable progress or better and 5.9% of children made good progress or better, in the year and one term since the end of Primary 5. (PIPS data is collected for Primary 7 in November, not May/June). N.B. Data was unavailable for two children in the cohort and they are not included in these statistics.

Standards in reading in Primary 1, 3, 5 and 7 are at least equal to the Scottish average. From PIPS and moderated professional assessment against Curriculum for Excellence standards. Standards in primary 7 at the beginning of the Primary 7 year were below national expectations but were above that standard by the end of the year.

In Primary 3, 66.7% enjoy reading with 63.2% in Primary 5 and 68.4% in Primary 7.

8.3% of children in Primary 3 dislike reading as do 5.2% in Primary 5 and 10.5% in Primary 7.

All data derived from PIPS.

### **Health and well-being review, October 2012**

Health and Well-being education is a priority of the Scottish Government and is embedded as such in Curriculum for Excellence. The school has a thorough plan for Health and Well-being education but it is now a few years old and requires updating in specific areas. The school has embarked upon incorporating food topics in our curriculum. This includes growing and cooking food. The school staff have had considerable input from Active Schools Orkney over the last two years and it is now necessary to assess the impact of this input on children. The school has identified weaknesses in our programme for teaching children about the internet and electronic communication in its many forms, we aim to revise this programme and make it fit for purpose; in particular we seek to address e-bullying.

#### **Success criteria**

We will know we will have succeeded when:

- All children have two hours of physical activity and learning a week and 90% of the children positively engage with, and enjoy that learning.
- Children learn at an appropriate age how to behave responsibly when using electronic forms of communication.
- Food topics are embedded in the curriculum, staff have the knowledge to teach food topics, the school is equipped to teach food topics.
- Health and Well-being elements of the curriculum are fully understood by all teaching staff and health and well-being is taught effectively throughout the school.
- Staff share their good practice in Health and Well-being teaching with colleagues and good practice is disseminated and implemented in teaching across the school.

Progress against the success criteria:

- Two hours of PE per child is not fully in place, although the school is close to delivering this objective, it will be met by most classes some of the time. Classes that are generally not teaching two hours of PE most weeks will be teaching at least one hour thirty minutes of PE time a week.
- The programme of learning needs to be updated to include children’s learning, through the school, in relation to new technologies and electronic communication and media.
- Food topics are becoming embedded in the curriculum but the programme of learning needs to reflect this.
- In a general sense it would be true that staff are aware of their responsibilities with regard to the learning and teaching of health and well-being. This can be evidenced by behaviour in school being generally good, children’s relationships being generally sound and bullying being managed effectively. The school is innovative in its approaches to children with specific needs and is some way along a path to adopting low arousal strategies to support pupils with identified medical and behavioural needs.

### Academic achievement

Table to show children’s achievement at the end of Primary 7, June 2012.

Subject	% 2nd Consolidating +	% 2nd Secure +	% 3rd Developing/ Consolidating
Maths	94.7	63.2	47.3
Reading	84.2	68.4	47.3
Writing	79.0	52.6	26.3

Table to show children’s achievement at the end of Primary 4, June 2012.

Subject	% 1st Consolidating +	% 1st Secure +	% 2nd Developing/ Consolidating
Maths	100	71.4	35.7
Reading	100	71.4	35.7
Writing	92.9	71.4	42.9

Table to show children's progress through the school to Primary 7 at June 2012

Subject	2008 % A+ (5-14)	2009 % B+ (5-14)	2011 % working within 2nd +	2012 % 2nd Consolidating +	2012 % 2nd Secure +	% 3rd Developing/Consolidating	
	P3	P4	P6	P7	P7	2011	2012
-						P6	P7
Maths	100	85	65	94.7	63.2	0	47.3
Reading	74	60	95	84.2	68.4	25	47.3
Writing	63	60	95	79.0	52.6	10	26.3

#### Children's progress compared by gender

PIPS was used to analyse children's progress with learning by gender. Data only existed against prior scores for 29 boys and 29 girls across the Primary 1, Primary 5 and Primary 7 cohorts. Children whose score against their prior data was - or -- were considered to have made less than average progress. Children whose score was + or ++ were considered to have made better than average progress. P7 data was collected in November, final data for P1, and data for P5, was collected in May. (Average progress means, the average progress in Scotland.)

Subject	% Less than average progress	% Average progress	% Better than average progress
Maths - boys	13.8	44.8	41.4
Maths - girls	10.3	55.2	34.5
Reading - boys	34.5	58.6	6.9
Reading - girls	20.7	58.6	20.7

This data does give an accurate portrayal of the differences in performance by boys and girls. However, it should be used cautiously to judge the school's overall performance as the collection of Primary 7 data in November did not then include the progress these children made over the remainder of their time at Dounby School. Using assessment against Curriculum for Excellence criteria, moderated, teacher assessments, Primary 7 were found to have made much better progress with the learning of reading by June 2012 than the figures that have been included in this table. Thus the school's overall performance by June 2012 was significantly better than is indicated here. See the first table in this section for that information on Primary 7 summative assessment.

### **Achievement by children identified as having additional learning needs**

36 children in the Primary 5 and Primary 7 cohorts 15 were identified as having additional learning needs of some degree (41.7%). Of these children 100% made at least average progress with mathematics learning, and 33.3% made good progress with mathematics learning. 26.6% of these children made less than average progress with the learning of reading whilst 13.3% made good progress with the learning of reading. This data is comparable with the data for all children and was derived from PIPS using a similar analysis to that for gender.

### **Achievement at the end of Primary 7 by race**

There are few children in this cohort and in the school as a whole who are of a different ethnic background (other than white, British). This information cannot be published without identifying individuals. The number of individuals is small and so the statistical analysis is unreliable. There is no evidence to suggest that children of other ethnicity are performing either less well or better than children who are white, British.

### **Sports and arts, children in the wider community**

Children from the school have participated in a wide variety of events during the year. Some of these events have been associated with the school, for example football and netball teams, others have not, for example children participating in musical events, taking music grade exams, being involved in theatrical performances, being involved in RSPB events, enjoying and competing in horse riding and motorbike scrambling. These are a just a few examples of the wide variety of activities that our young people take part in, around Dounby and in the wider community. A significant number of our children attain a high standard in the particular activities in which they are involved. Equally, probably all participate in some activities outside of school, within the community and enjoy doing so.

## Vision and leadership

The school's vision, values and aims was updated in 2009 – 2010. The statement can be found in the appropriate section on page 6 above.

The school is developing leadership skills amongst its staff. During 2011 – 2012 EmmaJane Rendall was the supporter for the probationary teacher. Lesley Marcus led Health and Well-being. EmmaJane Rendall led the development of mathematics in the school. Murray Gallagher led the further development of the assessment of writing in the school. At the end of the year EmmaJane Rendall was appointed to the vacancy created by the retirement of the Principal Teacher of the school.

## Work and life of the school

The school has continued to work hard to ensure full implementation of Curriculum for Excellence. The school has been working hard to develop its understanding of the levels of attainment.

The school continues to work with its community effectively. There is an active and involved school council (Dounby School Parent Group) and a very active fund raising organisation (Friends of Dounby School). The school liaises, and works with Harray and Sandwick Community Council and with Birsay Community Council. The school also works with the Dounby Centre Committee.

The school has developed a blog to celebrate success and children's achievements: <http://dounbycommunityschool.blogspot.co.uk/> Details of a variety of school activities and events may be found on the blog.

The school also uses blogs to document the progress and outcomes of particular projects, for example: <http://dounbyclearancesproject.blogspot.co.uk/> This blog documents Hoy Class work on the Highland Clearances.

During the year the school also worked with the following local and national organisations: Orkney Islands Council, Orkney Folk Festival, St Magnus Festival, local churches, local businesses, RSPB, NHS Orkney, Historic Scotland, Learning Teaching Scotland, HMIE, GTC Scotland, STEM (north), Readathon, Children in Need, Save the Children, ASHA, The Woodland Trust, British Trust for Ornithology. The school had links with other schools outside of Orkney in Scotland, three, and in England, one as well as a school in Canada. These activities encourage children to develop their understanding of the world beyond Orkney and Scotland, and we are beginning to see some evidence of this broader understanding through school.

## Assessment of school progress against key quality indicators

These key quality indicators are the ones used by HMIE to judge the school's performance. The school has been working with the aim of raising the standards of 1.1 Improvements in performance and 5.3 Meeting learning needs. It is pleasing to report that on the data presented above the school has moved from satisfactory to good in the primary sector on these two quality indicators.

Quality indicator (QI)	Sector	Evaluation
1.1 Improvements in performance	Nursery	Very good - Level 5
	Primary	Good - Level 4
2.1 Learners' experiences	Nursery	Good - Level 4
	Primary	Good - Level 4
5.3 Meeting learning needs	Nursery	Good - Level 4
	Primary	Good - Level 4
5.1 The curriculum	Whole school	Good - Level 4
5.9 Improvement through self-evaluation	Whole school	Good - Level 4

Work continues on the areas identified in the HMIE inspection of 2010 which the school agreed with the education authority as areas requiring improvement.

- Improve children's learning in English language and mathematics to raise levels of attainment.
- Increase children's responsibility for their own learning, including planning their own next steps.
- Ensure all tasks and activities meet the learning needs of each individual child.
- Improve self-evaluation to increase its impact on the quality of learning.

## Appendix 1

### Programme of self-evaluation – review of 2011 - 2012

	Self-evaluation activity	Who does this	When was it completed	Notes / review
1.	Entitlements review	Headteacher	01-10-2011	Sent to EA and incorporated into authority wide return to Education Scotland
2.	Standards and Quality Report – to include <ul style="list-style-type: none"> <li>• Review of data, PIPS and CfE levels</li> <li>• Review of tracking information of individual children</li> <li>• Review of policy implementation, for example activities to promote equality</li> <li>• Review of progress of the implementation of ScIP</li> </ul>	Headteacher led, including all stakeholders	01-12-11	The report was drawn up with due consultation and eventually published in early December 2011 after full consultation.
3.	Staff annual reviews	Headteacher	01-01-12	These were completed and CPD programmes were agreed with each member of staff.
4.	Observations of teaching – formal  PE was observed, individual lessons. The time that children were taught PE was monitored by direct observation and checking of the timetables.	Headteacher	01-05-12	Some classes still need to increase the number of sessions in order to meet the 2 hours, some 20 minutes a week short.
5.	Observations of teaching - informal	Headteacher	30-05-12	Frequent and shared with teaching staff. Information used to develop ScIP.
6.	Review of PIPS data	Headteacher and teachers	30-05-12	Shared with all teachers and with individual teachers where it was particularly relevant to do so. Accessible to teachers. See SQR.

	<b>Self-evaluation activity</b>	<b>Who does this</b>	<b>When was it completed</b>	<b>Notes / review</b>
7.	Review of tracking data	Headteacher	30-05-12	Unsuccessful due to the change in measurement criteria, will be reinstated in August 2012.
8.	Teachers and learning support staff peer working	Teacher and teaching staff led	30-05-12	Events documented. Nearly all teaching staff took part in at least one event.
9.	Headteacher and teacher joint working – reading Purpose to develop an understanding through the school of the purposes, value and methods for guided reading. Additionally to demonstrative formative assessment strategies being used during the teaching of reading.	Headteacher and teachers	30-05-12	Will continue. Impact is too early in the process to measure. Teachers are using the methodology.
10.	Development meetings – provide an opportunity to monitor teaching methods and approaches via discussion.	Headteacher and teaching staff	27 meetings a year	Minutes and notes are available.
11.	Moderation meetings – for English and maths	Headteacher and teaching staff	Six meetings a year	Minutes and notes are available.
12.	In-service day meetings and discussion – provide an opportunity to monitor teaching methods and approaches via discussion.	Headteacher and teaching staff + all staff for parts	Five meetings a year.	Minutes and notes are available.
13.	Parent Group meetings (Parent council) – the formal means for parents and carers to access school management and question practice and performance.	Parent Group	Four meetings a year.	Minutes and (from April 2012) headteacher report available.

	<b>Self-evaluation activity</b>	<b>Who does this</b>	<b>When was it completed</b>	<b>Notes / review</b>
14.	<p>Opportunities for parent discussion and comment</p> <ul style="list-style-type: none"> <li>• Parent consultation</li> <li>• Informal parent consultation meetings</li> <li>• Open learning sessions for parents</li> <li>• Meetings for parents to learn about home-school partnerships</li> <li>• Parent surveys and questionnaires</li> <li>• Parent focus groups</li> </ul>	Teaching staff with headteacher and parents.	One “meet the teacher” and two parent consultation meetings a year.	<p>Meeting parents at the end of each nursery session, a range of other opportunities where confidentiality is maintained.</p> <p>One open learning session a term.</p> <p>Meetings with nursery parents and P1 parents to talk about beginning school and working together.</p> <p>Parents consulted about homework via questionnaire.</p>
15.	<p>Pupil consultation</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Focus groups</li> <li>• Questionnaires</li> <li>• Discussion with pupils as part of observations of teaching</li> <li>• Informal discussions with pupils</li> </ul>	Headteacher and all teachers, pupils.	Met fortnightly on average, traditional format. Council including P1 to P7 representatives; class councils feeding into the school council.	
16.	Community feedback	All staff, members of the community, Church of Scotland minister, the two community councils, council officers.	Informal, as and when it occurs. This could be made more formal via the minister and the community councils, for example, by asking specific questions.	
17.	Observations of playground	Headteacher	Weekly	Not documented – occasional instances of staffing due to other duties, discussed with staff
18.	Observations of minibus arrivals and departures	Headteacher	Weekly	Not documented – Occasional instances of buses arriving too early a.m.