



Standards and Quality Report 2011-2012



Be all you can be

Contents	Page number
Introduction	3
Vision, Values and Aims of Glaitness School	4
Summary of progress from the school improvement plan 2010 - 2011	5-6
Successes and Achievements	7
Work and Life of the School	8
Vision and Leadership	9
Conclusion	10

Appendices

Appendix 1 - Vision, values and aims of Education and Leisure Services	Page 12
Appendix 2 - Equalities report	Pages 13-14
Appendix 3 - Summary of excursions undertaken through the session	Page 15
Appendix 4 - Summary of reference quality indicators	Page 16

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Introduction

The purpose of this report is to set the work of the school in the context of the national agenda for continuous improvement. Through the school's own self- evaluation process we set goals and targets for the future.

The School Context

Glaitness School is one of two primary schools situated in the town of Kirkwall in the Orkney Islands.

We offer provision for children aged 3-12 who live in the north-west sector of the town and the adjacent rural area. We also provide additional support for pupils from any area in Orkney whose needs cannot be fully met within their own local school.

School Roll

The school roll for session 2011-2012 was 221 pupils including pre-school children. This is an increase of 9 children from last session and an increase of 34 children in the last 2 years.

Changes to school staffing during 2011-2012.

There continued to be significant changes in the Senior Management Team (SMT) during this session.

From August 2011, Ingrid Rendall, -Depute Head Teacher (DHT) was appointed to an acting Head Teacher (HT) position in other schools within the local authority and the Principal Teacher (PT) of Support for Learning was appointed to the post of acting Depute Head Teacher for the session. Towards the end of the session, the DHT had secured a permanent HT post at the other schools and a recruitment and selection process was held to recruit a permanent DHT. There were insufficient applicants at the first stage for this post and as a result it will be advertised again in the new school year.

As part of the current financial climate facing local authorities, the management time across Glaitness School was reduced by 0.7 FTE this session with the DHT undertaking a 0.5 teaching remit for the first time and the loss of 0.2 PT management time. This remains a challenge and we have to continue to work out clear roles, remits and expectations for all senior managers in the school.

Class teachers who had been on long term absence last session returned to work this session and it was good to have the full staffing complement in school. A range of temporary staff started work in the school this session but they were appointed for the session so were as stable as could be expected.

The Process of Consultation

Information used to inform the Standards and Quality report and School Improvement Planning has been collated by using a range of indicators and sources of evidence. The key sources have been through quantitative data, people's views and direct observation. Information gleaned from this process has been used to inform our current school improvement plan in setting priorities for further development.

Vision, Values and Aims of Glaitness School

We seek to promote an inclusive approach towards all aspects of the life and work of the school. The vision and values statements were revised in March 2009 following a consultation involving parents, staff and pupils. Aspects of this vision have been reviewed during 2011-2012 and will continue to be a focus for review this session.

Vision Statement

Be all you can be.

Core Values

At the heart of our vision lie the core values we all share in our learning community. These are ambitious and aspirational -

- **To be respected and responsible**
 - We will foster a community within which everyone is encouraged to show respect for one another and the environment through responsible actions
- **To fulfil potential**
 - Our school community will aspire to let everyone be all they can be
- **To be supported/supportive**
 - We will provide an environment in which all stakeholders feel valued as part of the whole school team
- **To be healthy**
 - Our school community will foster a holistic approach to the physical, mental, social, emotional and spiritual well-being of all.
- **To feel safe**
 - We will provide a nurturing environment where we demonstrate care for ourselves and others
- **To be included**
 - Our school community will ensure the diverse needs of all are considered and acted upon.
- **To have fun**
 - Our school will endeavour to provide a stimulating and enjoyable learning environment

We also seek to promote the health of all pupils and staff, and continually look for ways of being eco-friendly in the use of our buildings and resources.

National and local vision and values statements were also taken into account. *Appendix 1* details the vision, values and aims of Orkney Islands Council Education and Leisure Services.

Summary of progress from the school improvement plan 2011-2012

Priority 1

We said we were going to develop the curriculum in the areas of language, maths and Religious and Moral Education (RME). We were too ambitious for all the areas of language and as a result, we did not follow up on writing and listening and talking.

What difference did it make to children and young people?

Children continue to experience a broad and balanced curriculum at Glaitness.

Approaches to learning and teaching in reading have been developed this session and children are now more engaged with reading activities. Children are beginning to develop skills in working independently through the book detectives approach which is being developed across the school. Children are developing their skills in engaging with texts by asking questions to each other using open ended questions and higher order thinking skills.

In February, class teachers came together from schools across Orkney to assess examples of children's writing and to moderate together to develop a shared understanding of expected achievement and levels of curriculum for excellence. This gave staff confidence in knowing the levels the children had attained and what their next steps would be for developing their writing.

Children continue to make progress in maths and numeracy and this session a coherent programme of study has been developed detailing the progress for key aspects of children learning in this area. Staff worked together in curriculum for excellence stage groups and then in mixed stage groups to ensure continuity for each of the areas for progression from nursery to P7.

Last session, class teachers worked on developing programmes of study for RME and towards the end of this session, these were pulled together to develop the RME programme of study for the school. As a result, children will benefit from clear progression in their learning in RME since the development and follow up of topics and themes is now clearly identified. E.g. on the topic of Christmas a different approach has been taken within each year group. Learning and teaching in RME is also based on children exploring 'big' questions in an active way. Staff have identified the 3 religions to be studied as Christianity, Islam and Judaism. In the second level classes of P5-7, children may also explore other religions or belief systems as part of their learning.

What are the next steps?

- To continue to develop the curriculum by putting together an updated programme of study for reading, listening and talking and science
- To review themes or topics taught to ensure that they deliver experiences and outcomes from curriculum for excellence.

Priority 2

We said we were going to further develop inclusive practice through increased consultancy, greater parental involvement in IEPs and developing solution oriented approaches to our work with children and families.

What difference did it make to children and young people?

Staff are planning more meaningful assessments for children and this work will continue next session. Children have increased opportunities to be involved in planning their learning and in identifying assessments that help them to realise what they have learned and where they need to go next in their learning eg in writing. IEPs are becoming more clearly evidenced to CSPs ensuring that we maintain the focus on the long term priorities identified for meeting children's needs.

What are the next steps?

- To use PIPS and 'Seemis tracking and monitoring' further as a tool for tracking and assessment, ensuring information is shared with parents at parents' evenings
- To further develop tracking procedures which reflect Curriculum for Excellence and skills progression for children in key areas of learning especially in second level to build up to the P7 profile.

Priority 3

We said we were going to develop leadership across the school with a focus on budgets, developing the new senior management team and providing opportunities for leadership with staff across the school.

What difference did it make to children and young people?

All staff, parents and pupils were aware of the SMT member for initial contact with the DHT providing a line management lead for early level and 1A and the HT providing the same role for first and second levels. The DHT and HT provided effective support in these roles by getting to know parents, children and staff in the areas of the school respectively and this enabled effective relationships.

Budgets were scrutinized closely and budget headings more closely reflected actual expenditure. Staff worked together to ensure that any expenditure was essential and reductions of colour printing across the school made a big impact. The school was in a credit budget situation for the first time since the schools amalgamated 7 years ago.

Staff across the school worked together in small teams to develop an area of practice of their choice based in the classroom. They developed individual and team action plans and some carried out visits to each other's classrooms as part of these. Time is needed to ensure that this remains manageable.

Next steps

- To secure a permanent replacement for the DHT and subsequent temporary posts.
- To continue to manage the budget effectively.
- To continue to provide time for staff to work together on areas of developing classroom practice.

Successes and Achievements

In Gkaitness we strive to continually provide children with stimulating learning experiences and environments which will encourage them to be confident and successful learners. Teachers continue to plan motivating learning opportunities for the children and increasingly children are involved in the planning process with the class teachers.

This session, teaching staff have had opportunities to work together to moderate children's writing against curriculum for excellence levels with colleagues from Gkaitness and other schools across Orkney. Staff were confident with the levels awarded to different pieces of writing and there was a degree of consistency about the standards expected. Staff approaches to moderation of other curricular areas will be further developed next session.

Children continue to learn and make progress during their time at Gkaitness. Children's achievement is tracked through the regular meetings held between SMT and class teachers. All teachers keep records of children's achievement at class level and they monitor children's progress closely especially in the core curriculum areas of language and literacy and maths and numeracy. Almost all children are making good progress in their learning. Where children are not making good progress, effective steps through a staged intervention process are taken to ensure that support strategies to meet learner's needs are identified.

This year we leveled children's progress in the areas of reading, writing and maths and used developing, consolidating and securing as the language to indicate where a child's learning was in relation to the broad level that they were working on. We also carried out assessments in P1, 3, 5 and 7 using PIPS which is a standardized assessment used to track and monitor children's progress through the school.

Progress for children with additional support needs.

Most children and young people in supported classes are continuing to make good progress. Their needs are effectively met through clear planning to support children such as coordinated support plans and individualised educational plans. Regular reviews and meetings involving parents and partner agencies take place to evaluate progress against set outcomes and plan next steps.

Overall summary

Children across the school are making progress in their learning. On the whole they are engaged and motivated in their learning. We are aware of a few children who are not motivated by their learning and we work closely with parents and partner agencies to ensure that we adapt the learning environment so that children are supported to achieve their potential.

Equalities reporting

Please find information in relation to equalities reporting in *Appendix 2*.

Work and Life of the School

Glaitness continues to provide a stimulating learning environment supported by the whole school community. A wide variety of learning experiences, both indoors and out, were included during the session. *Appendix 3* gives a summary list of the trips and excursions undertaken throughout this year.

Fundraising for charity included Children in Need activities and Sports Relief. The Pupil Council was involved in planning for, and participating in the organization of making decisions about these events.

The Parent Council continued to be an active group in supporting the school in fundraising activities and learning developments. Fundraising this session was specifically for the addition of a shed for the school playground. It's use as a store for re-cycled play equipment will be developed next session.

Priorities for development

- To continue to develop approaches to assessment and tracking, specifically using personalised learning planning, learning stories and targeted evaluative commentaries in line with Curriculum for Excellence

Vision and Leadership

We hope that through our shared school values children will become successful learners, confident individuals, responsible citizens and effective contributors in an ever changing world.

A number of developments were led by the SMT and supported by staff members. These included in-service in October and February. The emphasis was on improving the school within the priorities set in our school improvement plan.

Staff continue to assume greater leadership roles in taking developments forward and sharing good practice. Most teaching staff have worked with colleagues to develop an area of their own classroom practice.

The children have a number of opportunities within the school to develop responsibilities and leadership skills. These include being buddies for the P1 class, Glaitness Green Swans, running the Snack Shack, Pupil Council and Junior Road Safety Officers.

As a school we seek continuous improvement in the outcomes for children. We use a variety of sources to evaluate and monitor progress. All team members are actively involved in consultation through staff meetings, verbal discussions (both formal and informal), written feedback and focus groups.

Priorities for development

- Continued implementation of Curriculum for Excellence across the school, especially in terms of planning for learning, moderation and assessment
- Continuing to build on the strengths of the whole staff team to maximise children's learning experiences
- Continue to build in approaches for self-evaluation across the school that are manageable and have a clear impact on improving learning experiences for children and young people.

Conclusion
How good can we be?

We have the capacity to continue to improve. The senior management team worked well together as a newly formed team during this session. A number of temporary posts remain across the school until the DHT post has been filled.

The challenge for the forthcoming session is to continue to move the school ahead in times of more financial constraint than we have seen before. A continued concerted effort is required to ensure resources and budgets are targeted effectively towards our core business - high quality learning experiences for the children and meeting their needs effectively.

The school improvement plan for session 2012-2013 gives greater details about the school's priorities for improvement for the session. This is available on the school website and you can request a copy at the school office.

List of appendices

Appendix 1 - Vision, values and aims of Education and Leisure Services	Page 12
Appendix 2 - Equalities report	Pages 13-14
Appendix 3 - Summary of excursions undertaken through the session	Page 15
Appendix 4 - Summary of reference quality indicators	Page 16

Appendix 2 - Vision, Values and Aims of Orkney Islands Council

In 2008, the Department of Education and Recreation Services reviewed the Education Service Improvement Plan and after significant consultation, the following vision, values and aims were selected.

Vision

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

Core Values

- 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 insure 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...

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.

Appendix 4 - Equalities report

Equality

The school is aware of its duties under the Equality Act 2010. Measures taken to fulfil our statutory duties include the following:

Protecting people from discrimination on the basis of 'protected characteristics' (these used to be called 'grounds'). The relevant characteristics for services and public functions are:

- disability (definition changed)
- gender reassignment (definition changed)
- pregnancy and maternity
- race - this includes ethnic or national origins, colour and nationality
- religion or belief
- sex, and
- sexual orientation.

Senior staff members have undertaken training related to promotion of equality and the elimination of discrimination. Further staff training and awareness raising of the Equalities Act 2010 is needed.

How do we promote equality in school?

Equality issues are addressed through the health and wellbeing curriculum. Circle time is used regularly to explore such issues. Bullying behaviours are addressed by classroom and whole school discussion and activities and awareness raising on a regular basis. Assemblies are often used to promote issues relating to equality.

Access to Opportunities

Staff work together to plan opportunities for all the children and young people in the school. Barriers to participation are minimised where possible and reasonable adjustments and/or positive actions may be taken which will afford equality of access to opportunities.

Reporting on equality issues

Because of low numbers it is impossible to report on issues of equality or inequality without identifying individuals. However, any instances of discrimination are taken very seriously and dealt with by members of the senior management team.

There were 0 incidents reported of harassment associated with disability, gender reassignment, pregnancy and maternity, race (including ethnic or national origins, colour and nationality), religion or belief, sex, and sexual orientation.

There were no exclusions during this session.

All numbers of recorded incidents as part of equality monitoring are submitted to education and leisure services on request.

Impact Assessment

Significant changes to the senior management team at Glaitness over the last few years have resulted in few policies being updated or revised. Therefore there are no new impact assessments for policies

available from last session. Impact assessments will be planned as part of next session's school improvement planning.

Access to the building

The building is fully accessible for disabled persons and accessibility to the building is reviewed and monitored regularly.

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 ethnic minority children attending *Glaitness* are very low and consultation on specific issues has been carried out on an informal and very often individual basis.

Appendix 5 - Summary of excursions which took place over last session

Class	Excursions undertaken
Preschool	Jungle world at the Pickaquoy Centre
1 and 1A	Gymnastics at the Pickaquoy Centre, Harvesting tatties at Mossbank, St Ola, Argos bakery and Tesco's, walk around Kirkwall, Fire station, Police Station, Kirkwall Library, St Magnus Cathedral, Earl's and Bishops's Palaces, Tankerness gardens.
2 and 1A	RNLI Lifeboat, Kirkwall Library, Tankerness House Museum, walk around Kirkwall, Orkney Auction Mart, Quanterness Farm, Orkney Cheese, Orkney Arts Theatre.
3	Shearer's Merchants, Binscarth, Skara Brae, Ring of Brodgar and Maeshowe, Orkney Museum.
4 and 5A	Orkney Tourist Office, Ayre Hotel, Pickaquoy Centre campsite, Scapa Beach, Muddisdale
5 and 5A	Gilbertson Day Centre, Bible Exhibition, Recycling Centre, Hatston, Scapa beach, Tankerness House Museum, Norwegian Constitution day Parade, Kirkwall Library, St Magnus Cathedral, Outdoor education day, Birsay,
6/5 and 5A	Tour Guiding at palaces, Primary Hockey Festival, Dancing in the Isles Rehearsal, Bible Exhibition, Historical sights around Kirkwall, 3 day/2 night residential Hoy trip for outdoor education activities.
7 and 5A	Tour guiding at Palaces, Kirbister and Corrigan Farm museums, Ouse trip for canoeing and campcraft, Stromness Museum, Kayaking at Kirkwall swimming pool, Scapa Beach, Ness Battery, Tour of Scapa Flow, Transition Sports, King Street Halls for exhibition.
7A	Lots of trip out in and around Kirkwall by walking and lots of others out in the minibus exploring the local countryside.
Whole school events/multiple class events	Lots of visits to Muddisdale and around the Peedie Sea and walks into and around Kirkwall for various learning opportunities, the Phoenix Cinema and Orkney Arts theatre. Whole school assemblies/Services at Harvest, Christmas, Easter and end of summer term leaver's service. Tag rugby, swimming lessons.

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As you can see from the list, the children are out and about in their local environment making every use of this to enhance their learning. We are well supported by many local businesses and agencies who are always supportive of what we do.

Appendix 6 - Summary of Reference QIs for Glaitness School

Quality Indicator	Sector	Evaluation
1.1 Improvements in performance	Pre-school	4 - good
	Primary	4 - satisfactory
2.1 Learners' experiences	Pre-school	5 - good
	Primary	5 - good
5.3 Meeting learning needs	Pre-school	4 - good
	Primary	4 - good
5.1 The curriculum	Whole school	4 - satisfactory
5.9 Improvement through self-evaluation	School	3 - satisfactory
9.4 Leadership of improvement and change	School	3 - satisfactory