

Exemplar School 2 - Self-evaluation Summary Paper

Context of the school

Exemplar School 2 is a non-denominational open plan school. There is a Senior management team of Headteacher, two Depute Headteachers, four Principal Teachers, two of whom job share, thirteen Class Teachers and two Pupil Support Teachers. In addition there is a complement of Clerical Assistants, Classroom Assistants, Early Intervention Nursery Nurse and two Nursery Nurses in the Nursery Class. One EAL Teacher and one EAL Classroom Assistant also work with some of our pupils.

How well do young people learn and achieve?

Existing Strengths

- The school has maintained high levels of attainment in reading, writing and mathematics over the last three years.
- Levels of attainment have been significantly higher than the EA average and comparator school averages in all three areas. At the end of session 08/09 the school was the top attaining school in EA quartile for reading and mathematics.
- In the Nursery, children show high levels of independence and are beginning to take responsibility for their own learning and make valuable self-evaluative comments.
- Improvements in methodology, including Critical Skills with eleven staff trained, interactive literacy activities and active learning have raised the expectations of pupils, improved their confidence and made them more active, responsible citizens.
- The school has an excellence award for Active Schools and is awaiting confirmation of Excellence level award as part of the Health Promoting Schools accreditation scheme. The school has achieved its third Eco-Schools Scotland Green Flag in recognition of the wide range of environmental work undertaken by pupils and hope to achieve fourth by November 2011.
- The school has taken positive steps in tracking and encouraging pupils to develop their wider achievements and celebrate their success. Pupils identify and select examples of their best work, linked to personal targets and four capacities of CfE, for inclusion in their achievement folders.
- Pupils are benefiting from outdoor learning experiences, including creative use of the school grounds, outdoor play in the nursery, educational outings and a residential trip for primary seven pupils.
- Almost all pupils are proficient in self and peer assessment.
- Through responsive planning in work programmes and topics, pupils are given opportunities for personalisation and choice. Pupils are encouraged to be involved at the early stages of topic planning within the class.
- Planned whole school experiences, for example, Eco week, Health fortnight and Scottish week are providing pupils with opportunities to develop skills for life, skills for learning and skills for work.

- Staff are continually seeking ways to motivate and engage learners through active learning, critical skills, visiting speakers and a range of extra curricular clubs.
- Pupils are actively involved in the life of the school particularly through Pupil Council, Health Focus Group, Eco Committee, JRSOs, Peer Mediation, Monitoring duties, Buddying and Paired Reading. Their views are sought and acted upon.
- Pupils are developing skills as effective contributors and responsible citizens through gardening clubs, assembly presentations, bird watching groups, environmental activities and Pupil Council initiatives.
- Nursery class offer a broad range of learning experiences responding to children's interests while allowing them to make decisions and develop independence.

Priorities for future development

- Continue to monitor and track pupil progress in the context of Curriculum for Excellence.
- Teachers should continue to become familiar with Es and Os in order to ensure an accurate and common standard of achievement in reading, writing and mathematics.
- Continue to develop effective ways of ensuring pupils know what they need to do to achieve the next level of their learning.
- Further develop daily plans to ensure success criteria are explicit.

How well does the school support young people to develop and learn?

Existing strengths

- All staff are actively and purposefully engaging in developing Curriculum for Excellence through critical skills challenges, active learning, outdoor activities within the school and across the cluster.
- From Nursery to Primary 7 all teachers plan themed, interdisciplinary learning which is pupil responsive, taking account of prior learning in order to promote the seven principles. This can be seen in teachers' Forward plans, classroom displays, and children's work.
- Staff teams work together to plan cohesive, progressive programmes of work. Early level experiences and outcomes are delivered through an effective partnership between nursery and early years staff.
- There is a very effective transition programme from Nursery to Primary One, across stages and from Primary Seven to Secondary.
- The Nursery class curriculum is firmly based on play, indoors and outdoors, active learning and is refreshed regularly.
- There is effective teamwork and collaboration working across the whole school team as well as with parents and external agencies.
- There are clear procedures in place within Staged Intervention and class teachers liaise with Pupil Support Service teachers to provide alternative

- resources and strategies as required. Staff encourage and motivate children to have a positive attitude, confidence and pride in their learning.
- Staged Intervention procedures are embedded across the school.
- Parents are kept well informed of their children's learning through curriculum workshops, showcase events and termly curricular newsletters.
- Pastoral care in the school is very good. Positive steps are taken to ensure that family circumstances, social and emotional factors and health needs are promptly identified and addressed.
- Involvement in Teacher Learning Communities has enabled all staff to support each other, improve classroom questioning, discussion and involve all learners in lessons.
- Learning targets in IEPs and IAPs are appropriate, providing support and challenge to enable all learners to maximise their progress.
- Learners and parents are fully involved in reviewing learners' needs and learning plans.
- Peer Mediation contributes to the establishment of a collaborative and harmonious school ethos, promoting and rewarding positive behaviour and encouraging our pupils to establish and maintain good relationships with their peers.

Priorities for future development

- Ensure all staff are fully utilising new ICT resources to promote challenge and enjoyment throughout the curriculum.
- Continue to involve parents and learners in formulation and reviewing of learning plans.
- Continue to encourage parents and learners to become more informed about current developments within Curriculum for Excellence through workshops and presentations.

How well does the school improve the quality of its work?

Existing Strengths

- The Head Teacher has worked with staff to ensure that self evaluation draws on a wide range of evidence and the systems in place are robust and rigorous.
- The senior management team has provided teachers with effective guidelines to ensure consistency across the school.
- Through professional dialogue, all staff are driving forward Curriculum for Excellence ensuring high quality experiences for their learners.
- The school employs a variety of strategies to engage with staff, parents, pupils, external agencies and other stakeholders to evaluate its work. These include annual questionnaires, visitor comment books, school and nursery notice board and workshop evaluations. Results are used to inform future action and secure improvement.

- The setting of School Improvement Plan priorities takes full account of the results of self evaluation and views of pupils, parents and staff and is used as a working document throughout the session.
- Annual Staff Professional Development and Review meetings identify personal development needs.
- CPD activities match the needs of staff as identified in PDR and in line with School Improvement Plan priorities, for example, Teacher Learning Community, Glow, Assessment and Moderation.
- The school is working collaboratively with cluster schools to take forward Curriculum for Excellence in writing and mathematics ensuring standards are consistently applied.
- Good practice is shared across the school in a variety of ways including Teacher Learning Communities with all staff, peer learning visits and collegiate meetings.
- The school uses accreditation schemes including Eco schools, Active Schools and Health Promoting Schools as a sound basis for improvement.

Priorities for future development

- All staff will participate in cluster collegiate working throughout session 11/12 where we will focus on Child Protection, Active Maths, Writing moderation and Inclusion giving staff the opportunity to visit all cluster schools and work with cluster colleagues.
- Senior management team will meet individually with staff to provide verbal feedback to promote professional dialogue around SMT written feedback.
- Staff will extend peer learning visits informed by discussion during Professional Development and Review meetings and senior management team observations.
- Continue to involve all staff in sharing good practice by having a standing item on collegiate meeting agendas.

How do you promote equality and diversity across the school?

- We actively encourage parents to participate in their children's education and seek opportunities through, for example homework challenges, showcase events, sharing of skills and expertise at Golden Time.
- The school has an inclusive approach and we welcome and celebrate diversity encouraging all pupils and staff to take leadership roles across a range of activities including Eco, Health and wellbeing, Global Citizenship and extra curricular clubs.
- The school takes steps to engage disaffected learners and their families to enable them to experience success as valued members of our school community. This involves looking closely at individual learning targets and tailoring the curriculum for particular needs and abilities.
- We adopt a holistic approach to equality, inclusion and diversity which respects and promotes individual learner achievements.
- The school RME programme encourages a learning community which is fully inclusive and embraces all religions and cultures.

Possible areas for focused attention

- Writing
- Themed interdisciplinary learning
- Active Learning in Mathematics