

# PAIBLE SCHOOL

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## STANDARDS AND QUALITY REPORT



MAY 2011

Welcome to the Standards & Quality report for the school session 2010-2011. This report is part of our commitment to provide quality services and to ensure continuous improvement. We at Paible School aim to put children and young people first and to provide a socially inclusive service for them and their families.

## The School

Paible School is a P1- S2 school which serves the community of North Uist, Berneray and Grimsay. The primary department serves the village of Paible and the surrounding rural area in North Uist. Its secondary department provides education from S1 to S2 for all pupils living on the island and for those living in Berneray and Grimsay.

During session 2010/2011 the school roll comprised 58 pupils and the teaching complement was 10 full-time equivalent including those designated to support pupils with additional needs. There are three associated primary schools, including Paible Primary. The others are Lochmaddy and Carinish. Paible School is an integral part of the community both educationally and socially.

## School Aims

The aims of the school are to:

- ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
- ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
- provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
- provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.
- provide a welcoming, safe and caring environment in which each pupil is valued and supported.
- ensure that the school's promoted staff provide high quality leadership, management and support.
- improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.
- build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
- equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage citizenship, enterprise, creativity and sustainability.

## Improvement In Performance

Overall attainment in Paible School is good with most pupils achieving national levels of attainment. Small numbers of pupils make it difficult to make trend statements. However results in NFER and CAT data indicate that most pupils are achieving their potential. Most children write well for a range of different purposes. Support for learning is provided within the class thus ensuring that pupils with additional support needs are included in similar class learning experiences.

Ongoing evaluation shows that priorities in the School Improvement Plan, take cognisance of local & national initiative. They have led to an overall improvement in pupils' achievement.

Our attainment in all areas is carefully monitored through regular staff and management meetings where individual progress and expectations are discussed. The raising of attainment by ensuring that learning activities are set at the right level for pupils has continued to be a focus for school staff development this year. This is resulting in a more consistent approach throughout the school. Next session we will be focusing on assessment to ensure that internal moderation is consistent, accurate and well designed. We will then be able to better describe individual pupil progress in line with Curriculum for Excellence Guidelines.

Children's learning is enhanced by a wide range of resources such as ICT and GLOW. The pace of lessons is appropriate at different stages. Staff endeavour to set times for various tasks thus ensuring a brisk pace for learners.

## Learners Experiences

Our quality assurance procedures indicate that as a school we are making very good progress in the introduction of Curriculum for Excellence. Pupils throughout all stages are responding well to active and interdisciplinary learning. Children enjoy the range of strategies used to encourage them to be more engaged and able to lead their own learning. There have been several projects this year.

- Crofting Connections This new project encouraged staff & pupils to work across various subject boundaries and look beyond the classroom for learning opportunities. Crofting has a unique roll to play in inspiring young people to think global and act local.
- School Magazine Competition Secondary pupils received the silver award for their magazine "PS 2010". The competition offered a rigorous and credible platform to recognise and award achievement to secondary pupils who show their skills in writing, design and ICT and who can work as a team to promote positive attitude alongside core skills.
- Rapid Response Engineering Challenge This interdisciplinary project with S1 S2 pupils was linked to a whole school project "National Disasters". The primary pupils studied volcanoes, hurricanes, earthquakes etc and the secondary pupils were taught basic principles of civil engineering by having classwork based activities in a scenario where they had to help rebuild the infrastructure of a hurricane devastated country. Links across various curricular areas were challenging and exciting.
- Film G launched by MG Alba encouraged our Gaelic department to write a script, act it out and then film it. The project involved all secondary pupils, encouraging the learning of new skills e.g. filming, editing, producing, directing etc. The film can be seen on [www.filmg.co.uk](http://www.filmg.co.uk).

Pupils at all stages are encouraged to have an enterprising attitude and be self reliant. They are always encouraged to have respect for others and show a commitment to participate in political, economic, social & cultural life. Children are increasingly being consulted and their views taken into account. Pupils regularly discuss their school rules and encourage each other to apply them. Teachers discuss forward plans with pupils and they become involved in "Big Questions" that they wish to investigate. Children tell us they like this approach. They feel that their suggestions are being well valued. Children contribute to the work they are set for homework, often highlighting their own next steps ahead of the teacher!. Learning at Paible is becoming more creative and engaging for the pupils.

Children are also involved in assessing their work and the work of others using formative assessment strategies. They often discuss or "conference" with their teacher to look at their work and the next steps required. This approach will be used in the CFE Report to be issued in June 2011. It is in line with Curriculum for Excellence encouraging independence and self reliance in the learning and reporting process. In the primary the introduction of Personal learning Folios has successfully made children's progress more visible and has helped parents share their children's learning. A focus for the next year will be to ensure that high expectations will be consistent. Throughout the school, staff will be involved in comparing work and behaviour to achieve this.

## The Curriculum

The overall structure of the curriculum is very good with breadth & balance. The school is developing various creative approaches to the curriculum. At primary & secondary stages children experience learning through topic based projects. Discrete opportunities are also given to allow development of skills such as handwriting, comprehension, mental activities & problem solving experiences. At all stages pupils have well planned and relevant opportunities to use CT.

Attainment meetings to discuss tracking and monitoring of learning ensures progress. Teacher's planning in the primary department has focussed on a new system which will track Curriculum for Excellence experiences and outcomes at all stages. Existing programmes have been adapted to make CFE links and to provide differentiated and active learning experiences. Teacher's planning is now showing the progression of all pupils in composite classes.

School planning for Curriculum for excellence is very good. Staff provide interesting contexts for interdisciplinary learning. They work together regularly to share understanding of subject outcomes and along with pupils are able to develop skills as well as knowledge within the curriculum. Pupil choice and "voice" along with improved flexible planning is allowing for children's learning to be more relevant. Further development is required to continue to improve "Health Across the Curriculum". A "Health Week" during June 2011 will support pupils in developing new skills as well as knowledge within the curriculum. Further experiences in "core" learning will be developed in order to embed real life contexts which are meaningful to the children. Staff will take part in an authority project which will involve "Moderating Standards Across the Learning Community". Paible's focus will be on sharing & producing learning and assessment activities for first level Literacy (Gaelic and English).

## Meeting Pupils' Needs

2010-2011 improvement plan project "Learning & Teaching" encouraged staff & pupils to build the sharing of good practice in learning and teaching highlighted in the HMIe report of 2010. The promotion & extension of good practice has ensured that pupils at all stages are receiving consistently high quality learning experiences. The use of Assessment for Learning strategies, including deeper questioning, is encouraging pupils to think more and to articulate their thinking and learning better than before. They are now regularly involved in assessing their own & others' work and giving feedback that identifies next steps, showing increasing insight and awareness. Children are often set challenges which promote co-operative learning and working together in groups to meet deadlines. In this way they are actively developing skills for not only learning but for work and for life.

At all stages pupils are encouraged to have their say.

Our Pupil Council and School Nutrition Action Group are democratically voted in each year and meet to become involved in some of the decision making of the school. They were actively involved in organising the Blythswood Shoe Box Appeal, the Secondary Ski Trip, Recycle Week (as part of the Eco- school project) Wear it Pink (in aid of Breast Cancer Research) National Switch Off Fortnight (to encourage energy efficiency) Tenner Tycoon (linked to Dragon's Den to promote fundraising for New Zealand Earthquake Appeal) as well as several other pupil led initiatives. A whole school concert themed as "A Wedding" was organised for December 2010. This involved script writing, scenery and prop production as well as music, dance and acting. A DVD of the event provides evidence of an excellent overview of responsible citizens and effective contributors.

Paible School has gained the Silver Award in Eco Schools. All pupils are aware of their responsibilities such as bulb and tree planting, cultivating vegetable raised beds, saving water & energy, reducing litter and recycling clothes, books etc.

Throughout the school there is an expectation that children look after each other. Primary 7 pupils "buddy" primary 1 pupils on a regular basis. They play games, read stories, sing Gaelic & English songs and use their Young Leader Award training to lead them in weekly physical activities in the school hall and the playground. Secondary pupils use their Young Leader Training to support the Mini Highland games event every June.

Throughout the school our commitment is to deal immediately with any behavioural issues fairly, with a view to helping children make better choices in the future and take responsibility for themselves and their actions. Respect is a core value of the school.

As a primary school next session Paible will continue to work towards a Eco Green Flag as well as encourage life skills through enterprise. Staff & pupils will plan for whole school events to further develop community links. Pupils will make informed choices and decisions which will encourage values which are understood by all and underpin expectations & decision making.

## Self Evaluation

A culture of self evaluation is developing well in Paible School. Many staff are reflective and regularly review & discuss the effectiveness of different aspects of teaching & learning. Self evaluation is well managed within the school and a wide range of systems are used to evaluate the quality of work taking place. Young people's work is sampled, attainment data is regularly reviewed, visits to classes take place (teachers and management) and the school improvement plan is reviewed at various stages throughout the session. Staff, parents and pupils views are sought. This has been improved on this year in a more systematic way. Upper primary pupils have had the opportunity to discuss the school improvement plan with the DHT and they have actively participated in class discussions on some of the school projects for 2011-2012.

Staff have a very good understanding of the school, each other and the needs of individual pupils. Staff all work together to operate a staged intervention process. Regular assessment and staff discussions allows staff to tailor learning to meet the learning needs of all pupils, including those identified as higher achieving.

In session 2011-2012 we will continue a rigorous approach to self evaluation within the school. There will be an increase in learning conversations and evaluations by pupils to inform the learning and teaching process. We will share good practice by developing & effectively using the talents & expertise of all staff, teaching and non teaching encouraging them to adopt some lead roles. We are a relatively small team with the potential to further develop pupil & teacher experiences.

Paible School will continue to aim for excellence in our practice, maintaining a strong focus on learning & teaching. We will continue to develop approaches to improvement and involve our QIO in discussion about plans and changes to be made as we embed a Curriculum for Excellence. The practice of welcoming comments from pupils and parents will also continue as this is proving to be helpful in providing information which will contribute to our ongoing evaluation process. We know our strengths and the areas that need further development. As a school we are well placed to continue on the Journey to Excellence.

## Improvement Priorities

The following priorities were identified this session and incorporated within the school's improvement plan for session 2011-2012.

- Assessment and moderation.
- Partnership with learners and parents.
- Health Across the Curriculum

## **Other Achievements and Notable Events**

- Various successes in local and national athletic events.
- Silver Award in Eco School Programme.
- Recycle week in partnership with Cothrom.
- Young Leader Awards.
- Rapid Response Challenge.
- Pupil Led Afternoons.
- Crofting Connections Project.
- Film G (Gaelic film making).
- Daffodil Tea.
- Wear it Pink Day /Wear it Red
- Unicef Day for Change.
- Blythswood Shoe Box appeal
- Tenner Tycoon.
- Design & production of local phone book.
- Fun Run
- Local Community Clean-up
- Gaelic Society Awards.
- Runner up in Scottish School Magazine Awards.
- Participation in Scottish Mod.
- Ski Trip.
- Children's Parliament Workshops.
- Entertaining in local home "Trianaid".
- Choices for Life.
- No Smoking Day.
- Dominic Barker Author Workshops.
- Baldy Bain Theatre Company Safety Workshop.
- Sports workshops in touch rugby, handball, hockey, cross country.
- HIPPO events in North of Scotland & Glasgow.
- "Fit for Girls" Initiative.
- Christmas Play "The Wedding".
- Mini Highland Games
- Fèis Nan Gàidheal Drama Workshops.
- Latha na Gàidhlig.



# Attendance

Percentage attendance – Primary 95.00 %

Percentage attendance – Secondary 92.71 %

