

## QI 5.1 THE CURRICULUM:

## VALUE:

### Strengths:

- The school has taken excellent account of Curriculum for Excellence in developing the curriculum over a number of years. All staff are using the Es and Os very confidently in their planning. Staff maintain meticulous records of coverage of the Es and Os and are clear about how well children are covering each of the curriculum areas. Staff planning is exemplary. Staff plan Es and Os, the four capacities and the seven entitlements in great detail to ensure children experience a broad general education.
- Staff provide a well-balanced, rich and stimulating curriculum, taking very good account of the principles of Curriculum for Excellence. The curriculum supports all children's development of skills and knowledge very well across an appropriate range of areas. Opportunities for children to develop their skills and knowledge in Literacy, numeracy and health and well-being are very well embedded across the curriculum. Staff are proactive in planning each of the four capacities as well as the eight curriculum areas. Staff also ensure all of the entitlements are well addressed.
- Through the strong leadership of the headteacher, the school has developed a clear curriculum rationale which all staff and children understand.
- Staff give a very high priority to planning meaningful and relevant contexts for learning, including through inter-disciplinary learning and learning beyond the classroom, regularly following the children's interests. Planning and learning are highly responsive.
- Staff are very positive about developing the curriculum and welcome the professional accountability this places on them. Their planning of opportunities, with a focus on all four contexts for learning, exhibits this clearly.
- Staff are very familiar with the design principles and regularly discuss at staff meetings. They have explored together and with children what the features of high quality learning are.
- Staff use the experiences and outcomes across all curricular areas, and embed them in learning opportunities for children. For example, improvements to programmes in science, outdoor learning and food technology are impacting positively on experiences for children.
- Skills for learning, life and work are placed at the heart of all work of the school and is embedded across all learning experiences. These include several very strong examples of working with partners, including professional musicians, funding enterprise projects abroad and involving adults in the community in their Christmas pantomime.
- Across the school long, medium and short-term plans reflect very good programmes for the development of skills in all curricular areas. Some areas are taught both in interdisciplinary contexts and as discrete areas, for example, science, to ensure skills of scientific enquiry are developed progressively from stage to stage.
- Cross-cutting themes are planned and delivered through which children develop qualities of citizenship, sustainability, creativeness and enterprise, for example, the whole-school approach to sustainable issues through the Eco work which involved becoming a recycling centre for the local area and fundraising for children in Syria and Mary's Meals.

- Progression is built into all programmes and is recorded in written plans and comments. Teachers begin with what pupils know and want to learn and this successfully builds on prior learning.
- Numerous opportunities for outdoor learning are planned across a variety of curriculum areas, throughout the year. This impacts positively on the children's learning experiences, for example, Geocaching across Shetland, investigating water carrying from a local river as part of Water Aid and a residential visit to Vaxter outdoor centre..
- Visits and visitors, including visiting specialist teachers, all support learning and teaching very well. Very skilled teaching in art, physical education and music as well as high quality displays, enrich children's learning.
- The curriculum is enhanced by joint planning with partners such as Police, local churches and North Mavine Community Development Council.
- Staff create weekly and daily plans which detail the learning, associated activities and assessment. Children have input into planning and make choices about what and how they learn through discussion and the use of grids.
- Staff have developed highly effective assessment and tracking procedures to show what each child has covered and what learning has been achieved. These are detailed and as well as confirming progress are used effectively by staff to plan next steps in learning for each child.
- Assessment of children's learning is based on success criteria. Detailed feedback is given so that children can evaluate how well they are doing.
- At points of transition, children are very well supported and prepared for the next stage. Staff meet to discuss and pass on detailed information about children's progress to the receiving secondary school. There are joint primary secondary projects and several subject department visit. This enhances the smooth curricular transitions and learning experiences for children working within Curriculum for Excellence levels. Primary staff are aware that there are different expectations between the primary and secondary stages and prepare their children very well to be independent and successful learners once they leave the primary school environment. This is confirmed by parents and secondary school staff.
- Children starting school benefit from a welcome programme carried out over many weeks and parents report that both they and their child were warmly welcomed and very well prepared for school.
- Children receive two hours high quality physical education each week, through input from the visiting specialist teacher, along with the headteacher. This is further enhanced across the school through various additional opportunities such swimming lessons and participation in local and joint school sporting events.
- French is taught to pupils in primary 4 to 7.
- Religious observance is supported by local chaplains, throughout the year.
- Learning journals are used effectively for children to have an opportunity to record and comment on achievement. These are shared with parents, who can also input into the learning logs.
- Staff are fully familiar with the increased expectation for 5.1 and had in fact done a full audit of their practice against Education Scotland's National Expectations paper which went live only a few days before the inspection. This confirmed that the planned curriculum provides a coherent experience and clear progression for all children.

- Staff use IDL well to complement opportunities for specialisation in curriculum areas, for example a recent study of Water Aid has allowed children to meaningfully address science, geography, and numeracy in context.
- All children are fully involved in planning and identifying opportunities for personal achievement.
- The curriculum is planned to reduce the attainment gap and reduce the impact of disadvantage, for example several children receive additional nurture support as well as learning support.
- The curriculum develops skills including higher order thinking skills, as well as the four capacities, for example, the science moderation project with other schools looks at scientific skills as well as Es and Os.
- The curriculum is designed to ensure children are creative, enterprising and prepared for lives in the future, for example children initiate and plan numerous projects and ideas to raise funds and respond to global issues of poverty and injustice,

#### **Aspects for development:**

- Continue to work collaboratively with colleagues within the learning community to moderate standards across each of the levels.