

**Agenda
Head Teacher Meeting
Faith Mission
CF1231**

8.15	Coffee	
8.30-8.50	Overview of year	JM
8.50-9.30	Authority attainment analysis	PG
9.30-10.20	Self Evaluation 1:1 HMIE Perspective	Fiona Pate, District Inspector Education Scotland
10.20-10.45	Coffee	
10.45-11.30	Group Discussion re 1:1	
	(11.45- 12.30 Please note Peter Gorrie will be demonstrating the facilities in On Track with Learning (OTWL) to any Headteachers who want an update.)	



Primary Schools Responsibility

WEST	NORTH	EAST	SOUTH	S/ WEST
Aileen Mac Lean SEM	Moyra Wilson SEM	Moyra Wilson SEM	Aileen (AM) and Moyra (MW) SEM	Aileen Maclean SEM
Janice MacInnes QIM	Janice MacInnes QIM	Janice MacInnes QIM	Janice MacInnes QIM	Janice MacInnes QIM
Stephen Gilhooley QIO	Michael Urqhart QIO	Theresa Laing QIO	Peter Gorrie QIO	Lynn Patterson QIO
Anne Kelly EYM	Liz Ersoy EYM	Donna Murray EYM	Jane Ramage EYM	Anne Kelly EYM
Marie Keen QIO	Lesley Mc Dowall QIO	Lesley McDowall QIO	Eve Lyon QIO	Marie Keen QIO
Craigmount	Broughton	Castlebrae	Boroughmuir	Balerno
Corstorphine	Ferryhill	Castleview	Buckstone (AM)	Dean Park
Fox Covert	Granton	Niddrie Mill	Bruntsfield (AM)	Ratho
East Craigs	Flora Stevenson	Newcraighall	South Morningside (AM)	Currie
Hillwood	Stockbridge	Holyrood	Gillespies	Currie
Roseburn	Craigroyston	St Catherine's	James Gillespie's (AM)	Nether Currie
Forrester	Craigroyston (JM)	St Francis	Tollcross (AM)	Juniper Green
Broomhouse	Forthview (JM)	St John Vianney	Preston Street (AM)	Woodlands
Carrick Knowe	Pirniehall (JM)	St John's	St Crispin's	Redhall
Gylemuir	Rowanfield	St Mary's (Leith)	Panmure	Firrhill
Murrayburn	Oaklands	St Ninian's	Royal Mile (AM)	Bonaly
Gorgie Mills	Drummond	Edinburgh Secure Services	Taobh na Pairce (AM)	Colinton
Royal High	Abbeyhill	Portobello	Sciennes (AM)	Longstone
Blackhall	Broughton	Brunstane	Liberton	Oxgangs
	Leith Walk	Duddingston	Craigour Park (MW)	Pentland
Clermiston	Pilrig Park	Parsons Green	Gilmerton (MW)	Braidburn
Cramond	Prospect Bank	The Royal High	Liberton (MW)	WHEC
Davidson's Mains	Leith	Towerbank	Prestonfield (MW)	Canal View
Tynecastle	Craigentiny	WEST	St Thomas of Aquins (MW)	Sighthill
Stenhouse	Hermitage Park	St Augustines	Holy Cross (MW)	Clovenstone
Balgreen	Leith	St David's	St Mark's (MW)	
Craiglockhart	Lorne	St Joseph's	St Mary's (MW)	
Dairy	Trinity	Fox Covert RC	St Peter's (MW)	
	Trinity	St Cuthberts	Gracemount	
	Victoria	St Margarets	Gracemount (MW)	
	Wardie		Kaimes	
			WEST	
			Queensferry	
			Dalmeny (AM)	
			Echline (AM)	
			Kirkliston (AM)	
			Queensferry (AM)	
(17) +1	(17)+4	(19) +1	(22)+3	(13)+3

Professional actions of
the Headteacher

Strategic
vision,
values & aims

Personal
qualities &
interpersonal
skills

Knowledge &
Understanding

QIO Primary Record of Visit

Name: _____ QIO: _____

Date: _____ School: _____

Current Challenges/Development Needs:

What is working well:

Evidence of impact:

QIOs support/challenge:

School's action with timescales:

Next Meeting Date: _____

Focus: _____

Primary QIOs

Support and Challenge

Year Overview

2014-2015

Term 1 Aug- Oct Main Focus (1.1)

- Supported Self Evaluation- Phase 1 Schools Day visit from 2 QIOs
- Follow Through – Royal Mile (27/8)
- Update on HMle action plans – Clermiston, Craigentenny, Abbeyhill, Fox Covert JGPS
- Visit to schools requiring ongoing support
- Support visit to all New and acting Headteachers
- 1.1 Joint Practice visits – all schools then follow up visits as required
- HT CfE 9/9/2104– Fiona Pate, Focus 1.1 Authority Analysis,
- DHT CfE 17/9/2104– Focus 1.1 Authority Analysis and Health and Well Being
- SQIP Overviews and follow up as required
- HT appointments – Juniper Green, Royal High, Stenhouse, St Mary's Leith (Acting)
- Mandatory Training for HTs 6/10/2014
- Maths and Numeracy cluster moderation process (6/10/2014 4-6pm). Nominate cluster coordinator
- Shirley Clarke – AiFL CPD 7/10
- Ed Scotland – Curriculum CPD 8/10- 44 HTs allocated places
- Proportionate /focus support as required
- SLWG Tracking and Monitoring (PG)

Term 2 Oct – Dec Main Focus (5.1)

- Supported Self Evaluation – Phase 1 Schools . Day Visit from 2 QIOs
- CPD for next round of schools re Supported Self Evaluation Phase 2 (29/10/2014)
- Follow Through Fox Covert RC (2/10)
- Literacy Assessment and moderation – gathering evidence
- Maths and Numeracy cluster moderation process – TWILIGHT 24/11/2014
- Visit to schools requiring ongoing support
- Schools requiring SCE – Focus 2/1/5.3 joint approach QIO and HT/DHT/PT
- HT CfE – Focus 5.1 (4/11/2014)
- DHT CfE –Focus 5.1 (9 19/11/2014)
- Proportionate /focus support visits as required

Term 3 Jan- March Main Focus (2.1 and 5.3)

- Follow Through– Fox Covert, (26/1) Broughton,(24/2) Gilmerton (24/3)
- 5.3 Joint Practice visits – all schools then follow up visit as required
- Authority Literacy Reviews – tbc

- HT CfE – Focus Literacy /AiFL (27/1/2015)
- DHT CfE – Focus Literacy /AiFL (4/2/2015)
- CPD for next round of schools re Supported Self Evaluation Phase 2 (Sessions 2 and 3)
- Visit to schools requiring ongoing support
- Schools requiring SCE Focus 2.1/5.3 - joint approach QIO and HT/DHT/PT
- Proportionate /focus support visits as required
- Maths and Numeracy cluster moderation process- all day 11/2/2015,
- Maths and Numeracy school moderation process twilight 4/3/2015

Term 3 April – June Main Focus (.5.1 and 5.9)

- Follow Throughs– St David’s (29/4) Craigentenny, (5/5) Castleview (27/5)
- 5.1 Joint Practice visits –all schools then follow up visit as required
- Authority BGE Reviews – tbc
- HT CfE Focus–Numeracy/Skills (28/4/2015)
- DHT CfE Focus Numeracy/Skills (13/5 2015)
- Schools requiring SCE – Focus 2/1/5.3 joint approach QIO and HT/DHT/PT
- Visit to schools requiring ongoing support
- Support visit to all New and acting Headteachers
- Proportionate /focus support visits as required
- Maths and Numeracy cluster moderation process – 3/6/2015
- June - Appeals

Agenda for 1.1 Joint Practice

1. Introduction and outline of meeting-QIO
2. HT to give strategic overview of school's attainment – strengths/areas for development (10 mins)

Including ...

- How Standardised Assessment and CfE Levels are analysed and shared with others ?
 - How do you ensure validity of CfE levels?
 - In what ways do you track progress of attainment over time including lowest 20%, gender, disability, ethnicity, LAC others etc.
 - How do you track attendance and exclusion and action taken to address both
3. Share one example of a P4 pupil's latest and best evidence (current P5) who has been reported as being secure at first level in language or maths (5mins)
 - Discuss / share evidence of how the teacher made this judgement.
 4. Share overall quality of learners' achievement and one priority from last session's school improvement plan that has had a measurable impact on attainment, achievement and well being of learners. (5mins)
 5. Colleagues to agree individual HT's proposed action and support required and overall evaluation of 1.1. (5mins)

Headteachers should bring the following to the meeting ...

Any relevant information but to include

- Evidence of a P4 (current P5) pupil's latest and best evidence in language or maths
- Current tracking progress information
- 2014 updated 1.1 S & Q page
- Completed attainment template

(HTs to return completed electronically to heather.williamson@edinburgh.gov.uk as soon as possible but no later than Friday 3 OCT 2014)

Agenda for discussion of children's attainment and progress

- 1 Assessment practices and evidence this block (range/ quality/ overall impact)
- 2 Which children are not attaining as well as they might? How do we know?
Action needed to raise standards.
- 3 Which children are attaining very well? How do we know? Action needed to challenge and extend their learning.
- 4 Overall achievement of level(s) this block. Sampling/ moderation needed.
- 5 Impact of teaching on learning this block. Successes and next steps.
- 6 Discussion of the progress of vulnerable children this block and action needed

Follow up action

Child	Action needed to raise attainment	Monitoring strategies

5.9 School Group Meetings

School	Led by	Date	Time	Venue
Duddingston	Jacqueline Scott	22nd Sept '14	8.30	Duddingston
Pentland				Duddingston
Queensferry				Duddingston
Trinity				Duddingston
Currie	Michael Urquhart	22nd Sept '14	8.30	St John's Portobello
Flora Stevenson				St John's Portobello
St John's (Portobello)				St John's Portobello
Towerbank				St John's Portobello
Fox Covert	Jacqueline Scott	22nd Sept '14	1.30	St Cuthbert's
Gylemuir				St Cuthbert's
St Cuthbert's				St Cuthbert's
St Mary's Edin				St Cuthbert's
Abbeyhill	Michael Urquhart	29nd Sept '14	1.30	Preston Street
Hermitage Park				Preston Street
Preston Street				Preston Street
St Joseph's				Preston Street
Clovenstone	Janice MacInnes	22nd Sept '14	8.30	Craigroyston
Craigroyston				Craigroyston
Leith				Craigroyston
St Francis				Craigroyston
Craigentiny	Janice MacInnes	22nd Sept '14	1.30	Craigentiny
Hillwood				Craigentiny
Newcraighall				Craigentiny
Victoria				Craigentiny
Clemiston	Janice MacInnes	25th Sept '14	8.30	The Royal High
East Craigs				The Royal High
Kirkilston				The Royal High
The Royal High				The Royal High
Blackhall	Jacqueline Scott	29th Sept '14	8.30	Juniper Green
Bonaly				Juniper Green
Juniper Green				Juniper Green
South Morningside				Juniper Green

5.9 School Group Meetings

Brunstane	Michael Urquhart	29th Sept '14	8.30	Brunstane
Castleview				Brunstane
Pirniehall				Brunstane
Sighthill				Brunstane
Nether Currie	Stephen Gilhoolley	22nd Sept '14	8.30	Stockbridge
Roseburn				Stockbridge
St Margaret's				Stockbridge
Stockbridge				Stockbridge
Craiglockhart	Stephen Gilhoolley	22nd Sept '14	1.30	Wardie
Davidson's Mains				Wardie
Sciennes				Wardie
Wardie				Wardie
Dalry	Stephen Gilhoolley	29th Sept '14	8.30	Ferryhill
Ferryhill				Ferryhill
St David's				Ferryhill
Stenhouse				Ferryhill
Bruntsfield	Peter Gorrie	22nd Sept '14	8.30	Corstorphine
Corstorphine				Corstorphine
Echline				Corstorphine
JGPS				Corstorphine
Dalmeny	Peter Gorrie	22nd Sept '14	1.30	Ratho
Fox Covert RC				Ratho
Ratho				Ratho
Broomhouse	Peter Gorrie	29th Sept '14	8.30	Royal Mile
Colinton				Royal Mile
Granton				Royal Mile
Royal Mile				Royal Mile
Buckstone	Stephen Gilhoolley	29th Sept '14	1.30	Buckstone
Cramond				Buckstone
Dean Park				Buckstone
St Peter's				Buckstone
Canal View	Therese Laing	22nd Sept '14	8.30	St Catherine's
Forthview				St Catherine's

5.9 School Group Meetings

Niddrie Mill				St Catherine's
St Catherine's				St Catherine's
Balgreen	Therese Laing	22nd Sept '14	1.30	Murrayburn
Craigour Park				Murrayburn
Murrayburn				Murrayburn
St John Vianney				Murrayburn
Carrick Knowe	Therese Laing	23 Sept '14	8.30	St Mark's
Leith Walk				St Mark's
Prestonfield				St Mark's
St Mark's				St Mark's
Broughton	Lynn Patterson	22nd Sept '14	8.30	St Mary's Leith
Liberton				St Mary's Leith
Oxgangs				St Mary's Leith
St Mary's Leith				St Mary's Leith
Gilmerton	Lynn Patterson	22nd Sept '14	1.30	St Mary's Leith
Gracemount				Lorne
Lorne				Lorne
St Ninian's				Lorne
Holy Cross	Lynn Patterson	29th Sept '14	8.30	Lorne
Longstone				Taoibh Na Pairce
Parson's Green				Taoibh Na Pairce
Taoibh Na Pairce				Taoibh Na Pairce
Tollcross				Taoibh Na Pairce

5.9 School Group Meetings



CHILDREN AND FAMILIES

Quality Improvement Team: Taking a Closer Look Series

Moving from Good to Great: 1.1 Improvements in Performance Self-evaluation toolkit (Primary)

1.1 Improvements in performance: Taking a closer look

Theme 1: Standards of attainment over time/children's progress:

In looking at this theme, the context of the establishment is taken into account. The quality of learning and teaching and meeting learning needs also has to be taken into account when evaluating attainment data. If there is, for example, significant headroom for improvement in teachers' expectations of learners, the quality of teaching and meeting learning needs, then it can be expected that there would also be significant headroom for improvement in attainment/progress.

Key Questions	Sources of Evidence - as appropriate	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development?	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
<p>Are all learners making good progress through the Curriculum for Excellence levels in all curriculum areas?</p> <p>Are findings from previous year's attainment data analysis used to inform planning for improvement, L+T in classes and support needed?</p> <p>Are all learners progressing and achieving well in literacy and numeracy?</p> <p>Do we appropriately track attainment throughout a learner's school career through the BGE?</p> <p>Is tracking information regularly discussed?</p> <p>Is progress from prior learning taken into consideration when discussing individual learner targets?</p> <p>Are there class/ whole school strategies in place to intervene using data from tracking?</p>	<p>Sources of Evidence - as appropriate</p> <ul style="list-style-type: none"> • Tracking Learners' Progress – OTWL or alternative • Attainment meeting records (SMT/class teachers/stage partners) • Attainment data e.g. school data on levels; EA data; • Comparative data with other schools with similar characteristics • Achievement of targets and learning goals. • Achievements of targets in IEPs • Pupil focus groups • Learning conversations with young people 	<p>Young people performed consistently more strongly than young people with similar prior attainment nationally</p> <p>By the end of P4 almost all young people are achieving appropriate national levels of attainment in literacy and numeracy.</p> <p>Approaches to tracking focus well on vulnerable groups including looked after children, those who have English as an additional language and those in the lowest 20% for attainment and attendance.</p> <p>The school has a well-developed system of tracking learners' progress which includes young people discussing their progress with class teachers; monthly tracking reports being given to learners; termly tracking reports being sent home to parents. In addition to regular conversations with class teachers, learners' progress is monitored by SMT.</p>	
<p>Is self evaluation informing appropriate improvements in learning and teaching and assessment methods?</p>			

<p>Are learners able to discuss their attainment and understand their progress and what they need to do to improve?</p> <p>Are there high expectations of attainment for all learners including those most at risk of underachieving?</p> <p>Is there a strong ethos of attainment success?</p> <p>How do you evaluate to ensure you have provided suitable opportunities to prepare all young learners for their future?</p>			
<p>Theme 2: Overall quality of learners' achievements</p> <p>Key Questions</p> <p>This theme focuses on the overall quality of learners' achievements. It is about the overall success of the establishment in developing its young people as successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>To evaluate the evidence for this theme, the evidence and evaluation made for QI 2.1 should be taken into account. It is necessary to look for data on the overall quality of achievement in comparison to similar schools; to aspects of personal and social development; to the range of achievements; and the impact of additional activities in and beyond the school/pre-school centre day.</p>	<p>Sources of Evidence</p> <ul style="list-style-type: none"> • Data on other qualifications, e.g. JASS awards, John Muir awards and enterprise awards • Observation of learning experiences, e.g. in class, wider opportunities, out of hours clubs, active school • Records of achievements such as success residential experiences; and additional activities in and beyond the school day • Interviews of different groups of learners • P7 profiles. • Analysis of questionnaire responses of learners and other stakeholders • Youth Achievement Awards data 	<p>Impact Statement : Level 5+</p> <p>Significant numbers of young people develop their confidence and talents through taking part in an impressive range of out-of-class activities, performances and educational visits.</p> <p>The annual Christmas concert which fills the Usher Hall is a significant community event.</p> <p>Young people throughout the school show considerable levels of social responsibility through their work in the Pupil Council, Health Group, Buddying, mentoring, House Captains etc</p> <p>Young people in the school demonstrate strong achievements in global citizenship through their partnership with a school in Tanzania. An example of a very good and sustainable project.</p>	<p>Next Steps for Improvement</p>
<p>Are there a range of well-planned opportunities for all learners to develop the skills, attributes and capabilities of the four capacities including skills for learning, life and work?</p> <p>Are there planned opportunities for young people to develop leadership skills?</p> <p>Do learning skills develop at an appropriate pace?</p> <p>How do we appropriately track and monitor achievement throughout a learners' journey?</p> <p>Are there regular opportunities to celebrate success?</p>			

<p>Do all our learners engage with opportunities for achievement?</p> <p>How do we all support learners to reflect on their achievements and the skills and attributes they are developing and encourage them to have high expectations of personal success?</p> <p>Do they have a say in planning opportunities on offer?</p>	<p>As a result of the work of young people on the Fair Trade group, the school has achieved Fair Trade status.</p> <p>High numbers of young people regularly participate in sport and physical activity clubs, and this is an increasing trend</p> <p>Achievement is shared through notice boards and assemblies, in classes, on the school website etc.</p> <p>Through the variety of leadership opportunities, young people have developed important skills for learning, life and work and are making an important contribution to the life of the school and wider community.</p> <p>Active Schools are very successfully improving levels of fitness through the introduction of activities such as rumba, cheerleading and street dance.</p> <p>Young people who participate in the John Muir Award programme are encouraged to be aware of and take responsibility for the natural environment.</p>
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Theme 3: Impact of the school improvement plan	Sources of Evidence	Impact Statement: Level 5+	Next Steps for Improvement
<p>Key Questions</p> <p>This theme focuses on the extent to which the school or centre has been successful in achieving its vision and aims and bringing about planned improvements to the outcomes for learners.</p> <p>The effectiveness of the school's or centre's self-evaluation is a critical feature in considering this theme. The school or centre should be able to show that it knows itself from its self-evaluation activities; that it has brought about demonstrable improvement to children and young peoples' learning experiences, achievements and attainments; and that it has been successful in providing high and improving quality education for all learners.</p>			
<p>How well have we achieved our vision for children and young people?</p>	<ul style="list-style-type: none"> • Vision and aims of school • Whole school Improvement Plans • Progress/attainment and achievement data trends • Standards and Quality reports • Senior management and staff interviews • Parent/Parent Council interviews • Pupil focus groups 	<p>Improvement is driven by a shared vision of ensuring that all young people achieve their potential</p> <p>Staff collectively are committed to improving the school's performance. They convey an appropriate confidence as a group of skilled professionals, but they also demonstrate a clear commitment to achieving improvements in young people's experience and attainment.</p> <p>Careful analysis of attainment data had helped staff address past issues, and plan to deal with continuing challenges</p>	
<p>Based on self-evaluation of prior progress is attainment and achievement a clear priority in the improvement plan?</p>			
<p>Are staff involved in identifying these priorities and their role in delivering them?</p>			
<p>Is this based on a thorough and rigorous self-evaluation of data?</p>			
<p>How are improvements in attainment and achievement monitored?</p>			

1.1 Focus Group Questions

Focus Group Questions for Learners

1. Are you involved in setting learning targets for yourself and for the class?
2. Do you receive regular feedback on your learning?
3. Do you have the opportunity to evaluate your own and others work?
4. Are you asked for your views on how your learning experience could be improved?
5. Do you take part in out of school activities/clubs?
6. How are you made aware of all of the out of school/class opportunities that are available to you?

Focus Group Questions for Staff

1. Do staff regularly discuss how to improve attainment and achievement for all learners at both stage and whole school level?
2. Are learners involved in setting learning targets?
3. Are all learners given activities which meet their learning needs?
4. Are all learners regularly given feedback for improvement?
5. Are all learners given targets which meet their learning needs?
6. Are all learners engaged in learning conversations to agree their personal targets?
7. Are all learners given opportunities to evaluate their own and others work?
8. Are all learners provided with the opportunity to provide their views on how their learning could be improved?

1.1 Learners' Experience – Key Documents and Resources

1. Improving outcomes for learners through self-evaluation

This document provides advice on the application of QI 1.1:

[Improving outcomes for learners through self-evaluation](#)

2. Inspection Advice note 2014 – 2015

http://www.educationscotland.gov.uk/images/ESinspectionAdviceNote201415_tcm4-832523.pdf

3. Education Scotland Website: Assessing progress and achievement professional learning resources

[Assessing progress and achievement: Professional learning resource](#)

4. Journey To Excellence

Journey to Excellence Improvement guides:

[Recognising achievement](#)

[Monitoring, recording and tracking progress](#)

[Enabling children and young people to achieve](#)

[Being data rich](#)

5. Education Scotland website

Approaches to raising attainment: [Using information intelligently to understand progress](#)

[Using information intelligently to understand progress](#)

6. Other documentation

ADES: Raising Attainment

Hightae Primary School, Dumfries and Galloway

Hightae Primary School is a small rural school near Lockerbie in Dumfries and Galloway. It was inspected in December 2012. Inspectors noted the following features of the school's work which contributed to the school receiving an evaluation of 'excellent' for Quality Indicator 1.1.

Evaluations take account of the context of the school and these features are just part of the overall approach the school takes to improving young people's learning experiences and achievements.

Improvements in performance

Improvement planning processes have a clear and measurable impact on children's experiences and on the life of the school. Improvement plan priorities have led to improvements for example in attainment in literacy, the development of higher-order skills and the development of the curriculum.

There is a positive culture which encourages and celebrates personal achievement. Children at all stages of the school demonstrate their confidence and success in a wide range of ways. They are developing leadership, teamwork, strategic thinking and problem solving, creativity, enterprise and active citizenship skills.

Children are very proud of their achievements. They helped to devise an award system which acknowledges and celebrates children's achievements in developing the capabilities and attributes within the four capacities of Curriculum for Excellence. Across the school, children show high levels of responsibility and leadership through their commitment to and knowledge of Eco-Schools Scotland and health improvements within their HEAL committee (Health, Eco and Active Learning).

All children contribute significantly to a wide range of community ventures, including their sole responsibility for writing and producing the much-valued monthly community newsletter. Children demonstrate confidence very effectively by performing concerts and shows for their families and friends. They use the skills they learn in hobby clubs very effectively, for example to host a Christmas lunch for their families and to make gifts for the village Golden Years senior citizens' club. Children are encouraged to share their personal achievements from outwith school and these are celebrated well in displays in school and in the newsletter. Children regularly experience success in local sporting and cultural events. Children demonstrate empathy and an astute awareness of the needs of others close to home and abroad, and raise significant funds for a wide range of charities each year.

Attainment in English language and mathematics has remained high over a number of years. Almost all children are making very good progress across their learning and a few children are making exceptional progress, particularly in English language. Children requiring additional support are making very good progress through the active learning approaches, differentiated and personalised tasks and well-judged assistance from teachers and support staff.

Across the school, children listen and talk with great confidence. They are articulate and keen to offer opinions about their learning. Children are effective communicators and most display mature conversation skills when engaging with adults and peers alike.

At all stages, children write very well for a variety of purposes and most are making progress in this area. They have highly relevant opportunities to write for different audiences and for different purposes. They have a clear understanding about the standards of writing they should be achieving and apply this very successfully when writing across their learning. Strong features of their imaginative stories and poems include well chosen and interesting vocabulary which creates vivid characters, moods and settings. Standards of children's spelling and handwriting are consistently high and by P7 children can apply successfully these skills to written work across their learning.

Children use a wide range of ICT extremely well across their learning. This includes: desktop publishing and graphic design; music composition software and digital photography. For example, from the early stages, children use ICT extremely well to support their literacy skills.

Across the school, children are making strong progress with reading. At the upper stages children are able to interpret and interrogate texts and reflect on writer's craft. In reading, children can demonstrate their understanding of what they have read by participating in discussions with their teacher and peers. Children in the middle and upper stages are able to talk in detail about the books they have read and why they have enjoyed them. They can identify the main points confidently in the texts they are reading, both fiction and non-fiction and this is being well supported by the development of children's understanding of higher order skills through Bloom's Taxonomy.

Children can talk confidently about how they use their mathematics and numeracy skills in science work, social studies topics and also in areas of school life e.g. eco developments, woodwork and cooking activities. Children are developing an astute awareness of how numeracy skills are used across their learning and in real life, including the world of work. At all stages, children use different mental strategies very well to help them learn and apply their multiplication tables and number bonds. Children are developing an appropriate understanding of financial education.

The school takes a holistic approach to the delivery of health and wellbeing. At all stages children understand the importance of an active lifestyle and enjoy and participate very well in a range of physical activities and sports, including football, curling, ice-skating and cross country running. Older children are very keen to improve further their stamina and levels of physical fitness. At all stages they demonstrate a sound understanding of the difference of 'wants' and 'needs' that are essential for good health and wellbeing.

Children use a wide range of ICT extremely well across their learning. This includes: desktop publishing and graphic design; music composition software and digital photography. For example, from the early stages, they use ICT extremely well to support their literacy skills. Children have a sound knowledge about a number of world religions and can compare and contrast key features within in these.



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9.30-10.20	Self Evaluation 1:1 HMIE Perspective	Fiona Pate, District Inspector Education Scotland
10.20-10.45	Coffee	
10.45-11.30	Group Discussion re 1:1	
	(11.45- 12.30 Please note Peter Gorrie will be demonstrating the facilities in On Track with Learning (OTWL) to any Headteachers who want an update.)	

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Janice MacInnesQIM	Janice MacInnes QIM	Janice MacInnes QIM	Janice MacInnes QIM	Janice MacInnes QIM
Stephen Gilhooley QIO	Michael Urqhart QIO	Theresa Laing QIO	Peter Gorrie QIO	Lynn Patterson QIO
Anne Keily EYM	Liz Ersoy EYM	Donna Murray EYM	Jane Ramage EYM	Anne Kelly EYM
Marie Keen QIO	Lesley Mc Dowall QIO	Lesley McDowall QIO	Eve Lyon QIO	Marie Keen QIO
Craigmount	Broughton	Castlebrae	Boroughmuir	Balerno
Corstorphine	Ferryhill	Castleview	Buckstone (AM)	Dean Park
Fox Covert	Granton	Niddrie Mill	Bruntsfield (AM)	Ratho
East Craigs	Flora Stevenson	Newcraighall	South Morningside(AM)	Currie
Hillwood	Stockbridge	Holyrood	Gillespies	Currie
Roseburn	Craigroyston	St Catherine's	James Gillespie's(AM)	Nether Currie
Forrester	Craigroyston (JM)	St Francis	Tollcross(AM)	Juniper Green
Broomhouse	Forthview (JM)	St John Vianney	Preston Street(AM)	Woodlands
Carrick Knowe	Pirniehall (JM)	St John's	St Crispin's	Redhall
Gylemuir	Rowanfield	St Mary's (Leith)	Panmure	Firrhill
Murrayburn	Oaklands	St Ninian's	Royal Mile(AM)	Bonaly
Gorgie Mills	Drummond	Edinburgh Secure Services	Taobh na Pairce(AM)	Colinton
Royal High	Abbeyhill	Portobello	Sciennes (AM)	Longstone
Blackhall	Broughton	Brunstane	Liberton	Oxgangs
	Leith Walk	Duddingston	Craigour Park (MW)	Pentland
Clermiston	Pilrig Park	Parsons Green	Gilmerton (MW)	Braidburn
Cramond	Prospect Bank	The Royal High	Liberton (MW)	WHEC
Davidson's Mains	Leith	Towerbank	Prestonfield (MW)	Canal View
Tynecastle	Craigentinny	WEST	St Thomas of Aquins (MW)	Sighthill
Stenhouse	Hermitage Park	St Augustines	Holy Cross (MW)	Clovenstone
Balgreen	Leith	St David's	St Mark's (MW)	
Craiglockhart	Lorne	St Joseph's	St Mary's (MW)	
Dalry	Trinity	Fox Covert RC	St Peter's (MW)	
	Trinity	St Cuthberts	Gracemount	
	Victoria	St Margarets	Gracemount (MW)	
	Wardie		Kaimes	
			WEST	
			Queensferry	
			Dalmeny (AM)	
			Echline (AM)	
			Kirkliston(AM)	
			Queensferry (AM)	
(17) +1	(17)+4	(19) +1	(22)+3	(13)+3

QIO Primary Record of Visit

Name: _____ QIO: _____

Date: _____ School: _____

Current Challenges/Development Needs:

What is working well:

Evidence of impact:

QIOs support/challenge:

School's action with timescales:

Next Meeting Date: _____

Focus: _____

Primary QIOs

Support and Challenge

Year Overview

2014-2015

Term 1 Aug- Oct Main Focus (1.1)

- Supported Self Evaluation- Phase 1 Schools Day visit from 2 QIOs
- Follow Through – Royal Mile (27/8)
- Update on HMIE action plans – Clermiston, Craightinny, Abbeyhill, Fox Covert JGPS
- Visit to schools requiring ongoing support
- Support visit to all New and acting Headteachers
- 1.1 Joint Practice visits – all schools then follow up visits as required
- HT CfE 9/9/2104– Fiona Pate, Focus 1.1 Authority Analysis,
- DHT CfE 17/9/2104– Focus 1.1 Authority Analysis and Health and Well Being
- SQIP Overviews and follow up as required
- HT appointments – Juniper Green, Royal High, Stenhouse, St Mary's Leith (Acting)
- Mandatory Training for HTs 6/10/2014
- Maths and Numeracy cluster moderation process (6/10/2014 4-6pm). Nominate cluster coordinator
- Shirley Clarke – AiFL CPD 7/10
- Ed Scotland – Curriculum CPD 8/10- 44 HTs allocated places
- Proportionate /focus support as required
- SLWG Tracking and Monitoring (PG)

Term 2 Oct – Dec Main Focus (5.1)

- Supported Self Evaluation – Phase 1 Schools . Day Visit from 2 QIOs
- CPD for next round of schools re Supported Self Evaluation Phase 2 (29/10/2014)
- Follow Through Fox Covert RC (2/10)
- Literacy Assessment and moderation – gathering evidence
- Maths and Numeracy cluster moderation process – TWILIGHT 24/11/2014
- Visit to schools requiring ongoing support
- Schools requiring SCE – Focus 2/1/5.3 joint approach QIO and HT/DHT/PT
- HT CfE – Focus 5.1 (4/11/2014)
- DHT CfE –Focus 5.1 (9 19/11/2014)
- Proportionate /focus support visits as required

Term 3 Jan- March Main Focus (2.1 and 5.3)

- Follow Through– Fox Covert, (26/1) Broughton,(24/2) Gilmerton (24/3)
- 5.3 Joint Practice visits – all schools then follow up visit as required
- Authority Literacy Reviews – tbc

- HT CfE – Focus Literacy /AiFL (27/1/2015)
- DHT CfE – Focus Literacy /AiFL (4/2/2015)
- CPD for next round of schools re Supported Self Evaluation Phase 2 (Sessions 2 and 3)
- Visit to schools requiring ongoing support
- Schools requiring SCE Focus 2.1/5.3 - joint approach QIO and HT/DHT/PT
- Proportionate /focus support visits as required
- Maths and Numeracy cluster moderation process- all day 11/2/2015,
- Maths and Numeracy school moderation process twilight 4/3/2015

Term 3 April – June Main Focus (.5.1 and 5.9)

- Follow Throughs– St David’s (29/4) Craigentenny, (5/5) Castleview (27/5)
- 5.1 Joint Practice visits –**all schools then follow up visit as required**
- Authority BGE Reviews – tbc
- HT CfE Focus–Numeracy/Skills (28/4/2015)
- DHT CfE Focus Numeracy/Skills (13/5 2015)
- Schools requiring SCE – Focus 2/1/5.3 joint approach QIO and HT/DHT/PT
- Visit to schools requiring ongoing support
- Support visit to all New and acting Headteachers
- Proportionate /focus support visits as required
- Maths and Numeracy cluster moderation process – 3/6/2015
- June - Appeals

Agenda for 1.1 Joint Practice

1. Introduction and outline of meeting-QIO
2. HT to give strategic overview of school's attainment – strengths/areas for development (10 mins)

Including ...

- How Standardised Assessment and CfE Levels are analysed and shared with others ?
 - How do you ensure validity of CfE levels?
 - In what ways do you track progress of attainment over time including lowest 20%, gender, disability, ethnicity, LAC others etc.
 - How do you track attendance and exclusion and action taken to address both
3. Share one example of a P4 pupil's latest and best evidence (current P5) who has been reported as being secure at first level in language or maths (5mins)
 - Discuss share evidence of how the teacher made this judgement.
 4. Share overall quality of learners' achievement and one priority from last session's school improvement plan that has had a measurable impact on attainment, achievement and well being of learners. (5mins)
 5. Colleagues to agree individual HT's proposed action and support required and overall evaluation of 1.1. (5mins)

Headteachers should bring the following to the meeting ...

Any relevant information but to include

- Evidence of a P4 (current P5) pupil's latest and best evidence in language or maths
- Current tracking progress information
- 2014 updated 1.1 S & Q page
- Completed attainment template

(HTs to return completed electronically to heather.williamson@edinburgh.gov.uk as soon as possible but no later than Friday 3 OCT 2014)

Agenda for discussion of children's attainment and progress

- 1 Assessment practices and evidence this block (range/ quality/ overall impact)
- 2 Which children are not attaining as well as they might? How do we know?
Action needed to raise standards.
- 3 Which children are attaining very well? How do we know? Action needed to challenge and extend their learning.
- 4 Overall achievement of level(s) this block. Sampling/ moderation needed.
- 5 Impact of teaching on learning this block. Successes and next steps.
- 6 Discussion of the progress of vulnerable children this block and action needed

Follow up action

Child	Action needed to raise attainment	Monitoring strategies

5.9 School Group Meetings

School	Led by	Date	Time	Venue
Duddingston	Jacqueline Scott	22nd Sept '14	8.30	Duddingston
Pentland				Duddingston
Queensferry				Duddingston
Trinity				Duddingston
Currie	Michael Urquhart	22nd Sept '14	8.30	St John's Portobello
Flora Stevenson				St John's Portobello
St John's (Portobello)				St John's Portobello
Towerbank				St John's Portobello
Fox Covert	Jacqueline Scott	22nd Sept '14	1.30	St Cuthbert's
Gylemuir				St Cuthbert's
St Cuthbert's				St Cuthbert's
St Mary's Edin				St Cuthbert's
Abbeyhill	Michael Urquhart	29nd Sept '14	1.30	Preston Street
HelmNagerPark				Preston Street
Preston Street				Preston Street
St Joseph's				Preston Street
Clovenstone	Janice MacInnes	22nd Sept '14	8.30	Craigroyston
Craigroyston				Craigroyston
Leith				Craigroyston
St Francis				Craigroyston
Craigentinny	Janice MacInnes	22nd Sept '14	1.30	Craigentinny
Hillwood				Craigentinny
Newcraighall				Craigentinny
Victoria				Craigentinny
Cherryton	Janice MacInnes	25th Sept '14	8.30	The Royal High
East Craigs				The Royal High
Griffiths				The Royal High
The Royal High				The Royal High
Blackhall	Jacqueline Scott	29th Sept '14	8.30	Juniper Green
Bonaly				Juniper Green
Juniper Green				Juniper Green
South Morningside				Juniper Green

5.9 School Group Meetings

Brunstane	Michael Urquhart	29th Sept '14	8.30	Brunstane
Castleview				Brunstane
Pirniehall				Brunstane
Sighthill				Brunstane
Nether Currie	Stephen Gilhooley	22nd Sept '14	8.30	Stockbridge
Roseburn				Stockbridge
St Margaret's				Stockbridge
Stockbridge				Stockbridge
Craiglockhart	Stephen Gilhooley	22nd Sept '14	1.30	Wardie
Davidson's Mains				Wardie
Sciennes				Wardie
Wardie				Wardie
Dalry	Stephen Gilhooley	29th Sept '14	8.30	Ferryhill
Ferryhill				Ferryhill
St David's				Ferryhill
Stenhouse				Ferryhill
Bruntsfield	Peter Gorrie	22nd Sept '14	8.30	Corstorphine
Corstorphine				Corstorphine
Echline				Corstorphine
JGPS				Corstorphine
Dalmeny	Peter Gorrie	22nd Sept '14	1.30	Ratho
Fox Covert RC				Ratho
Ratho				Ratho
Broomhouse	Peter Gorrie	29th Sept '14	8.30	Royal Mile
Golinton				Royal Mile
Granton				Royal Mile
Royal Mile				Royal Mile
Buckstone	Stephen Gilhooley	29th Sept '14	1.30	Buckstone
Cramond				Buckstone
Dean Park				Buckstone
St Peter's				Buckstone
Canal View	Therese Laing	22nd Sept '14	8.30	St Catherine's
Forthview				St Catherine's

5.9 School Group Meetings

Niddrie Mill					
St Catherine's					St Catherine's
Balgreen	Therese Laing	22nd Sept '14	1.30		St Catherine's
Craigour Park					Murrayburn
Murrayburn					Murrayburn
St John Vianney					Murrayburn
Carrick Knowe	Therese Laing	23 Sept '14	8.30		St Mark's
Leith Walk					St Mark's
Prestonfield					St Mark's
St Mark's					St Mark's
Broughton	Lynn Patterson	22nd Sept '14	8.30		St Mary's Leith
Liberton					St Mary's Leith
Oxgangs					St Mary's Leith
St Mary's Leith					St Mary's Leith
Gilmerton	Lynn Patterson	22nd Sept '14	1.30		Lorne
Gracemount					Lorne
Lorne					Lorne
St Ninian's					Lorne
Holy Cross	Lynn Patterson	29th Sept '14	8.30		Taoibh Na Pairce
Longstone					Taoibh Na Pairce
Parson's Green					Taoibh Na Pairce
Taoibh Na Pairce					Taoibh Na Pairce
Tollcross					Taoibh Na Pairce

5.9 School Group Meetings



CHILDREN AND FAMILIES

Quality Improvement Team: Taking a Closer Look Series

Moving from Good to Great: 1.1 Improvements in Performance Self-evaluation toolkit (Primary)

2.1 Improvements in Performance: Taking a closer look

Theme 1: Standards of attainment over time/children's progress:

In looking at this theme, the context of the establishment is taken into account. The quality of learning and teaching and meeting learning needs also has to be taken into account when evaluating attainment data. If there is, for example, significant headroom for improvement in teachers' expectations of learners, the quality of teaching and meeting learning needs, then it can be expected that there would also be significant headroom for improvement in attainment/progress.

Key Questions	Sources of Evidence - as appropriate	Impact Statement: Level 5+ <i>How good are we now?</i> What evidence do we have of our strengths and areas for development?	Next Steps for Improvement <i>How good can we be?</i> What action will we take to improve current practice?
<p>Are all learners making good progress through the Curriculum for Excellence levels in all curriculum areas?</p> <p>Are findings from previous year's attainment data analysis used to inform planning for improvement, L+T in classes and support needed?</p> <p>Are all learners progressing and achieving well in literacy and numeracy?</p> <p>Do we appropriately track attainment throughout a learner's school career through the BGE?</p> <p>Is tracking information regularly discussed?</p> <p>Is progress from prior learning taken into consideration when discussing individual learner targets?</p> <p>Are there class/ whole school strategies in place to intervene using data from tracking?</p> <p>Is self evaluation informing appropriate improvements in learning and teaching and assessment methods?</p>	<ul style="list-style-type: none"> Tracking Learners' Progress – OTWL or alternative Attainment meeting records (SMT/class teachers/stage partners) Attainment data e.g. school data on levels; EA data; Comparative data with other schools with similar characteristics Achievement of targets and learning goals. Achievements of targets in IEPs Pupil focus groups Learning conversations with young people 	<p>Young people performed consistently more strongly than young people with similar prior attainment nationally</p> <p>By the end of P4 almost all young people are achieving appropriate national levels of attainment in literacy and numeracy.</p> <p>Approaches to tracking focus well on vulnerable groups including looked after children, those who have English as an additional language and those in the lowest 20% for attainment and attendance.</p> <p>The school has a well-developed system of tracking learners' progress which includes young people discussing their progress with class teachers; monthly tracking reports being given to learners; termly tracking reports being sent home to parents. In addition to regular conversations with class teachers, learners' progress is monitored by SMT.</p>	

<p>Are learners able to discuss their attainment and understand their progress and what they need to do to improve?</p> <p>Are there high expectations of attainment for all learners including those most at risk of underachieving?</p> <p>Is there a strong ethos of attainment success?</p> <p>How do you evaluate to ensure you have provided suitable opportunities to prepare all young learners for their future?</p>			
<p>Theme 2: Overall quality of learners' achievements</p> <p>Key Questions</p> <p>This theme focuses on the overall quality of learners' achievements. It is about the overall success of the establishment in developing its young people as successful learners, confident individuals, effective contributors and responsible citizens.</p>			
<p>To evaluate the evidence for this theme, the evidence and evaluation made for Q1.2.1 should be taken into account. It is necessary to look for data on the overall quality of achievement in comparison to similar schools; to aspects of personal and social development; to the range of achievements; and the impact of additional activities in and beyond the school/pre-school centre day.</p>		<p>Sources of Evidence</p> <ul style="list-style-type: none"> • Data on other qualifications, e.g. JASS awards, John Muir awards and enterprise awards • Observation of learning experiences, e.g. in class, wider opportunities, out of hours clubs, active school • Records of achievements such as success residential experiences; and additional activities in and beyond the school day • Interviews of different groups of learners • P7 profiles. • Analysis of questionnaire responses of learners and other stakeholders • Youth Achievement Awards data 	<p>Impact Statement : Level 5+</p> <p>Significant numbers of young people develop their confidence and talents through taking part in an impressive range of out-of-class activities, performances and educational visits.</p> <p>The annual Christmas concert which fills the Usher Hall is a significant community event.</p> <p>Young people throughout the school show considerable levels of social responsibility through their work in the Pupil Council, Health Group, Buddying, mentoring, House Captains etc</p> <p>Young people in the school demonstrate strong achievements in global citizenship through their partnership with a school in Tanzania. An example of a very good and sustainable project.</p>
<p>Are there a range of well-planned opportunities for all learners to develop the skills, attributes and capabilities of the four capacities including skills for learning, life and work?</p> <p>Are there planned opportunities for young people to develop leadership skills?</p> <p>Do learning skills develop at an appropriate pace?</p> <p>How do we appropriately track and monitor achievement throughout a learners' journey?</p> <p>Are there regular opportunities to celebrate success?</p>			

<p>Do all our learners engage with opportunities for achievement?</p> <p>How do we all support learners to reflect on their achievements and the skills and attributes they are developing and encourage them to have high expectations of personal success?</p> <p>Do they have a say in planning opportunities on offer?</p>	<p>As a result of the work of young people on the Fair Trade group, the school has achieved Fair Trade status.</p> <p>High numbers of young people regularly participate in sport and physical activity clubs, and this is an increasing trend</p> <p>Achievement is shared through notice boards and assemblies, in classes, on the school website etc.</p> <p>Through the variety of leadership opportunities, young people have developed important skills for learning, life and work and are making an important contribution to the life of the school and wider community.</p> <p>Active Schools are very successfully improving levels of fitness through the introduction of activities such as rumba, cheerleading and street dance.</p> <p>Young people who participate in the John Muir Award programme are encouraged to be aware of and take responsibility for the natural environment.</p>
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Theme 3: Impact of the school improvement plan Key Questions	Sources of Evidence	Impact Statement: Level 5+	Next Steps for Improvement
<p>This theme focuses on the extent to which the school or centre has been successful in achieving its vision and aims and bringing about planned improvements to the outcomes for learners.</p> <p>The effectiveness of the school's or centre's self-evaluation is a critical feature in considering this theme. The school or centre should be able to show that it knows itself from its self-evaluation activities; that it has brought about demonstrable improvement to children and young peoples' learning experiences, achievements and attainment; and that it has been successful in providing high and improving quality education for all learners.</p>	<ul style="list-style-type: none"> • Vision and aims of school • Whole school Improvement Plans • Progress/attainment and achievement data trends • Standards and Quality reports • Senior management and staff interviews • Parent/Parent Council interviews • Pupil focus groups 	<p>Improvement is driven by a shared vision of ensuring that all young people achieve their potential</p> <p>Staff collectively are committed to improving the school's performance. They convey an appropriate confidence as a group of skilled professionals, but they also demonstrate a clear commitment to achieving improvements in young people's experience and attainment.</p> <p>Careful analysis of attainment data had helped staff address past issues, and plan to deal with continuing challenges</p>	
<p>How well have we achieved our vision for children and young people?</p> <p>Based on self-evaluation of prior progress is attainment and achievement a clear priority in the improvement plan?</p> <p>Are staff involved in identifying these priorities and their role in delivering them?</p> <p>Is this based on a thorough and rigorous self-evaluation of data?</p> <p>How are improvements in attainment and achievement monitored?</p>			

1.1 Focus Group Questions

Focus Group Questions for Learners

1. Are you involved in setting learning targets for yourself and for the class?
2. Do you receive regular feedback on your learning?
3. Do you have the opportunity to evaluate your own and others work?
4. Are you asked for your views on how your learning experience could be improved?
5. Do you take part in out of school activities/clubs?
6. How are you made aware of all of the out of school/class opportunities that are available to you?

Focus Group Questions for Staff

1. Do staff regularly discuss how to improve attainment and achievement for all learners at both stage and whole school level?
2. Are learners involved in setting learning targets?
3. Are all learners given activities which meet their learning needs?
4. Are all learners regularly given feedback for improvement?
5. Are all learners given targets which meet their learning needs?
6. Are all learners engaged in learning conversations to agree their personal targets?
7. Are all learners given opportunities to evaluate their own and others work?
8. Are all learners provided with the opportunity to provide their views on how their learning could be improved?

1. Improving outcomes for learners through self-evaluation

This document provides advice on the application of QI 1.1:

Improving outcomes for learners through self-evaluation

2. Inspection Advice note 2014 – 2015

http://www.educationscotland.gov.uk/Images/ESInspectionAdviceNote201415_tcm4-832523.pdf

3. Education Scotland Website: Assessing progress and achievement professional learning resources

Assessing progress and achievement: Professional learning resource

4. Journey To Excellence

Journey to Excellence Improvement guides:

Recognising achievement

Monitoring, recording and tracking progress

Enabling children and young people to achieve

Being data rich

5. Education Scotland website

Approaches to raising attainment: Using information intelligently to understand progress

Using information intelligently to understand progress

6. Other documentation

ADES: Raising Attainment

Hightae Primary School, Dumfries and Galloway

Hightae Primary School is a small rural school near Lockerbie in Dumfries and Galloway. It was inspected in December 2012. Inspectors noted the following features of the school's work which contributed to the school receiving an evaluation of 'excellent' for Quality Indicator 1.1.

Evaluations take account of the context of the school and these features are just part of the overall approach the school takes to improving young people's learning experiences and achievements.

Improvements in performance

Improvement planning processes have a clear and measurable impact on children's experiences and on the life of the school. Improvement plan priorities have led to improvements for example in attainment in literacy, the development of higher-order skills and the development of the curriculum.

There is a positive culture which encourages and celebrates personal achievement. Children at all stages of the school demonstrate their confidence and success in a wide range of ways. They are developing leadership, teamwork, strategic thinking and problem solving, creativity, enterprise and active citizenship skills.

Children are very proud of their achievements. They helped to devise an award system which acknowledges and celebrates children's achievements in developing the capabilities and attributes within the four capacities of Curriculum for Excellence. Across the school, children show high levels of responsibility and leadership through their commitment to and knowledge of Eco-Schools Scotland and health improvements within their HEAL committee (Health, Eco and Active Learning).

All children contribute significantly to a wide range of community ventures, including their sole responsibility for writing and producing the much-valued monthly community newsletter. Children demonstrate confidence very effectively by performing concerts and shows for their families and friends. They use the skills they learn in hobby clubs very effectively, for example to host a Christmas lunch for their families and to make gifts for the village Golden Years senior citizens' club. Children are encouraged to share their personal achievements from outwith school and these are celebrated well in displays in school and in the newsletter. Children regularly experience success in local sporting and cultural events. Children demonstrate empathy and an astute awareness of the needs of others close to home and abroad, and raise significant funds for a wide range of charities each year.

Attainment in English language and mathematics has remained high over a number of years. Almost all children are making very good progress across their learning and a few children are making exceptional progress, particularly in English language. Children requiring additional support are making very good progress through the active learning approaches, differentiated and personalised tasks and well-judged assistance from teachers and support staff.

Across the school, children listen and talk with great confidence. They are articulate and keen to offer opinions about their learning. Children are effective communicators and most display mature conversation skills when engaging with adults and peers alike.

At all stages, children write very well for a variety of purposes and most are making progress in this area. They have highly relevant opportunities to write for different audiences and for different purposes. They have a clear understanding about the standards of writing they should be achieving and apply this very successfully when writing across their learning. Strong features of their imaginative stories and poems include well chosen and interesting vocabulary which creates vivid characters, moods and settings. Standards of children's spelling and handwriting are consistently high and by P7 children can apply successfully these skills to written work across their learning.

Children use a wide range of ICT extremely well across their learning. This includes: desktop publishing and graphic design; music composition software and digital photography. For example, from the early stages, children use ICT extremely well to support their literacy skills.

Across the school, children are making strong progress with reading. At the upper stages children are able to interpret and interrogate texts and reflect on writer's craft. In reading, children can demonstrate their understanding of what they have read by participating in discussions with their teacher and peers. Children in the middle and upper stages are able to talk in detail about the books they have read and why they have enjoyed them. They can identify the main points confidently in the texts they are reading, both fiction and non-fiction and this is being well supported by the development of children's understanding of higher order skills through Bloom's Taxonomy.

Children can talk confidently about how they use their mathematics and numeracy skills in science work, social studies topics and also in areas of school life e.g. eco developments, woodwork and cooking activities. Children are developing an astute awareness of how numeracy skills are used across their learning and in real life, including the world of work. At all stages, children use different mental strategies very well to help them learn and apply their multiplication tables and number bonds. Children are developing an appropriate understanding of financial education.

The school takes a holistic approach to the delivery of health and wellbeing. At all stages children understand the importance of an active lifestyle and enjoy and participate very well in a range of physical activities and sports, including football, curling, ice-skating and cross country running. Older children are very keen to improve further their stamina and levels of physical fitness. At all stages they demonstrate a sound understanding of the difference of 'wants' and 'needs' that are essential for good health and wellbeing.

Children use a wide range of ICT extremely well across their learning. This includes: desktop publishing and graphic design; music composition software and digital photography. For example, from the early stages, they use ICT extremely well to support their literacy skills. Children have a sound knowledge about a number of world religions and can compare and contrast key features within in these.

