Quality Indicators	Themes	Evidence	Strengths	Development Needs	Level
Key performance outcomes					
1.1 NCS 3 – 6. 11 CC 4.4	Improvements in performance		• *Children in the Nursery are making good progress at their own pace. This is evidenced through regular observation and assessment which is recorded in PLPs. A new PLP format is being used this session.* • *Planning is based round children's interests.* • *Vulnerable children are targeted when required with additional support usually from EV. Referrals are made to other agencies as appropriate.*	• *Transition from 3-5 to 3-18 Curriculum. This includes further development of new planning formats and assessment and tracking of children.* • *Work on Early Level transition already underway but further development is required.*	4
	• Children's Progress (Nursery) • Standards of attainment over time • Overall quality of learners' achievement • Impact of the nursery / school improvement plan	• Nursery – Children's PLPs, Planning Documents. • Attainment data to show trends in literacy and numeracy. • Planning documents. • Samples of pupil work. • Class activities e.g. PSD, enterprise and educational visits both day and residential. • Previous SIPs. • Referrals to Partner Agencies	• The school has made steady progress in raising attainment through review of the curriculum and programmes of study and with regular (termly) reviews of pupil achievement. • 3 Year Trend 2007 - 2009 Maths 87% 93% 83% Reading 83% 86% 94% Writing 72% 77% 70% • Achievement is praised and encouraged and pupils are generally happy, content, motivated and achieving to the best of their ability. Over 90% of pupils believe the school is making them more confident with their learning and enjoy coming to school (Feb 2009). • AiFL strategies are used to inform children of learning activities and to share assessment e.g two stars and a wish. Pupil self and peer assessment activities such as writing partners are used. • The school has an effective tracking system for pupil attainment which also includes tracking of reading and spelling age and reading attainment in P3-7 is tracked using Accelerated Reader programme. • The Nursery and School Improvement Plan is reviewed termly and targets adjusted if required. • All staff contribute to review and priorities for future development.	• Pace of reading is good throughout the school which is monitored through twice yearly standardized tests and for P3-7 pupils the Accelerated Reading programme. There is however a need to review the teaching of writing skills as there is little rise in attainment. • Continue with AiFL strategies to include peer and self-assessment. Further work necessary on telling pupils what they need to do improve – 22% of P3-7 pupils disagreed or did not answer question 'Staff talk to me regularly about how to improve my learning.' (2009) • Further development of individual 'Work Web' books will give pupils a better understanding of their pace of learning, an overview of what the next steps are and how well they are achieving outcomes in maths and language. (Good start has been made). • Further development of TLC AiFL activities.	4

Standards and Quality Report : 1.2

Quality Indicators		Themes	Evidence	Strengths	Development Needs	Level
1.2 CC 2.2 NCS 2, 3, 8	Fulfilment of statutory duties	• Financial performance • Compliance with legislation, and responsiveness to guidance and codes of practice	• Budget files / spreadsheets. • Child Protection Files • Pupil Records • Risk Assessments	• *Nursery budget is prioritised to meet development needs. The school supports Nursery through funding of some consumables.* • *Risk Assessments are carried out on an annual rolling programme. Care Commission (May 2009) complimented school on robust RA procedures during feedback.* • *Much improved disability access.* • *Returns and other procedures such as enrolments are carried out in line with council policy.*	• *Funds are sometimes not sufficient for all development needs.*	5
				• School budget is prioritised and funds targeted. Budget is spent to its full limit and funds are carried forward for specific projects. • Creative use is made of virement from budget headings to target budget priorities. • Funding is targeted at specific resources and developments which have raised pupil attainment and involvement e.g. Accelerated Reading. • School follows local and national guidance with regard to legislation and codes of practice e.g Child Protection. • Clerical staff have ensured a smooth transfer to SEEMIS, PECOS and ITrent • Funding bids are submitted to external sources such as Awards for All with some success e.g. playground games.	• Need for funding for long term budget plan for replacement of furnishings including desks and flooring. • Disability Access is not ideal throughout the school. • Pupil and staff toilet facilities are poor.	4

Standards and Quality Report : 2.1

Quality Indicators	Themes	Evidence	Strengths	Development Needs	Level
2.1 NCS 1 – 6, 11 CC 1.2	Learners' experiences	• The extent to which children / learners are motivated and actively involved in their own learning and development	• Class observations. • Attendance and exclusion data. • Behaviour data. • IEP / PSD records. • Child Protection records. • PSD and extra-curricular. • Buddying activities P6 and P7 • Activities including enterprise and eco-schools. • After-school activities and visits. • SQR responses March 2009.	*Nursery* • *Nursery pupils are actively involved in planning. Topics and activities are based around children's interests and changed regularly through consultation with the children. Staff ensure there is breadth and balance of activities and experiences.* • *What we are learning and what we have learned this week are shared with children through visual and oral means.* • *There are opportunities within each session for free play, individual or shared activities and whole get together time. The emphasis is very much on free play led by the children's choice of activity.* • *Children generally work well in groups and are comfortable with Nursery routines.* • *Children's interest is recorded in PLPs by including statements and photographs.*	• *Continue implementation of 3-18 Curriculum and impact on children's learning and development through monitoring of new planning and assessment documents and procedures.* • *Look at involving children in self-assessment activities e.g. colour coded stickers and name labels.*	5
				• Classrooms are stimulating teaching environments and praise is used to motivate pupils. Almost all parents (97%) believe the school is helping their child become more confident (May 2009) and 87% believe their child is encouraged to work to the best of his/her ability. 95% P1-3 pupils and 77% P3-7 pupils enjoy learning in the school. • Pace of learning and expectations set by staff are good and children are being encouraged to have active involvement in their learning through self-assessment activities including the new Work Web format. • Most of the children interact well with each other and manage their discipline well. A small minority of pupils have challenging behaviour. There have been no exclusions to date this session. Attendance is in line with local and national average. • There is a very good range of extra curricular activities and events on offer to pupils including Active Schools (evidence - register). • Pupil Council , Vitality Group and buddying schemes are well established • Pupils are involved in consultation procedures e.g. achievement awards at school level and also decision making in class. All classes have an enterprise topic. • Pupils are involved in planning of topics which is evidenced through planning sheets and wall displays use of Mindstretchers strategies. (continued)	• There is a minority of pupils at each stage who have difficulty working with others and these pupils will continue to be encouraged and supported with advice from SEBD. • Encourage more children (and parents) to read at home through the Accelerated Reading programme. • Continue development of Work Web books. • Continue development of pupils being involved in planning e.g. environmental studies and enterprise activities • SMT to monitor jotters and worksheets more regularly to evaluate feedback.	4

2.1 (cont) CC 1.2 NCS 1 – 6, 11	Learners' experiences	• The extent to which children / learners are motivated and actively involved in their own learning and development	• Class observations. • Attendance and exclusion data. • Behaviour data. • IEP / PSD records. • Child Protection records. • PSD and extra-curricular. • Buddying activities P6 and P7 • Activities including enterprise and eco-schools. • After-school activities and visits. • SQR responses March 2009.	• Almost all learners are motivated in most areas of the curriculum and 85% of P3-7 believe they are working to the best of their ability. (May 2009) • Introduction of Work Webs has greatly increased the interaction between pupils and staff with regard to individual progress and next steps. • More independent learning resources have introduced are being used well by pupils – include story, science and maths sacks. • Pupils at all stages engage in Active learning activities which are well planned and support all curricular areas. • Pupils share and celebrate their class work through assemblies. • Attractive and informative wall displays are in evidence throughout the school.	• ---------- •

Quality Indicators	Themes	Evidence	Strengths	Development Needs	Level
CC 1.2 NCS 1, 3, 4, 6 - 8 **2.2**	The nursery / school's success in involving parents, carers and families	• The extent to which parents, carers and families are committed to, and actively involved in, the life of the nursery / school.	• Feedback and comments from parents. • SQR Survey March 2009. • Parent Council and PTA minutes. • Complaints file. • 'Thank you' file. • Attendance data at Parents Evenings and other school events.	*Nursery –* • *Parents sign in and out of Nursery and have the opportunity to discuss with staff items of interest / daily activities.* • *We have a very informative parent / carer handbook and information can also be accessed from the school website as can newsletters. We have a Nursery and school email group. A tear off slip for comments and suggestions is included on at least one newsletter per term.* • *Parents and carers have the opportunity to visit the Nursery before enrolment and on two parent evenings throughout the year. There are also opportunities to help with Nursery activities e.g. Cream o' Galloway visit, weekly CAPER at Newton Stewart Library and Christmas/Easter/ Sports activities.*	• *Develop a home-link sheet to give information on topics, learning outcomes and how parents can help with topics e.g. resources.* • *Establish a parent helper rota – all help is welcome however small a contribution a parent may be able to make.*	4
				• Parents are welcomed into school through a variety of ways including helping in classes, visits, running the library, membership of Parent Council and/or PTA, fund raising activities, health and enterprise activities. • Attendance at Parents' Evenings is over 90% (Nov 2009) and over £450 raised from Book Fair. • Attendance at class assemblies and other activities such as school concerts is very high. • 97% of parental returns (May 2009) were 'happy with the school'. • Home-link activities have been strengthened through the use of story, maths and science sacks. • Parents have helped with Enterprise and Eco-School activities e.g. creating a bottle waiting shelter. Some parents join in our Red Nose and World Book Day activities. • There is very good support from PTA and Parent Council. e.g. activities such as Snowman Drive • Parents assist with after-school clubs. • 3-18 Curriculum Evening – 30 families represented and good feedback from P6 class survey about use of Work Webs.	• Numbers helping with class activities are usually small but enthusiastic. Attendance at events is however high. • Parent response to SQR questionnaire was below 50% - May 2009. • Continue the involvement with parents and their child's learning through the 'Work Webs'. Need to review and evaluate how much all parents value the Work Webs. • School has asked to be a pilot school for introduction of parent access to GLOW. If agreed then this will open up opportunities to involve parents in how they would like to use GLOW to develop interaction to and from the school.	4

Standards and Quality Report : 2.3

Quality Indicators	Themes	Evidence	Strengths	Development Needs	Level
Impact on staff					
3.1 NCS 3 – 8, 14 CC 3.3 The engagement of staff in the life and work of the nursery / school.	• The extent to which staff are committed to, and actively involved in, the life of the nursery / school	• Staff meetings minutes. • Dialogue and comments with all staff. • Dialogue and comments from agency partners including social care staff, teachers, youth workers, community police officers, health specialists, therapists, psychologists. • CPD – working groups. • Staff absence data. • Extra-curricular activities. • Enterprise activities. • Attendance at meetings representing the nursery / school.	• *All Nursery staff are experienced at pre-school stage. Staff are committed to the Nursery and work additional hours to ensure the Nursery runs well and is an exciting place for children to come to.* • *Staff have been fully engaged in the implementation of 3-18 principles and changing working practices to meet the needs of children.* • *Staff are involved in own Nursery and Cluster CPD. An annual development timetable is agreed with targets for development discussed and agreed to ensure staff are all engaged in the process of change. Staff have visited other nurseries.* • *Staff are supported by management and feel involved in the life of the school (100% - SQR return March 2009). There are annual career reviews for all staff. There are very good links with other agencies including EV, Social Services, OT, PT and Early Years Authority staff.*	• *More development time for Nursery Nurses would be welcome.* • *Opportunities to share ideas with nurseries of a similar size.* • *Staff remits and responsibilities. Review of daily tasks and activities. Prepare sheets for supply staff. Review workloads and responsibilities.*	5
			• School Staff are motivated and are actively involved in the life and work of the school. Staff contribute to whole and stage developments. Working groups are used to progress developments and outcomes are shared with all staff e.g. Work Web review and topic developments. • Staff engage well in CPD related to improvement both school and personal development – CPD courses are attended by all staff (evidenced through CPD Solutions). • Staff absence is low. • Staff commitment to the school is much in evidence e.g. attendance at out of school activities, extra-curricular activities, additional planning and preparation at home. • Sharing of good practice, staff interaction and mutual support is very good – e.g. evidenced through TLC. • GLOW is used to share both school and Machars Cluster information. • Annual Career Reviews are held for all staff which inform the Improvement Plan. • Students and Probationer teachers are welcomed and supported in all areas – nursery and school.	• Review TLC and agree way forward for next session to continue this opportunity for professional dialogue and support. • Opportunities to observe colleagues and / or swop classes to experience different stages and share good practice.	5

Standards and Quality Report : 4.1

		Impact on the community				
Quality Indicators	**Themes**	**Evidence**	**Strengths**	**Development Needs**	**Level**	
4.1 NCS 9	The nursery / school's success in working with and engaging with the local community	• The extent to which the nursery / school engages with the local community.	• Feedback from meetings with community groups / businesses, visits, etc. • Press cuttings. • Photographs Examples of Community Involvement 09/10 - P2 Police, Fire Station, Sorting Office visits. - P4-7 Wigtown Book Festival - Newton Stewart Flower Show - Inter-School Football - School Assemblies - Poppy Appeal - Samaritan's Purse - PTA Discos - Newton Stewart Museum - Stranraer Museum – loan kits - Scots Concerts - Green Flag Award - PTA Family Ceilidh - Shops and Business e.g. Cinnamon Christmas visit - Liaison. - First Base Drugs and Alcohol sessions. - Eco-Activities. - Playground Sundial - Dark Sky TV appearance!	*• The Nursery has positive links with the local community. There is good liaison with Minnigaff Playgroup and who also provide pre-school care.* *• Very good links have been fostered with Newton Stewart Library for CAPER.* *• Community services like Scottish Natural Heritage and local businesses are approached as appropriate.* *• Visitors are welcomed into the nursery when appropriate e.g. Road Safety officer, local farmer with lambs. Placements from Stranraer College and DE High School are welcomed throughout the year.* *• Local businesses are also supportive e.g. providing plants.* • The school has many positive links with community through visits and visitors usually for environmental studies activities. • Positive partnerships have also been developed through enterprise, eco-school and health activities e.g. SEPA (Eco-School activities). • The school website is displayed on the school wall giving the community access to information about the nursery and school including photographs of activities and events. Now have parent and community email groups who receive a copy of school newsletters. • Local press is regularly used to inform the community of school activities. PTA organise events which are open to the local community e.g. Bingo nights and Summer Fete. • School welcomes students from both Stranraer College and other FE Colleges and Universities. • A staff representative attends Newton Stewart Inter-Agency Meetings. • The school is used by local voluntary groups e.g. Galloway Thistle Youth Football and Galloway MRT.	• Develop more business links with the community e.g. sponsorship of handbooks / resources. • Use of local resources in revised class topics – look at how we get the best use out of local facilities, expertise and knowledge. • Start of each term seek parent and community to topics or events identified by classes. • Development of GLOW – when access permissions are given to parents there is an opportunity to further strengthen home / school links and communication.	5 5	

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Standards and Quality Report : 4.2

Quality Indicators	Themes	Evidence	Strengths	Development Needs	Level
Impact on the community					
4.2 NCS 9, 10 The nursery / school's success in working with and engaging with the wider community	• The extent to which the nursery / school: encourages and supports creativity and innovation and learns from, and adopts, leading-edge practice; influences wider policy or practice; anticipates and responds rapidly and flexibly to change; and engages in global issues	• Course programmes. • CPD events. • Feedback from staff attending CPD or other events. • Dialogue with pupils and staff.	• Both the nursery and school have positive and strong links with other local schools. This is evidenced through joint cluster activities. Staff regularly liaise with colleagues from other nurseries and schools. • The school was proactive in setting up a cluster GLOW group for the sharing of good practice and information especially the P7 Island Adventure Transition Project. • The school takes a lead with cluster events such as P7 transition activities and inter-school activities like Cross Country. • Staff attend national CPD events e.g. Scottish Learning Festival and Tapestry courses. • Some use is being made of GLOW to engage in authority and national developments through, for example, discussion forums. • Both Nursery and School are fully engaged in developing national initiatives such as ACE and have a positive attitude to change and development – evidenced through school developments (minutes, etc). • Some staff have been on authority working groups e.g. ICT Strategy Group.	• More opportunities to meet staff from similar size nursery and school would be welcome – outwith cluster activities. • Need to develop more learning activities and experiences for global citizenship through ACE. • CPD opportunities to enable more staff to attend national events and share practice with colleagues from other authorities. Establish own networks and share good practice with colleagues in nursery / school.	4

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Standards and Quality Report : 5.1

1 = Unsatisfactory	2 = Weak	3 = Adequate	4 = Good	5 = Very Good	6 = Excellent

	Quality Indicator	Themes	Evidence	Strengths	Development Needs	Level
5.1 CC 1.2 NCS 1-11	The curriculum	• The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions	• Planning documents. • Staff meetings – minutes. • Class observations. • Pupil review and tracking data. • PLPs • Transition records. • Dialogue with staff and pupils.	• *Nursery* • *The 3-18 Curriculum is being implemented in the Nursery and children experience a balance of activities in the eight key learning areas.* • *There is both short and long term planning to ensure breadth and balance. Planning focus arises from children's interest and development needs.* • *Specific assessment activities and next steps are planned. 'Look What I Can Do' (PLPs) tracks individual development.* • *Children help each week in choosing activities for the following week.* • *What we are learning and what we have learned this week activities are shared with children through visual and oral means and with parents through the use of a wall display.* • *There are opportunities within each session for structured play, individual or shared activities and whole get together time.* • *Specific assessment activities are planned for individuals and groups.* • *Assessment has been updated and implemented and next steps are identified.* • *Primary 1 staff visit Nursery over the session and with an increased number of visits during the summer term.*	• *Transition developments are under review and will be evaluated in August 2010. Development time next session will be required to discuss and implement change.* • *The Nursery and school are currently developing the transition of Personal Learning Planners / Assessment records at Early Level.* • *Review planning with regard to clearer recording of learning outcomes.*	5
				• The school offers a broad curriculum which embraces national guidance. There is an ongoing review of curricular provision as the school embraces the principles of the 3-18 Curriculum. All classes have changed environmental studies topics and there is flexibility to follow pupils' interests. There is a greater planning focus on cross-curricular learning and pupils are involved in the planning process (Mindstretchers activities) • Development of the 7 Principles of Curricular Design has begun. • All classes have opportunities for stimulating activities and experiences through visits outwith and visitors to the school. Very good use is made of local resources. Class observations evidence staff introducing new practices and experiences to meet the needs of learners.	• Waiting on revised tracking system – a model was presented to HTs earlier this session - further information required. • Review of curriculum to ensure the 7 principles are being embraced. • Transition at both N/P1 and P7/S1 is under development both in school and at cluster level. The school has good procedures for the transfer of information to other schools to ensure continuity of learning. • Progression of ICT skills is good and GLOW for both pupils and staff will be a focus for further development.	4

5.1 (conT) CC 1.2 NCS 1-11	The curriculum	• The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions	• Planning documents. • Staff meetings – minutes. • Class observations. • Pupil review and tracking data. • PLPs • Transition records. • Dialogue with staff and pupils.	• Accelerated Reading is providing consolidation and extension activities as well as being motivating for most pupils. • Active Learning activities are imbedded throughout the school Reciprocal Reading development and is being used in classrooms – staff and pupil positive feedback. • Work Webs give pupils the big picture in mathematics and language skills and enable teachers and pupils to share next steps. • Learning areas have been created outside classrooms giving children more responsibility for independent learning. • Wider achievements are celebrated allowing children to shine – e.g. Music Festival, Cross Country, Dance and Sports activities (non-school based).	• - - - - - - - - - - - - - •	- - -

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1 = Unsatisfactory	2 = Weak	3 = Adequate	4 = Good	5 = Very Good	6 = Excellent

	Quality Indicator	Themes	Evidence	Strengths	Development Needs	Level
5.3 NCS 1-8, 11 CC 1.3	Meeting learning needs	• Learning opportunities, tasks, activities and resources • Identification of learning needs • The roles of staff / teachers and specialist staff • Meeting and implementing the requirements of legislation	• *Class Planning documents.* • *Class Observations.* • *IEPs / CSPs* • *Pupil tracking and review data.* • *Staff remits.* • *Class Timetables.* • *Specialist Teacher timetables and observations.* • *SQR March 2009 returns.* • *Minutes of meetings with partner agencies.*	*Nursery* • *Through planning the Nursery Teacher and staff ensure that the children have the opportunity to experience a wide range of activities. Key workers share plans at least three times each week. Children are involved in planning activities for the next week. Interests are identified and acted upon. Families inform the Nursery of special events which are then incorporated into planning if possible.* • *Staff interact well with the children and support them with activities as required.* • *Children enjoy coming to Nursery (91% - March 2009)* • *There are very positive interactions with pupils. Parent responses have reinforced this and positive comments have been received on how well staff have intervened with discipline issues. 100% parents agreed their children were happy in Nursery and their needs were being met – SQR March 2009.* • *Planning and assessment formats are being updated and implemented. Planning for the week ahead is done as a team on Thursday lunchtimes and discussed with children. Children's choice and interest is the central focus for planning and parental comments are also taken into account.* • *The Nursery also takes a proactive role in identifying pupil needs, informing parents of concerns and instigating referrals to support agencies. The school's Learning Support teacher, Support Base Staff, Primary 1 teacher and Educational Visitor also liaise with parents / carers as appropriate.* • *Staff have a good understanding of legislation and are aware of roles and responsibilities.* School • Tasks, activities and resources are generally well matched to pupils needs. Through planning, teachers have focused on activities to challenge more able pupils e.g. in reading. Support Base pupils are involved in reviewing their progress and identifying next steps through a personal learning plan. • Most work is differentiated and staff endeavour to meet the needs of individual pupils. • Formal consultation with Learning Support staff as been built into the termly timetable but resources, especially teacher time, is often stretched and more support time would be welcomed. • Pupils with Additional Support Needs are integrated into mainstream when appropriate and with support. There are termly pupil reviews with class teachers, parents, LS staff and the headteacher (including IEP / CSP reviews). • There is good knowledge of Additional Support Needs legislation and staff responsibilities. Co-ordinated Support Plan legislation has been implemented. Learning needs are shared with parents through IEP/CSP meeting and invitations to meet with SfL / class teachers as needs are identified and acted upon.	• Continued development of revised planning format to reflect children's interests. • Flexible and dynamic response to interests and needs of pupils. • SEEMIS IEP format – introduce. • Improved SLA communication and recording of work with pupils. • Disability Awareness modules training to be undertaken. • Review of Support Base and its use within the school (timetabling and learning environment)	5 4

1 = Unsatisfactory	2 = Weak	3 = Adequate	4 = Good	5 = Very Good	6 = Excellent

	Quality Indicator	Themes	Evidence	Strengths	Development Needs	Level
5.9 CC 1.1, 2.1, 3.1, 4.1, 4.4 NCS 13	• Improvement through self-evaluation	• Commitment to self-evaluation • Management of self-evaluation • Nursery / School improvement	• Questionnaires and parent , staff or pupil comments. • SQR Survey March 2009. • Ongoing staff self-evaluation evidence (termly.) • Class observations. • Parent and Pupil Council minutes.	*Nursery* • *Staff have embraced the principles of self-evaluation and this is carried out annually as part of the Nursery Improvement Plan process.* • *Issues identified through self-evaluation are used to help prioritise development needs.* *Promoted staff visit the Nursery through timetabled monitoring and evaluation visits (and also informally) throughout the session.* *Parents / carers are consulted when appropriate on a variety of issues and are asked for their opinion on the nursery annually as part of the self-evaluation process.* *All staff are involved in the feedback of self-evaluation from parents, assist with compiling children's views and contribute to the Nursery self-evaluation report.*	• The opinions of visiting staff to be included in ongoing self-evaluation. • Suggestion Box.	5
				School • Everyone's opinion is valued and has a chance to give ideas and opinions. Self-evaluation is at the heart of the school's CPD programme and fully informs ongoing development needs. Staff are encouraged to self-evaluate and reflect on their practice. • Annual CRI for all staff. • The headteacher monitors and evaluates classes and staff agree this is supportive. More time for working alongside staff would be beneficial. • The School Improvement Plan is reviewed termly to monitor progress. • Issues arising from self-evaluation inform future development needs. • All staff are involved in Self-Evaluation reviews each term which inform the Standards and Quality Report. • Parent and Pupil opinions are sought when appropriate – three yearly questionnaire is not valid. • An ongoing self evaluation 'diary' has been established – all staff can access and add to it.	• Encourage members of the school community to send in emails with suggestions. • Introduce a smaller annual survey for pupils, staff and parents – focus on some key questions.	4