

Rousay School

Standards and Quality Report

2008-2009

Introduction

The work which is carried out in Rousay School sits within the framework of the OIC Education and Recreation Services Service Improvement Plan, and within the National Priorities for Education, taking account of Curriculum for Excellence.

The purpose of this document is to describe this work, and to show how, through the process of both external and self-evaluation, we set goals and targets for the future.

The School Context

Rousay School is situated on the island of Rousay, about 3 miles north-east of the pier. Ferry connections to Rousay are excellent, with six daily return trips to Tingwall. The school grounds include a playing field, a tarred playground and a small playpark. The catchment area comprises the island communities of Rousay, Egilsay and Wyre. At the end of P.7, pupils continue their education at Kirkwall Grammar School or Stromness Academy.

The present school replaced 3 smaller schools in the districts of Wasbister, Frotoft and Sourin in 1960. Wyre School closed in 1978. The school became a community school in 1984, making it the main focus for events on the island. The school was further extended in 2006-2007, adding a nursery room, office, staffroom, sick bay, head Teacher's office, GP room, storage rooms, a fitness suite and showers to the existing accommodation which comprised two classrooms, community/multi-purpose room and a hall. Work to upgrade the accommodation was completed in September 2007.

In June 2009, the school roll stood at 19, with the number of pupils in each year group as follows:

Nursery - 3	P1 - 4	P3 - 1	P5 - 3	P7 - 2
Preschool - 3	P2 - 2	P4 - 3	P6 - 4	

There is a teaching headteacher, Mrs. Alison Mainland, who teaches P.4-7. and also provides Support for Learning across the school. Head Teacher relief of 0.4 (including Support for Learning) is provided by Miss Emma Moodie. P.1-3 have two teachers who job-share, Mrs. Sandra Swannie and Miss Emma Moodie. They work half a week each. Pre-school provision is provided by Mrs. Kathryn Marwick, Early Years Worker. Five sessions of two and a half hours are available for children aged three and four.

There is also support from itinerant staff: Music - Mr. George McKinlay; Art - Miss Emma Moodie; P.E. - Miss Susan Ferguson and Drama - Mr. Chris Giles. The Education Department Service Improvement Officer is Mrs. Morag Miller. The school has the support of a janitor - Mrs. Ann Chapman; auxiliary/clerical - Mrs. Julia Peace and cook - Mrs. Anne Kovachich.

The Parent Council continues to be active and comprises: chairperson, Mrs. Barbara Cass, vice-chairperson, Mrs Dianne Hull, Treasurer - Mr John Garson, along with Co-opted members - Mrs. Doreen Taylor and Mrs. Muriel Marwick. All parents are members of the Parent Council and are entitled to attend any of the meetings. Michelle Koster is the clerk to the Parent Council.

The Standards and Quality Report is shared with parents, the Parent Council and pupils, through meetings, classroom discussion and pupil council.

Although the school is small, we continue to try to ensure that pupils receive a broad range of experiences in all areas of the curriculum over the course of their primary school career.

The devolved school budget as at April 2008 for 2008-2009 was £15, 200

Consultation Process

The action plans of the school improvement plan arose from the main points for action identified in the HMIE report which followed the inspection of the school in September 2007.

As part of the annual staff review and development process, and through fortnightly staff meetings, both teaching and non-teaching staff have been invited to suggest areas of development for inclusion in school improvement planning. These suggestions have been incorporated as far as possible, either as action plans or CPD activities.

The Parent Council, as a proxy for parents, met regularly during 2008-2009, and have been regularly consulted on school improvement, particularly through the process of formulating the school's vision, values and aims, which focussed on identifying strengths and areas for improvement.

Pupils are asked to contribute, through the forum of the weekly school council which highlights issues of concern, and which may be resolved or may be taken forward as part of a larger development to feature on the School Improvement plan.

Aims of the Department of Recreation and Education Services

The Vision, Values and Aims of the Education Service were reached following wide-ranging consultation in 2008. These core values form the basis for the work identified in the Education and Recreation Service Improvement Plan.

Vision:

This is our community. We want the very best for everyone.

The core values:

We value: Respect; Enjoyment; Being Safe; Being all we can be; Being Healthy; Responsibility; Being Active

Our vision embraces many inspirational and achievable ambitions. We believe that by working together we will support and develop everyone as active, healthy individuals who enjoy learning together for a sustainable future in our diverse community. We will aim to make everyone feel accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we will celebrate their successes individually and collectively.

Aim:

Through effective self-evaluation and leadership, our key aim for 2008-11 is that our children, young people and all service users experience improvements in the following outcomes:-

- Achievement and Attainment
- Involvement and engagement
- Health and Wellbeing

Rousay School

Vision, values and aims

Our vision, values and aims reflect those of the Education Service, but are also specific to Rousay School. They were drawn up during session 2008/09 and finalised in May 2009, in consultation with pupils, parents, staff and the wider community.

Vision

Our learning community is a happy, healthy, caring environment where: everyone shares their talents; curiosity, activity, creativity and ambition are nurtured, and everyone has a sense of belonging.

Values

We value:

Tolerance

High standards

Enthusiasm and enjoyment



Working together

Our independence and ability to use our initiative

Respect and responsibility

Listening and learning

Developing confidence and self-esteem

Aims

In order to enable our children to become successful learners, confident individuals, responsible citizens and effective contributors in our community, we aim to:

- Enable everyone to reach their individual potential in a safe, supportive, yet challenging environment with the highest expectations for all.
- Foster a sense of responsibility through the promotion of positive behaviour, self-discipline, self-motivation and independence.
- Take account of the views of pupils, parents and staff so that everyone is actively involved in the learning and life of the school.

Action plans addressing the findings of the HMIE report were drawn up in consultation with Mrs Miller and staff and were shared with the Parent Council. The main points for action were:

- To give pupils more responsibility for their own learning and frequent opportunities to think for themselves and to reflect on ideas, issues and experiences
- Improve the quality of pupils' writing
- Increase pupils' opportunities to learn actively including learning through play
- Make more effective use of assessment information to plan pupils' work and track their progress
- Improve the rigour of the school's approaches to self-evaluation to ensure consistently high quality learning experiences

Successes and Achievements

What outcomes have we achieved?

1.1 Improvements in performance

Nursery

Improvements in performance in the nursery continue to be good. The action plans for the nursery, focusing on active learning, mark-making and awareness of print, as well as whole school developments on increasing independence and self-evaluation, have resulted in continued progress in children's learning. As a result of these action plans, the children's experiences in the nursery have improved. Regular visits during the session from the Education Authority's peripatetic early years' teacher have helped support the continued development in the nursery.

Primary

Improvements in performance from P1-7 continue to be good. Children are more confident in their learning and they continue to have increased opportunities to contribute to the life of the school. All children are making good progress in their learning. The focused school improvement plan has had a significant impact on the attainment and achievement of our learners.

Attainment analysis

P1-3

Almost all P1 -3 pupils have been working towards Level A in Maths, Reading and Writing. By the end of P3, all pupils achieved level A in Reading, Maths and Writing. Some P2 pupils achieved Level B in Reading and Maths.

P4-7

By the end of P4, all pupils achieved Level B in Reading, Writing and Maths, with some achieving Level C in Reading. Some pupils achieved Level C in Reading, Writing and Maths by the end of P5, with some achieving Level D in reading.

By the end of P6, most pupils achieved Level C in Reading, Writing and Maths, with some achieving Level D in Reading, Writing and Maths.

By the end of P7, most pupils achieved Level D in Reading and Maths, with some achieving Level E in Reading and Maths.

Standards of attainment over time have remained steady and this session high attainment in reading and maths has been maintained, with earlier attainment evident. Although overall attainment in writing has decreased slightly, there is evidence of earlier attainment across the school.

Almost all pupils are achieving 5-14 levels of attainment in reading, writing and mathematics at the appropriate stage. Attainment of Level B at P2, Level C and D at P4, P5 and P6, and Level E at P6 and 7 shows that more able pupils are encouraged to attain at the earliest opportunity. Small pupil numbers allow individual needs to be met, and all pupils have made good progress from prior levels of attainment. These levels are comparable with other Orkney schools of a similar size, although small numbers means that slight variation can appear more marked when taken in percentage terms. New tracking procedures introduced last session have continued to give a clearer focus for individual attainment and achievement with support and challenge being identified more clearly. This has resulted in pupils' assessment at an earlier stage.

A more detailed analysis of attainment is available from the school.

Due to the small numbers in the school, the specific data relating to race, ethnic origin, religion, disability, gender and age is published by the Authority as a whole, in order to avoid identifying individuals.

Successes and Achievements

How well do we meet the needs of our school community?

2.1 Learners' experiences

Nursery

Overall, learners' experiences are satisfactory, with some aspects good. Children have frequent opportunities to plan their learning experiences, using a plan, do, review structure. They are motivated and can sustain their play for longer periods of time. Children now have more regular opportunities to experience creative and aesthetic activities.

Primary

Overall, learners' experiences are now satisfactory, with some aspects good. Children are more motivated in their learning and experience wider range of activities. The three Make, learn and do days, involving the whole school, in term 4 were particularly successful. Children have had more opportunities to express their views and make decisions, for example 'Sing for Change' to raise money for Wateraid and a performance of 'Harold's Journey'. This has encouraged the children to contribute more to the school and its community.

Strengths

- Children's involvement in decision-making, leading to a greater contribution to the wider community.
- Continued development of active learning approaches, leading to increased motivation by children.

Evidence

- Children have increased opportunities for pupil choice and responsibility in their own learning, for example through the Make, learn and do days.
- Children's contribution to developing the vision, values and aims of the school.
- Children's participation in a wide variety of activities involving the wider community.

Priorities for development

- To improve the quality of feedback to children, enabling them to be more aware of their strengths and progress as learners.

- To continue to further develop practice in active learning, personalisation and choice.
- To continue to develop opportunities for the children to express their views and make decisions, for example Eco Schools.

It is essential for pupils to have access to a wide range of experiences to enhance their understanding of their local environment, culture and heritage. Notable visits, visitors and activities this school session are included below:-



Jenny Taylor in Braes Woodland



Highland Football Academy



Stay and play day

Term 1

- Jenny Taylor launched the Nature Detective packs with P4-7 and spent time with the class in Braes Woodland.
- Pupils trained and played short games with coaches from Highland Football Academy.
- A storytelling and music session, 'Rognvald's Journey', to mark the 850th Anniversary of his death was attended by the school and wider community.

Term 2

- Mr. Geddes helped P4-7 to set up the Rousay School blog page on the website.
- A Stay and Play day for Nursery and younger children was held, and also took place in terms two and three.
- Pupils attended the Harvest Service at the Church Centre.
- Mrs. Smith from the Orkney Library presented Treasure chests and backpacks to Nursery children.
- Orkney Photographic took class, individual and family photos.
- All pupils took part in a series of pedometer challenges set by Michael Swanney of Active Schools.
- All pupils were involved in performing 'A Victorian Musical entertainment' which raised £134 for school funds.
- P6 and 7 pupils produced a local phone book, which raised £108 for school funds.

Term 3

- In order to maintain physical activity this term, all pupils took part in daily circuits devised by Michael Swanney from Active Schools. P4-7 were also introduced to Club Golf.
- Astrid Bourland, French assistant, worked with P4-7 pupils.
- Lawrence Bews introduced Eco Schools to P4-7. This was followed by a meeting for parents and an initial committee meeting.
- John Vetterlein talked to P4-7 about telescopes and astronomy as part of the International year of Astronomy.
- A Scholastic Book Fair was well attended, raising £98 in free books for the school library.
- Ann Grieve talked to all pupils about Fair Trade.



Make, learn and do days



The Big Picture



Sailing on 'The Swan'

Term 4

- All pupils took part in Make, learn and do days, involving a range of activities, including painting stones, plastic bottle windbreak, junk modelling, newspaper models, the Big Picture, designing board games, designing obstacle courses, tree and wild flower planting, making recycled beads, clay owls, willow fish and a bird box.
- P4-7 visited Skail House in Sandwick as part of their Victorian topic.
- P5-7 had a trip on 'The Swan', sailing in the Rousay Sound.
- For Wateraid this year, P4-7 decided to 'Sing for Change', while P1-4 made cakes for the teas which followed, as well as the usual collection of loose change, which raised a grand total of £155.18.
- Joseph Hewes started cycle training for P4-7.
- P6/7 attended 'Choices for Life', an event raising drug awareness, at the Pickaquooy Centre.

- P7 attended Transition Sports at the Pickaquoy Centre, along with other P7 pupils from across Orkney.
- Four pupils attended the Primary Athletics Competition in Kirkwall, where Charles Cass came second in shot putt.
- Fiddle pupils played at the Pier Restaurant along with the junior members of the Orkney Strathspey and Reel.
- Pupils enjoyed the skatepark facility organised by the Parent Council.
- P6/7 had a residential visit to Hoy Outdoor Centre.
- Nursery pupils visited Westness Woods.
- P1-5 visited to Trumland Woods to collect sycamore seedlings.



The mobile skatepark



Trumland Woods



- P4/5 attended a performance of 'The Man who planted Trees' at the Spiegeltent as part of the St. Magnus Festival.
- P4-7 performed 'Harold's Journey' with Mr. Miller, as the culmination of their work on rhythms and work songs.
- A successful sports day and teas raised £20.85 for school funds, while the plant sale raised a magnificent £179.59!



Sports Day

Work and Life of the School

How good is the education we provide?

5.1 The curriculum

The curriculum is satisfactory. The school is at an early stage in taking forward aspects of Curriculum for Excellence. Staff have become more familiar with the experiences and outcomes in numeracy and mathematics. The developments in active learning have contributed to a more relevant and enjoyable curriculum for children across the school. This session, topics

have become more flexible in terms of timescale, and children have been encouraged to be part of the planning of the topic.

5.3 Meeting learning needs

Nursery

Meeting learning needs in the nursery is satisfactory, with some aspects good. The learning activities are appropriate to the age and stage of development of the children. Greater use is now made of outdoor learning. The children continue to have choices in their learning, thereby becoming absorbed in their play. Greater flexibility in learning experiences enable individual children to make progress.

Primary

Meeting learning needs from P1-7 is satisfactory, with some aspects good. The tracking system and procedures amended in January 2008 have led to a clearer identification of the attainment and achievement of individual pupils. Since October 2008, the head teacher has undertaken support for learning, and now works in all classes, supporting pupils. This in turn has helped to identify and evaluate learners' needs across the school. Children continue to have opportunities to set targets and to develop their skills in peer and self-assessment. This needs to be extended further to cover a wider range of curriculum areas.

5.7 Partnerships with learners and parents

As a response to feedback from parents as part of the inspection process, the school has continued to work to improve communication and consultation. The improvements in the nursery, for example learning stories and sharing a session, from last session have become embedded.

Parents, pupils and staff were involved in drawing up the new vision, values and aims for the school. The wider community were also invited to contribute to this exercise by responding to key questions posted on a flip-chart in community areas. School newsletters are now displayed in public areas, for example the ferry and information relevant to the wider community is included in the monthly community newsletter, the Rousay, Egilsay and Wyre Review. The school has encouraged parents and the wider community to participate and visit the school more regularly on an informal basis.

5.9 Improvement through self-evaluation

Self-evaluation is good. The improvements established last session, especially reflective logs and classroom observations, have continued to have a focus on improving learning and teaching. The improved tracking procedures have helped to ensure appropriate attention is given to individual pupils' learning. Staff are more committed to self-evaluation and it is now used more effectively to ensure improvements.

Strengths

- Children now have more opportunities to contribute to planning their learning, either individually, or as part of a class e.g. maths, environmental studies. This now better reflects children's interests, which are followed up as part of their learning experiences.
- Improved support for learning and pupil tracking, leading to identification and evaluation of learners' needs across the school.
- Greater opportunities for partnership with parents, formally and informally.

Evidence

- Involvement of pupils in planning learning, for example topic questions.
- Observation of classes and photographic evidence demonstrate active learning.
- Quality assurance records.
- Parent, class and community newsletters.

Priorities for development

- Continue to develop approaches in Curriculum for Excellence.
- To develop a staged intervention approach for meeting learners' needs, including partnership with parents.
- Continuing to ensure that self-evaluation improves the work of the school.
- Continue to explore opportunities for developing partnership with parents.

Work and Life of the School

How good is our management?

Since October 2008, staffing in the school remained stable, which led to a more effective collaborative and collegiate approach. This has provided greater consistency in learning and teaching for children. From the staff

development and review process, areas for development have been identified and will be included in the 2009-10 school improvement plan. Available finance is used appropriately to support the school's work.

Strengths

- Staff review and the variety of opportunities for in-service training to enhance the continuing professional development of all staff.
- Accommodation and resources are of a high standard.

Evidence

- Suitably organised accommodation and resources to maximise learning opportunities.
- Staff review records.

Priorities

- To continue to review and update resources to ensure they meet the needs of children.
- To monitor CPD training and its impact in the classroom.

Vision and leadership

How good is our leadership?

9.1 Vision, values and aims

This session, a common vision for the school was developed through extensive consultation with children, parents, staff and the wider community. The vision is clearly based on outcomes for children. A range of whole school activities, for example school assemblies, are used to promote equity and celebrate diversity.

9.4 Leadership of improvement and change

The leadership of the school is satisfactory, with some aspects good. All aspects of quality assurance are appropriately focused on learning and teaching, and learners' experiences. This year has been used to consolidate many of the developments put in place after the HMIe inspection in September 2007. Self-evaluation has been a particular focus this year, which will lead to the development of a strategic improvement plan for session 2009-10, with more detailed action plans developed over the course

of the session. Staff have begun to take greater leadership roles in the school, for example respect classrooms and transition.

Strengths

- The clear vision, values and aims established this session.
- The continuing role of the headteacher in providing both support and greater challenge.
- Developing leadership roles across the school.

Evidence

- Quality assurance timetable shared and understood by staff.
- Vision, values and aims.
- Minutes of staff and Parent Council meetings, and pupil council records.

Priorities

- To use the vision, values and aims with pupils, parents and staff in our work.
- To ensure self-evaluation is used effectively in securing school improvement.
- To continue to build on the talents and skills of staff and ensure there are opportunities to undertake lead roles.

Conclusion

How good can we be?

The school has continued to make significant progress in all the main points for action identified in the HMIE report.

Ongoing involvement from the local authority has been crucial in developing the school over the course of this school session.

The peripatetic early years teacher, has continued to have a significant impact on the practice in the nursery, and as a result on the learning experiences of the children. The routine visits from the Service Improvement officer have provided support to the staff in ensuring continued improvements in aspects of the school's work.

The creation of the vision, values and aims will provide a sound basis for continuing improvements in the school. The school now needs to continue to embed and develop further the various improvements as detailed in this

report. This will allow for improved consistency in learning experiences for children.

AM/7/09

Summary of Progress

Quality Indicator	Nursery	Primary
Successes and Achievements		
1.1. Improvements in performance	Good	Good
2.1 Learners' experiences	Satisfactory	Satisfactory
Work and life of the school		
5.1 The curriculum	Satisfactory	
5.3 Meeting learning needs	Satisfactory	Satisfactory
5.9 Improvement through self-evaluation	Good	
Vision and leadership		
9.4 Leadership of improvement and change	Satisfactory	