



St Andrew's Primary

Standards and Quality Report 2008-2009

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Head Teacher

Our Vision: Excellent Education for All

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St Andrews Primary School

Standards and Quality Report

2008-2009

Introduction

The school's Standards and Quality Report sets the work of the school in the context of *How Good is our School 3, A Curriculum for Excellence*, the local Education Authority's Service Improvement Plan (SIP), and the school's own self-evaluation process. Through the process of self-evaluation, goals and targets for the future are set.

School Context

St Andrews Primary School, built in 1995 and extended in 2003, is located in a rural position near Suckquoy Bay in Toab. Children from the parishes of Tankerness, Deerness, Holm and the village of St Mary's are transported to the school by local bus conveyors. With a house-building programme going on close to the school, we are finding for the first time that we have pupils walking to school.

The decline in pupil numbers over recent years reached the threshold om 2008-9 where our class teacher numbers were cut from seven to six, and therefore we had to composite classes, i.e. P2/1, P3/2 P4/3, while P5, 6 and 7 remained single stream.

Pupil Roll and Staff Complement

The pupil roll and staff as at June 2009:

Nursery & Pre-school	37	Inga Gilmour & Jocelyn Tulloch Barbara Moore
P2/1	23	Alison Aitken
P3/2	24	Shona Ritch (probationer) and Sheila Eunson (mentor)
P4/3	25	Margaret Kirkness
P5	22	Lindsay Campbell
P6	22	Neil McIntosh
P7	17	Lori Scott
Total	170	

Support/

Support for Learning	Cathy Shearer
Art	Jennifer Scott
Music	Jenny Keldie (Denise Denvir maternity cover)
P E	Claire Irvine
Drama Advisor	Chris Giles
Early Years Worker	Jan Higson
Support for Learning Assistants	Linda Bonner and Amanda Ruddick
Job-share Secretaries	Thora Moar and Leesa Knox
Auxiliaries	Doreen Cursiter and Elaine Pottinger
Janitor	Conrad Murray
Instrumental Instructors:	
Strings	Douglas Montgomery
Percussion and woodwind	Steve Miller
Active Schools' Advisor	Catherine Johnston

Information for parents 2009—St Andrews Primary School

School: St Andrews Primary School	Id No: 6003729
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Budgeted Running Costs for Financial Year 2008-09

School Roll at June 2008	132
Total School Running Costs at April 2009 (£)	555,339.40
Cost Per Pupil (£)	4,207.12

Attendance and Absence for School Year 2008/09

%	Stage						
	P1	P2	P3	P4	P5	P6	P7
Authorised Absences	5.9	2.47	1.76	1.93	2.44	2.16	1.93
Unauthorised Absences	0.31	0.24	0.55	0.28	0.81	1.28	1.06

Consultation/

Consultation and the Quality Assurance Process

The action plans of the school improvement plan arose from the main points for action identified from the audit of our School Improvement Plan of 2007-2008.

School Self-evaluation Audit and Consultation

Through the self-evaluation process, the staff at St Andrews has carried out a number of focused audits, consultations and reviews this session.

- During the course of the year all staff-members have used Quality Indicators from *How Good Is Our School 3* to audit current position, set out an action plan and reviewed progress. We worked together as a staff in identifying strengths and weaknesses using Quality Indicators 1.1, 2.1, 5.1, 5.3, 5.9 and 9.4 from *How Good is our School 3*.
- A review of our Vision, Values and Aims was carried out involving children, staff, Parent Council and a focus group of parents.
- Jotters were reviewed and feedback given to highlight quality of learning in different aspects of the curriculum.
- Pupils and members of the teaching team met to discuss learning in different areas of the curriculum.
- Attainment in National Assessments recorded in June was analysed.
- Classroom observations were carried out by HT, with a particular focus on quality of writing.
- As part of the annual staff review and development process, and through weekly staff meetings, both teaching and non-teaching staff-members have been involved in suggesting areas of development for inclusion in school development planning. These suggestions have been agreed and incorporated as far as possible either as action plans or CPD activities.
- Consultation with parents on skin care at school.

During the year, a number of informal activities has been employed to add to the process of our self-evaluation review and audit.

Discussion with staff:

- teaching-staff meetings
- auxiliary-staff meetings
- office-staff meetings
- management meetings
- extended management meetings
- tracking meetings
- attainment meetings
- whole staff meetings

Discussion/

Discussion with children:

- during class visits
- pupil council
- eco schools
- pupil/SMT meetings
- peacemakers/restorative practice

Discussion with parents:

- parents' evenings
- review meetings
- IEP meetings
- informal events
- returns from reports
- parent council meetings
- questionnaires and surveys
- parent workshops

The monitoring process carried out by the management team also supports the self-evaluation process.



Primary Six set up their classroom as the European Parliament for their term3 topic

Local issues/

Local issues

The School Improvement Plan is influenced by the Local Authority Service Plan.

National Issues

National events, documents and advice also inform school improvement planning. Recent key advice which has influenced our planning includes:

1. A Curriculum for Excellence

- progress and proposals
- Building the Curriculum 1: the contribution of curricular areas
- Building the Curriculum 2: active learning in the early years
- Building the Curriculum 3: a framework for learning and teaching
- Curricular Areas Experiences and Outcomes

2. The Journey to Excellence

3. How Good Is Our School 3

4. The Child at the Centre

5. Getting it Right for Every Child

6. Parents as partners - parental involvement

7. Assessment is for Learning



Eco Schools Generation Game

The School Improvement Plan for 2009-2010 was drawn up following the self-evaluation process, and each staff-member chose a priority on which to lead. Our School Improvement Plan has been summarised and a copy put onto the school website.



Children take part in workout to raise funds for Lepra

Vision/

Vision, values and aims

Vision, value and aims of the local authority

Orkney's Vision

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

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Orkney Education Department's Key Aim:

to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The School's Vision and Aims for 2008-9 were:

Vision Statement (Revisited by staff in June 2008)

We are committed to excellent education for all.

School Aims (Chosen with the help of focus parent groups, and staff November 2008)

- To enable all to become successful, confident, life-long learners, and inspire a love of learning
- For children to operate as independent learners and thinkers
- To develop respect and understanding for each other within our school, local communities and the wider world
- For children to value themselves and the environment
- To provide a relevant curriculum for all

Values/

Values in the children's own words November 2008:

Kindness
Loyalty

Good manners
Sharing
Inclusive

Fairness
Responsible

Respect
Listening

Patience

Make and obey five golden rules.

Make sure everyone has someone to play with.

Being nice to each other and the teachers.

Don't huff and puff at hard work! (Tr: *Approach difficult work with courage and confidence, because this is an opportunity for big learning.*) List suggested by pupils at whole school together time.



Children totally engaged in World Maths Day

Summary/

Summary of progress in previous priorities in the context of the school development plan

Our priorities were:

Priority 1 - Raising attainment

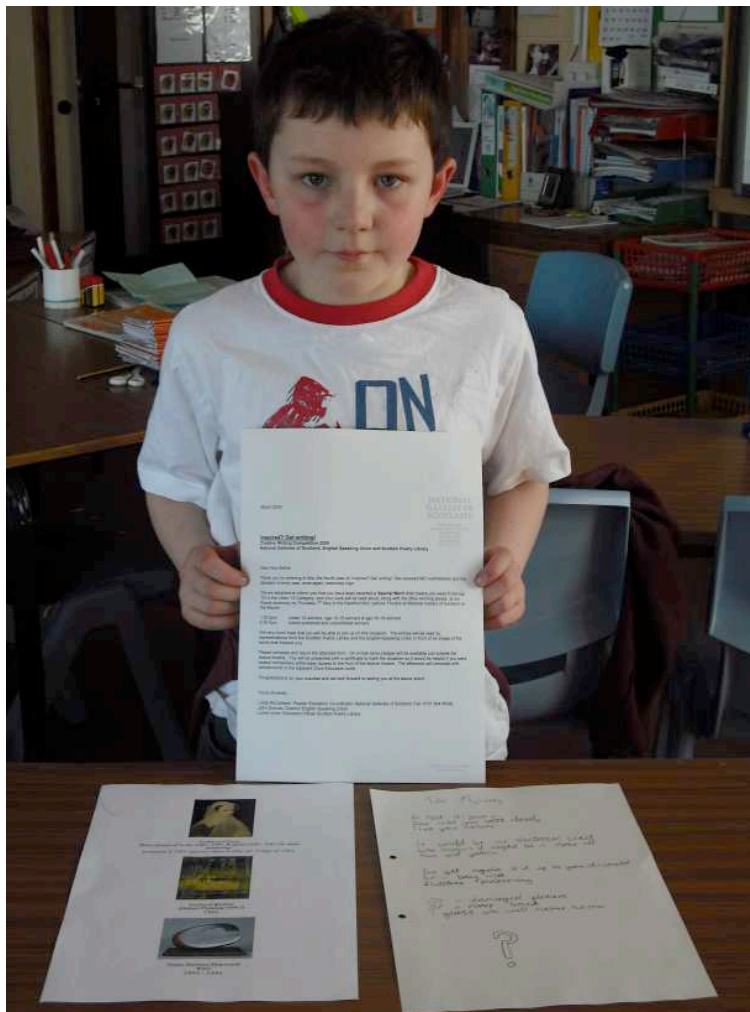
Priority 2 - A Curriculum for Excellence

Priority 3 - ICT in learning and teaching including glow

Priority 4 - Eco school

Priority 5 - Focus on writing

Priority 6 - Quality Indicators: to focus on evaluation of our School Improvement plan



Alex Bakie displays his winning poem

Summary of Progress/

Summary of Progress on Targets 2008-2009

Priority 1 - Raising attainment

To raise standards of educational achievement for all children especially, in the core skills of literacy and numeracy,

To understand what is required of them, and how to attain their goals.

Person responsible: All staff

Progress: There has been good progress on attainment.

Actions

- PLPs used in three classes/Progress jotters used in three other classes
- Learning planning and discussion of criteria for learning with pupils
- Staff engage in pupil tracking twice a year with HT
- Language of four capacities shared with pupils and parents
- Focus on monitoring writing in summer term
- Monitoring of jotters by HT and PT
- Use of 'write to the top' criteria for next steps is very helpful

Impact

- Pupils clear about how to improve their work
- Monitoring of jotters by HT and PT has heightened importance and facilitated high level discussions on pupil progress
- Personal learning planning set up with chosen pupils together with SfL teacher and also shared with parents; progress evaluated with SfL teacher and pupils
- Children assess their learning and engage with personal planning

Next steps:

- Staff-members to (re)start 'learning logs' with class and share with other staff members
- Personal learning planning including four capacities monitored across the school
- Revisit school aims with pupils
- All classes share learning criteria; older pupils engage in personal learning planning
- HT and CTs continue to monitor, track and share progress

Priority 2/

Priority 2 – A Curriculum for Excellence

Planning formats extended to incorporate learning outcomes for the whole curriculum within a cross-curricular theme, if possible.

Update maths and language policies.

Person responsible: all staff

Progress: Progress on this development project is good.

Actions:

- Many staff-members using critical skills approach in teaching and learning
- Active learning evident in classrooms
- Many pupils using language of four capacities
- Plans and evaluations use language of ACfE
- Planning formats include an overview of term linking areas of the curriculum

Impact:

- Critical skills approach offer opportunities for developing Design Principles
- Active learning evident in classrooms: P4/3 created 'Viking Land'; P6 created
- 'European Parliament' - has led to independent, engaging learning for the pupils, offering opportunities for personalisation, choice and depth in learning
- Pupils throughout school beginning to know what is required to achieve elements of four capacities

Next Steps:

- Continue to explore language of CfE, and how we use this to impact on our pupils' learning
- All use CfE outcomes and experiences in planning and evaluations in maths, language, and begin to use this in other areas, e.g.health and wellbeing
- Share review of maths and language policies with all teaching staff
- Involve parents in sharing outcomes and experiences
- Transitions from class to class
- Interdisciplinary projects

Priority 3/

Priority 3: ICT in Learning and Teaching

To review ICT programme and policy in teaching and learning, and agree a consistent approach across the whole school, including nursery.

Implement *Glow* action plan.

Person responsible: Neil McIntosh, Lori Scott, Amanda Ruddick

Progress: Progress on this development project is good and promising.

Actions:

- Acquired digital cameras for each class
- All Staff-members have attended ICT courses, e.g. animation, *Glow*, *Gogglebox*, Powerpoint, Digital Imaging
- ICT policy reviewed and agreed
- Shared sessions have taken place on using ICT resources.
- School *Glow* site set up and live
- All staff logged onto *Glow*
- Pupils use internet sites at home
- Amanda Ruddick updates school website, supported by David Griffiths

Impact:

- Many pupils using digital cameras with confidence
- Pupils using internet sites at home, e.g. *Gogglebox*, covering many areas of the curriculum, World Maths Day site, to enhance learning and share with family
- Staff becoming more interested and confident with *Glow*

Next Steps:

- look at programmes of study, and agree ours
- ICT policy shared with all classroom staff and pupils; begin to check our programme against our policy
- continue to encourage independent use of digital cameras by pupils, including downloading and manipulating photographs
- staff using *Glow* with confidence to keep in contact with daily news and issues, and to enhance learning and teaching
- pupils and parents involved in *Glow* - logins for pupils initially
- Learning and Teaching policy, incorporating ICT, will be reviewed with reference to the OIC policy.
- involve pupils in school website/*Glow*

Priority 4/

Priority 4: Eco School

To raise awareness to the responsibility of looking after our planet.

Person responsible: Margaret Kirkness and Lori Scott led all staff.

Actions:

- All in place to request Silver Award validation
- Generation Green target reached
- Rewards from Generation Green requested, have arrived and been on display in foyer
- 'Bag the Bruck' carried out by P1,2 and 4 at local beach
- An Eco Day involved all pupils, staff, visiting guests and parents
- Eco news on green leaf notice boards keeping all informed of progress
- Letters to parents keeping them informed of progress and happenings
- Pupils collected recycled items for back-pack project
- Each class has a light monitor responsible for ensuring lights are turned off when not needed
- New bag boxes made great impact on tidiness of school

Impact:

- heightened awareness for all of eco issues; mini recycle bank well used
- pupils on eco committee involved in choosing rewards for Generation Green
- bag boxes have given pupils opportunity to be tidier
- increased understanding of helping others through fundraising and collecting items for backpacks to send to Malawi

Next steps:

- Audit carried out and Action Plan set up by each class in area of study in August 2009.
- Set up committee for new session
- The school will apply for its Green Flag in 2010.

Priority 5/

Priority 5 - Focus on Writing

To raise standards of educational achievement for all children in writing.

Pupils will understand what is required of them, and how to attain their goals.

To review the school's writing programme, and agree a consistent approach across the whole school including nursery.

Person responsible: all staff

Actions:

- Visits from Angela Rosie, Glaitness Primary School, and Simon Hall, English Department, Kirkwall Grammar School, to see what they do in writing
- visit to Papdale Primary School to investigate New Zealand writing approach at early stages
- Bought resource called "write to the top"
- Writing pack made up to help staff - Now need to focus on how we should be using this
- Grammar and Spelling audited from P1-7
- Lessons on grammar and spelling specific each week in all classes

Impact:

- Writing folios (P6), Writing cover sheets (P5&7)
- Pupil tracking for Reading, Writing and Maths with HT and staff
- Pupils more knowledgeable about what they need to do to improve their writing

Next Steps:

- focus on use of writing pack
- moderation of marking
- to create a structure for writing throughout the school linked to a curriculum for Excellence
- to incorporate writing into termly topics
- look at the jump from Level B to Level C; what are the skills, knowledge and understanding required here and how do we teach these?

Evaluation/

Evaluation of Performance

Successes and Achievements

Our school vision says that we are 'committed to excellent education for all', and our aim is for this to permeate all we do at St Andrews.

Through monitoring class teaching it is evident that most pupils are motivated and eager participants in their learning. Concentration and focus in class are clear, and resulting learning backs this up. Behaviour management strategies are in place to allow everyone the best opportunity of learning.

Attainment analysis for St Andrews Primary School:

	2005-06	2006-07	2007-08	2008-09
Reading	90.4%	95%	87%	85%
Writing	82.1%	80%	68%	62%
Maths	87.4%	94%	87%	91%

The attainment results show that although Reading is slightly down on the previous year we are slightly ahead of the Large Cluster and Orkney. (See below)

We have increased our level in maths and are back into the 90% level after a small dip last year.

We are still showing disappointing results in writing, despite its having been a focus for the year, and this will feature as a priority in our School Improvement Plan for 2009-2010. We will monitor progress through tracking and assessment meetings, SMT class visits, staff self-evaluation, jotter monitoring and discussions with children and parents .

	St Andrews	Large Cluster	Orkney
Reading	85%	84%	84%
Writing	62%	75%	77%
Maths	91%	87%	85%

Personal Learning Planning has been a focus throughout the school with some early years classes sharing information through progress jotters, and senior classes using weekly evaluation jotters and setting targets for the following week. These have been appreciated by parents, who are able to share in, and comment on, their child's learning. At the start of each term letters informing parents of foci for the term go home, inviting support where possible.

Key Strengths

- the expertise and range of a committed, positive teaching staff
- continued use of formative assessment
- development of self-evaluation
- ethos and partnership with parents
- staff engaging with Curriculum for Excellence
- increased team-working and sharing good practice
- high expectations held for children
- sharing of learning intentions

Evidence of Improved Pupil Experience

- pupils have opportunities to comment on a range of experiences
- raised standard in maths
- 'Critical skills' approach contributes to the pupils' independent and active learning.
- children's self and peer assessment comments
- use of electronic white boards in some classes
- discussion of learning with SMT
- pupils are aware of their level in areas of the curriculum, and know what they need to do to improve.
- Pupils able to access choice and depth in their learning

Promoting Equality

Gender issue - percentage reaching standard for class stage

	Reading	Reading		Writing	Writing		Maths	Maths
	Boys	Girls		Boys	Girls		Boys	Girls
P3 A	81%	90%		44%	44%		100%	100%
P4 B	86%	86%		71%	86%		100%	100%
P5 C	92%	70%		58%	40%		75%	70%
P6 C	82%	100%		53%	100%		88%	100%
P7 D	75%	100%		25%	54%		25%	85%
P7 E	0%	31%		0%	0%		0%	31%

Comment

It would appear that in the main girls outstrip the boys, however it is interesting that at Level C in P5 the boys overtook the girls in all subjects. This is an interesting study for staff, and will form part of our considerations for the coming year. This table does not take into consideration pupils who have achieved expected levels early.

Priorities/

Priorities for development

Main priorities for development will form the School Improvement Plan and be addressed. Other areas for development may be minor targets undertaken during the course of the year.

- timetable time for professional dialogue with Support for Learning Teacher and SfLA
- measures in place to ensure support staff is used to capacity
- monitor writing programme next session, and use data to see if our focus has had the desired impact.
- join with other schools to moderate writing.
- discuss maths scheme which will best suit learners in composite classes
- eco schools - Green Flag
- ICT - Glow
- A Curriculum for Excellence
- update policies
- survey pupils
- transition between classes
- design principles to hand when planning
- seek active learning opportunities
- Revisit the topic of what is involved in providing high-quality education for our learners, to ensure we are all speaking the same 'language'.

Strategy for improvement

The School Improvement Plan provides details of planned strategies to guide development priorities.



Edition Two of the NewsZone goes into production

Work and Life of the School

At St Andrews we are committed to being a learning community. This commitment is evidenced by the high priority we place on teachers professional development and on time spent helping children to develop their personal and social skills. We aim to learn together. At the start of the year we involved the whole school and members of the community in discussing aims and values, and this shared view gives strength to our feeling that we mirror the community we serve. We had a strong focus on good manners and respect, also supported by our community; this approach will become the norm for behaviour at St Andrews. P6 and P7 pupils together took part in a six week course on respect.

During 2008-2009 the Curriculum for Excellence experiences and outcomes were finalised and we have begun to use these in areas of the curriculum. Staff-members use a planning format which includes cross-curricular links and shows how the term's work will help develop the four capacities - confident individuals, effective contributors, successful learners and responsible citizens.

Weekly development meetings have continued during which class teachers have opportunity to consider and discuss strategies, developments and practice. School Improvement Plan priorities are developed at these meetings, and issues arising are discussed and a way forward decided together. These meetings may include support and auxiliary staff, when shared information enables each of us to see a fuller picture and we move forward as a team.

Fifty per cent of our class teachers have received Critical Skills Training Level 1 and 2, an approach to teaching and learning which is highly regarded by staff and pupils. It leads to independence in learning at all levels. Enthusiasm for the course, is great and with the authority planning to support this training in 2009-2010 we plan to send one more teacher to benefit from this approach.

Our Parent Council has been active this year and in June, completed the year with the first AGM. Parent Council is keen to support the work and life of the school and seeks ways to encourage participation of all parents. On parents' evenings members helped out in a variety of ways including providing refreshments - coffee/tea/waffles, and also ran a crèche. Members demonstrated and played newly purchased maths games with children and their parents; the games are available for the children to take home to help consolidate maths concepts. To facilitate discussion and share information the chair of the Parent Council has set up a wiki; we are all learning how to use this means of communication.

Our P7 children enjoyed their trip to Lagganlia for a residential outdoor activity week with children from two neighbouring schools. This experience incorporated many of the areas worked on in school, supporting and encouraging one another, teamwork,

learning/

learning new skills and gaining in independence. Children were able to build friendships with peers whom they would meet again at secondary school after summer.

Our P6 children had the opportunity to have a one-night stay in the Hoy Outdoor Centre, and they too returned full of enthusiasm, stories and shared experiences.

Our P5 children had opportunity to spend an outdoor activity day canoeing and abseiling. The weather for their day was extremely wet, but this did nothing to dampen their enthusiasm and all came back soaked but energised and happy.

Our annual self-evaluation procedures have been carried out including a whole staff evaluation of our School Improvement Plan highlighting areas for priority for next session and which staff-members will lead these.

Staff-members and parents bring many areas of expertise to give the children extra-curricular opportunities including: in sport - football, netball, badminton, club golf and rugby; in music - guitar, chimes and tambourine, and band; in craft - in school time and at craft club after school; cycle-training; chess; and in computer club - run by a pupil and a staff-member. These opportunities allow children choices to enhance their learning and are enthusiastically supported. Our football team did particularly well this year winning coveted trophies.

We were able to look at life in other countries with visits a variety of guests: from Jacqui Besant who led an assembly on Sierra Leone; a visit from members of the Igubi Family, San People of the Kalahari, who after a concert led workshops on beadmaking and dance; visitors from Barnardos Homes who told the story of how the Homes began. This has enhanced the children's understanding and knowledge of how other people live, given opportunity to appreciate other cultures, their own standard of living and a responsibility to help others when possible.

Children had many opportunities to respond to needs of others through fundraising for Children in Need, Red Nose Day, Barnardos Homes, and Leprosy, for which the children raised an enormous £2,172. As part of an enterprise project P7 made recipe/helpful hints books to raise funds for backpacks to send to Malawi. They raised enough to send 78 filled backpacks and a cheque. One P2 pupil threw a birthday party for her friends and she donated the presents to the children in Malawi.

Children had opportunities to take part in annual concerts, but P3s and 4s, together with peers from St Margaret's Hope and Shapinsay schools, had an unusual opportunity to take part in a show called Way Out West, led by members of Scottish Opera. This was a very lively, rich experience for all concerned. The children made new friends and had opportunity to develop skills in expressive arts along with those of concentration and commitment.

We/

We had visits from outside agencies who brought their area of expertise to share with the children, for example Liam McArthur, MSP, Sandra Miller and Elaine Clarke from the Ranger Service, Alasdair Harvey with the KGS Big Band, Sue Whitworth from RSPB, Raymie Peace, postman, Jenny Taylor from Scottish Natural Heritage, Margaret and Daudie from Malawi, for whom the children sang, and Karyn Tait, Dental Hygiene.

P7 children took the opportunity of a virtual meeting with Anthony Horowitz, author. We had visits from police on Road Safety, Stranger Danger and a team from our supportive community led cycle training. We were fortunate to have modern language assistants working in all classes from Nursery to P7 and it was good to observe maths lessons where the children were happily counting in French or German.

The Dynamic Earth workshops were very well received by the children and one of our pupils won the competition run by the group, with two others runners-up. The Bionic Ear show presenters joined us as part of the Science Festival and demonstrated not only how amazing our bodies are, but also how exciting science is. The children engaged well with the topic and responded with enthusiasm to the learning.

We worked hard to gain our Silver Eco Schools Award and now look forward to going for the Green Flag in 2009-2010. One of the highlights of this year's efforts was the Eco Day we held when members of the community joined with us on a variety of Eco linked projects, and P6 pupils collected data for National Plant week. Two classes carried out 'bag the bruck', the beach clean up, with vigour. We achieved our target of leaves in Generation Green thanks to the participation of so many members of our community, and purchased many rewards, including a webcam inside a nesting box.

World Maths Day was a great hit with children practising number bonds at home and at school, then on the day playing against children all over the world. There was a real 'buzz' in school on the day!

A group of children in P5 and P6 started a school newsletter in October 2008, and the children have produced a paper once a term since. This has been supported by our local community councils and enabled us to keep the cost of the paper at 50p per copy.

Children experienced trips to enhance their class projects for example to Corrigan Farm Museum as part of Victorian Orkney project, where the children were able to share some experiences of life in that time.

We sadly had to say goodbye to two faithful members of our team at St Andrews -

Valerie/

Valerie Shearer who has worked as cook for over forty years, and Vera Tait who has driven the mini bus taking children to and from school for about twenty years. We are grateful to them for their dedication and wish them both a happy and well-earned retirement.

The school is aware of its duties, general and specific under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Equality Act 2006. Measures taken to fulfil our statutory duties have included the following:

Promoting equality and access to opportunities

Equality issues are discussed and ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school. There is no barrier towards participation in activities through culture and language, disability, race, religion, sexual orientation or special needs. All staff have been involve in in-service on the legal aspects of racial discrimination and are aware of ensuring that there is no racial harassment or sexual discrimination.

Disability Equality. Access to the school buildings for disabled pupils are in place and considered whenever changes to our environment are being made, for example the path to the bird hide is of a suitable material and wide enough for a wheelchair.

Incidents of harassment. There were no incidents of harassment associated with race, disability, gender, age, religion or sexual orientation.

Consultation. There are no formal mechanisms to consult with representative minority ethnic groups within Orkney as numbers are so low that no such groups exist. Numbers of minority ethnic pupils attending St Andrews are very low and consultation on specific issues has been carried out on an informal basis.

PSD Equality issues are addressed through the PSD curriculum. Circle Time is used in all classes and anti-bullying/ anti-racism are topics for class discussions and assemblies.

Access to Opportunities All activities have been open to all pupils in the school who are age appropriate. Efforts are made to include younger children in the band, e.g. through teaching hand-chimes and tambourine

Key Strengths

- shared values and aims
- respond to national and local initiatives which are important for our community
- AfL strategies used effectively in classrooms
- developing a critical skills approach with the opportunity to deliver quality feedback to learners

high/

- high expectation of pupils in and out of class especially behaviour and politeness
- all learners and their parents are welcomed in school and we aim to meet their needs strategies in place to take new pupils and parents round the school and buddy the new pupils
- shared learning through progress jotters and review of the week jotters
- developing e-mail as an alternative system for communication between parents and school for non-formal communications
- commitment to school improvement

Improved pupil experience

- Critical skills approach
- Focus on learning shared
- Range of visitors bringing experiences and new learning to share
- Quality of educational experiences including music and drama with Scottish Opera members
- The children contribute positively to the life of the school
- A focus on good manners

Priorities for Development

We aim to:

- make revisiting and sharing aims and values, an ongoing aspect of our school life
- share learning outcomes
- develop programmes of study in the light of curriculum for excellence
- reconstruct a tracking system for all learners
- continue to seek ways of sharing the curriculum with parents
- pursue the development of a comprehensive framework for sharing information at transition
- further the development of progress jotters across the school
- maintain particular focus on vulnerable learners
- develop evaluative systems further to make focus more on next steps for each pupil, gaining coherence across the stages
- stimulate learning through effective wall displays
- investigate what the Seemis system has to offer the school

Vision and leadership

The start of the new term saw a change in leadership, with interviews for both the head teacher and principal teacher being held in terms three and four. The uncertainty over the post being filled lasted ten months and could have created a moribund beginning to the year; but the staff-members who were 'acting-up' were leading a stable staff which was experienced in knowledge of the school, and were keen to move forward as a team. Our first task was to develop and shape a common vision for our school with members of our community, beginning with revisiting the vision, values, and aims of the school. These underpin the functioning of the school, and are on display in each classroom and in open areas of the school. Discussions leading to these decisions were very valuable and the resulting aims and values will be revisited and evaluated regularly.

We have shared the allocation of our budget, and through staff discussion of our priorities decided the financial resources necessary to meet them. This made people more aware of the budget and how it can be allocated.

The head teacher is committed to seeing each member of staff and child every day, through welcoming all as they arrive, and/or classroom visits; and to spend time with children discussing their learning. The head teacher and class teachers met twice in the year, to discuss pupil progress, next steps, and decide the level of support required. The effectiveness of these meetings resulted in the staff requesting their continuance in the coming year.

One major social priority is that as a community we place great emphasis on good manners, desiring our children to present as positive members of our community who take responsibility for their behaviour, and to achieve this we place a strong focus on all aspects of behaviour in school—engendering respect for people and things. Visitors to the school have commented on the good manners of the children in our school.

The senior management lead tasks according to the strengths of the individuals, and have led development in Curriculum for Excellence. Some staff-members have taken on lead roles for activities throughout the year, in for example ICT and Eco Schools. Staff-members have become involved in working parties in the school and across the authority. We are well ahead in our development of Glow - the Scottish schools' digital network - and are in a good position to go forward with this initiative next year.

Children have opportunities to take on lead roles for example on the Eco School committee, school newspaper (NewsZone), Pupil Council, Junior Road Safety Officer Scheme, and a group who trained in restorative practice. The critical skills approach in class supports the children in building confidence and the ability to cope with the challenge of independence in a team.

The/

The Pupil Council met regularly once a term and these pupils ran assemblies to share issues with the whole school. They attended the Parent Council AGM to present a round up of the year.

SUMMARY

Key Strengths

- the welcoming ethos of our school
- our approach is increasingly consultative and collegiate
- close working relationship with educational support, e.g. psychological services and education department link officer
- wide range of extra curricular activities involving staff, pupils and community
- cooperation and sharing is a positive experience between all ages in community
- sharing information on the budget

Improved pupil experience

- engagement in reviewing learning, and planning next steps
- pupil consultation through surveys
- pupil involvement in setting the values for our school

Priorities for Development

To:

- foster opportunities for all staff to take on leadership roles, e.g. in our School Improvement Plan
- work in partnership with other agencies
- build in regular opportunities for collegiate working
- use Glow and ICT in learning and teaching more consistently across the school

One of the school's aims states:

'We aim to support all learners and promote inclusion and equality.'

The head teacher acts as equality co-ordinator for the school. The school has well-thought-out policies on promoting equality, and the management team has fully involved all staff-members in the development of these policies. All new teachers are briefed on equality issues as part of the Education Authority's induction process. The head teacher makes sure that the school's responsibilities in equality matters are kept in focus. Equality issues are discussed regularly and ethnic religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the life of the school. School staff is meticulous in recording incidents of harassment and the Head Teacher makes sure that the policy for dealing with such incidents is regularly reinforced.

CONCLUSION/

CONCLUSION

Achievements—We have achieved the Silver Eco Schools Award this year, and are working towards the Green Flag in 2010. Whereas global citizenship has not been a focus this year, except in nursery - where the staff has maintained a link with Greece - the whole school has begun to engage with *Glow*, beginning to get to grips with the possibilities this provides; and we will build on this in the coming session.

Parental engagement—We welcome and encourage parental involvement and other agencies' involvement at St Andrews. Through a welcoming open door policy, we endeavour to create a positive and supportive ethos to create an active learning environment, where pupils, staff-members and parents receive positive encouragement for engagement.

We see our Parents Council as having a leading role in the partnership to effect engagement with parents. Outlines of School policies and forthcoming events are shared and discussed with our Parent Council, and to facilitate sharing with parents, pupils, and the wider community, our School Improvement Plan is now available on the school website. Together we ran a maths games night and offered a crèche on Parents' Evening. This year we have had great commitment from parents running netball, rugby and football activities, indeed, our football team won the indoor county league and knockout tournaments.

Development of a team—Our vision is firmly based on outcomes for learners. Regular school visits by Educational Psychologist have increased the capacity of our teaching team, and pupils put themselves forward for training in restorative practice, which they use during break times in the summer. Although we still have some way to go, an ethos of a staff team continues to be developed in our school, and we are building an atmosphere of collective responsibility and mutual support across the school and wider community. We made good use of the views of learners, and of the collective knowledge, experience and interests of staff so that staff-members and learners are able to exercise initiative and take lead roles within and beyond classroom. We aim to continue to work with learners, parents and other partners in developing and sharing the common vision for our school.

Pupils as an integral part of success in learning—Pupils are an important part of the whole school team, and to develop in them a sense of ownership and responsibility, we encourage them to play lead roles in the school through such as pupil council, involvement on the eco committee, making choices about their learning, and showing visitors around their school. Every child has something to offer, and class displays help build up confidence for learners; this is an area for further development in our school and classrooms.

Engagement with the wider community—For the wider community, although not a 'community school' per se, we encourage use of the school and grounds for community activities, to encourage a sense of community ownership and wider engagement. We use our philosophy and ethos of engagement with the whole community - professions, parents, children and parish - to develop mutually supportive partnerships and close-working relationships with other agencies with the prime aim of support for our learning community.

Underpinning everything we do at St Andrews is the success of our learners in engagement with life-long learning: academic, cultural, parish, Orkney-wide, and also global.

Summary of Reference Quality Indicators (QI) for St Andrews Primary school

QI	Sector	Evaluation
1.1 Improvements in performance	Pre-school	Good
	Primary	Good
2.1 Learners' experiences	Pre-school	Good
	Primary	Good
5.3 Meeting learning needs	Pre-school	Good
	Primary	Good
5.1 The curriculum	School	Good
5.9 Improvement through self-evaluation	School	Good
9.4 Leadership of improvement and change	School	Good



3, 2, 1 healthy lunch