

Standards and Quality Report

2021/22



Achiltibuie Primary school

HIGHLAND COUNCIL | ACHILTIBUIE PRIMARY, ACHILTIBUIE IV26 2YG.

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Achiltibuie Primary School is in the North West of Scotland, which has its own benefits and challenges. We use our location to our benefit, engaging our pupils in learning both, in school and the wider community.

This year has seen the continued presence of Covid impact on our school year, with increased pupil and staff absence. Whilst this has given extra challenges, the pupil and staff have adapted, using technology to allow learning to continue.

During the last year Her Majesty's Inspectorate of Education Scotland, HMIES, visited to evaluate our progress against the last inspection's action points, and they were pleased with the progress we had made. They stated that we would not require a further follow up visit in relation to the last inspection.

While Covid affected attendance, it has been very good and as we promote a positive behaviour system there have been no exclusions

Our School Vision, Values and Aims

Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all

To ensure that learning and teaching are of the highest possible calibre by providing a safe and happy environment where all pupils can learn effectively. We aim to foster a whole-school culture of high expectation for life-long learning in the 21st century.

To review and implement the curriculum outlined in the Curriculum for Excellence guidance and actively promoting achievement and celebrating success.

To encourage self-respect and co-operation, good behaviour while developing the qualities of tolerance and respect for others as well as promoting responsibility for their school, community and the environment. Parents will be encouraged to be partners in their children's role in the school and community.

To develop a moral and religious tolerance of other people, promote equality and fairness and ensure awareness of other cultures and races is promoted within the school.

To foster liaison with associated Nurseries, Partner Centres, Primaries, New Community secondary school and other agencies to ensure a smooth transition from nursery or partner centre to primary and then onto secondary education.

We aim to ensure that all staff have opportunities to continue their own professional development, taking advantage of training opportunities to promote planning and teamwork in reviewing areas of the curriculum and further develop personal expertise.

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Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Your teaching us to read and spell things
- Outdoor Learning
- Junior Forester Award
- P.E. Swimming
- Art, Drama and Music
- Library visits
- Baking
- Assessments
- Seesaw
- Big Book (Weekly reflective session on learning achievements every week on a Friday)

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- Longer Breaks
- More pupils, this would give more people to play with
- New Playground equipment, to improve opportunities for sport at playtimes
- Projects, more chance for individual work on subjects
- More Art, to develop artistic style and ability
- Wildlife, learn more about wildlife and discover the environment around our local area

**Our Improvement Journey Headlines
Session 2021/22**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Recovery from Covid 19 impact, 1 Health and Wellbeing

Progress and impact: Improvement priorities for session 21/22 were set by Highland Council for all schools, so comments and data may not match the new reporting format.

Very good progress was made in this area with pupils being able to express their feelings and discuss any worries they might have regarding the covid situation.

Health and wellbeing post-Covid-19. Pupils have greater emotional awareness and resilience allowing them to be better equipped to cope with the new pressures relating to the Covid situation. Pupils are able to identify feelings in themselves and others and know where to go for help if the pressures get too much.

Implementation of the Glasgow Motivation and Wellbeing Profile (GMWP) identified target areas and pupils who needed more support.

Emotional Literacy and mental wellbeing delivered through outdoor learning on a regular basis has been very successful in raising overall wellbeing, measured by reviewing with GMWP.

Next steps:
Continue with GMWP on a thrice-yearly basis to monitor pupil wellbeing.

Outdoor Learning based wellbeing lessons with HLH staff and school staff will continue on a weekly basis.
Opportunities for pupils through extra-curricular activities e.g. sports clubs

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

- 1) **Purpose** Recovery of learning, teaching and assessment. Using the recovery curriculum to support learning and the return to a full primary curriculum following the impact of Covid restrictions.

Progress and impact:

Good progress was made in this area with a smooth transition from a recovery curriculum back to a full curriculum.

Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning) Was good across both schools, with the transition from in person teaching to distance learning, when necessary, being smooth and effective.

Increased digital literacy of pupils, parents and staff enabled teaching to continue throughout periods of remote learning, meaning there was as minimal impact as possible when provisions had to close.

Embedding Realising the ambition had a positive impact on early years and beyond through increased pupil engagement. The implementation of play based learning in the younger years of primary allowed a more gentle return to in person learning and supported the transition from recovery to full curriculum.

Next steps:

Continued focus on Numeracy, Literacy and HWB across the cluster.

Develop assessment and moderation across the ASG.

Focus on professional skills and abilities as an element of our new three-year improvement plan.

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 3

- 1) **Purpose:** Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

Good progress achieved in identifying and targeting gaps in learning due to covid.

Baseline assessments identified pupils in need of extra support.

New whole school assessment and tracking put in place.

Extra, PEF funded, teacher time alongside volunteer teacher had a significant impact on closing identified gaps in Numeracy and Literacy.

Next steps:

Embed whole school assessment and tracking on a regular basis.

Implement ASG wide moderation sessions

Continue extra teacher support, PEF funded and volunteer, for target groups

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Evaluation of Progress

We believe we have made the following progress this session:

| Quality Indicator | School self-evaluation |
|---|------------------------|
| 1.3 Leadership of Change | Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Raising attainment and achievement | Good |

Our children and young people believe we have made the following progress this session:

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|---|-----------|
| Theme 1 Our relationships | Very good |
| Theme 2 Our learning and teaching | Good |
| Theme 3 Our school and community | Very good |
| Theme 4 Our health and wellbeing | Good |
| Theme 5 Our successes and achievements | Very good |

| Quality Indicator | School self-evaluation |
|-----------------------------|------------------------|
| 1.3 Leadership of Change | Good |
| 2.3 | Good |

**Learning, teaching and
assessment**

3.1 Good
**Ensuring wellbeing, equality
and inclusion**

3.2 Good
Ensuring children's progress

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/ullapoolhigh.org.uk/achiltibuie/home> or by contacting the school office.