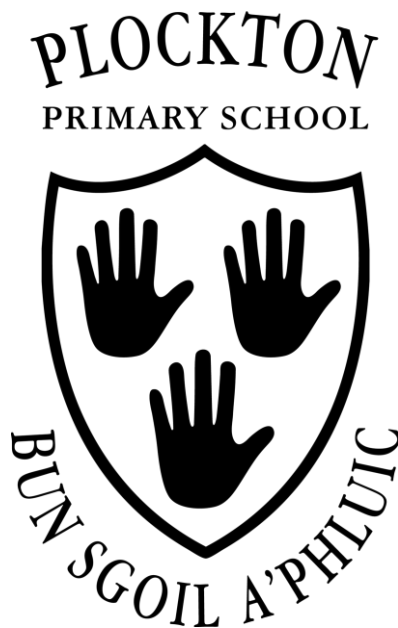


Standards and Quality Report

2021/22

PLOCKTON PRIMARY SCHOOL/BUN SGOIL A' PHLUIC



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

Plockton Primary School/Bun Sgoil a' Phluic forms a 3-18 Campus with nearby Plockton High School. The Primary School provides education in both English and Gaelic medium. We currently have three classes (2 Gaelic Medium and 1 English Medium) and a Gaelic medium Nursery. We have classrooms across two separate buildings and a Hall/Canteen. Pupils also have access to facilities at Plockton High School. We value good relationships with parents and the local community and take part in a range of community events. The school provides a welcoming environment for all.

Our school roll is currently 38 and we have 15 children in Sgoil Àraich. Our average attendance in P1-P7 last school year was 91% with no exclusions.

Our School Vision, Values and Aims

Our Vision

'Launching a lifetime of learning'

Our Values

Responsibility – Uallach
Friendship – Cairdeas
Courage – Misneachd
Trust – Earbsa
Determination – Dìongmhaltas
Creativity – Cruthachalachd

Our Aims:

To provide a safe, happy, achieving, nurturing and active learning environment for all learners.

To be a friendly, enthusiastic and resilient school.

To provide a supportive, challenging, inspiring and creative curriculum enabling all learners to develop the skills for learning, life and work that they need to become successful learners, confident individuals, responsible citizens and effective contributors.

To aim for excellence by delivering a curriculum that takes into consideration our unique history and culture and works with partners and our wider school community.

To set high expectations for attainment, achievement and behaviour.

Children's Aims – We would like:

To work together to make a place where you are looked after and we learn together.

To create a place where you can make lots of friends and we never give up.

Our Values

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Determination – Dìongmhaltas Creativity – Cruthachalachd

To support and encourage each other in all the things that we learn in school to become the best that we can be always.
To work with the community to create a good learning environment that considers what makes us special.
Everyone to always do their best and give it a go!

Pupil Voice: what is working well in our school?

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

All quotes from Focus Groups and Pupil Council:

Good Sports Day, picnic, Mental Health Day, Go Bright Day.

We used learning conversations and Health and Wellbeing Webs to talk about how we are and to let teachers and parents know if we have worries. School deals very well with negative behaviour and falling out – Time Out, Fix-It Folder, Rights Respecting Group.

We all have at least one adult that we can talk to if we have a worry.

Pupil Council has good responsibilities for our budget and helping the school improve. We enjoyed looking at the jotters and people became neater after we spoke to them about it. We enjoyed having responsibility to give our teachers feedback about their marking!

Kindness has improved – school activities have brought us together and brought the school together. The Kindness Clouds are good.

We do more art and the Sarah Longley and Malcolm mackenzie Projects were good working in the community.

Maths has improved, I focus more and chat less.

Teachers manage the class well 9/10.

Our teachers make learning clear, we know the LI and SC.

Working with Mrs MacLeod (PEF Teacher) has improved my reading and writing.

We are a school that does homework, learning is important even if we don't always like to do homework.

There is less litter in the playground.

Pupil Council jotter monitoring. Handwriting has improved.

Plockton Primary is a very good school – this was from whole Pupil Council

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In our school learning is challenging and enjoyable – all agreed

Behaviour and listening is very good in our school.

We are involved in making decisions about buying resources and in improving the school.

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.

There are not enough toilets. In Gaelic medium there is one toilet and there are 28 of us now.

The Canteen building is very old and not a good gym space.

Sometimes there is some tension between Gaelic and English Medium, it is a lot better but sometimes still there.

More outdoor learning.

We agree with the teachers that we would like to keep getting better at knowing where we are in our learning.

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: Recovery from Covid-19 School Closures: Health and wellbeing

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Covid 19 Recovery

Progress and impact:

Whole school learning contexts for the year included increased opportunities to connect with the local environment, people and history (Plockton Past and Present, Japan/Scotland Study, DYW and Careers Fair). We worked with local artists, giving opportunities for learners to interact with local wildlife and surroundings and to be creative and mindful and developing a sense of land, place and belonging. Pupils collaborated to create an album for the National Museum of Scotland showing what is important to us, here, now Pupils reported that these experiences have been positive for their wellbeing and learning.

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We continued our Eco Schools Journey and through planting, harvesting and cooking developed a sense of seasons and where our food comes from. P4-P7 pupils completed the Circular Economy Challenge. As a result, pupils have a good understanding both of the issues affecting the planet and of the action they can take to help.

There are regular opportunities for wellbeing activities – Daily Mile and Weekly whole school walk, Mental Wellbeing Day run by EMP1-7. Twice yearly HWB webs and conversations (P1-P7) indicate that almost all pupils rate themselves highly on SHANARRI indicators. Any low scores are discussed with pupils and if appropriate with parents.

In ELC introduction of more free flow play and increased use of Loose Parts. Emphasis on SHANARRI, purchase and use of dolls representing each indicator. Children refer to these eg be safe like Sammy sabhailte. Reintroduction of Stay and Play Sessions has increased parental involvement and family learning. We have increased opportunities for outdoor learning and used this as a basis for transition from Sgoil Araich to P1 (this is a weekly session all year). Parents and learners commented very positively on the transition process.

We began using Fix-It Folders and developing self-regulation strategies. This has begun to help us to resolve playground issues and to have strategies to use when things are hard.

Good progress was made in this area overall.

Next steps:

Continue to extend and embed use of Fix-It Folders and self-regulation strategies. Submit Eco Plan to achieve Green Flag.

Improvement Project 2: Recovery from Covid-19 School Closures: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Covid 19 Recovery

Progress and impact:

Seesaw was embedded as a tool to encourage learning conversations with pupils and for sharing progress with parents. Learning Intentions and Success Criteria are being used more consistently and pupils are increasingly choosing which learning they want to share on Seesaw and are beginning to be more able to articulate where they are in their learning and their next steps. Parent engagement with Seesaw is high and the content enables family learning discussions.

Teaching and learning focussed on the foundations of reading, writing, talking, listening (especially in GM classes to address the lack of language use and development in lockdown) and good progress was made by almost all children in

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literacy. PEF Funding was used to support identified pupils with literacy and almost all children in this group met or exceeded their reading target. Increased confidence in this group is visible and has been commented on by learners. Handwriting and presentation is improved across the school, there is now an agreed Handwriting progression and Presentation and Jotter Policy. Quality of writing has improved as evidenced in jotters.

SMT and peer observations evidenced that LI and SC are being used more consistently, that presentation is improving and that pupils behave well and are engaged in their learning.

Teachers also worked to assess and address basic skills in numeracy to close any gaps which emerged from the period when pupils were not engaging in school-based learning. Knowledge of number bonds has improved and daily mental maths is improving basic facts. Learners are making links in their learning.

Through CPL on LI/SC this is more consistent, teachers are beginning to work with pupils to co-create LI and SC. Pupils more aware of and able to articulate what they are learning rather than what they are doing and are developing a better awareness of where they are in their learning.

Skills Groups gave opportunities for learners across stages and across GM and EM to collaborate and build skills in Eco, Gardening, RRS and Road Safety. These are mixed groups of English and Gaelic Medium learners across P1-P7 with all pupils taking part in all Skills Groups across the year.

World of Work learning context – pupils reflected on their skills and shared what they are good at and were able to look at jobs and careers based on their skills and interests. Careers Fair and visits allowed learners to interact with a wide range of local employers and individuals and to meaningfully explore career options.

P5-P7 Circular Economy Project developed team work skills, leadership skills and reflection on skills development in addition to subject knowledge around sea pollution and development of creative solutions to this.

In ELC self-evaluation activities and professional learning opportunities for EYPs on Realising the Ambition and developing Spaces, Experiences and Interactions, including developing aspects of the curiosity approach led to improvements in the outdoor and indoor learning environments, which was commented on positively by parents in feedback surveys. EYPS have begun the use of intentional responsive planning and floor books to plan appropriate provocations and invitations relevant to children's interests.

We introduced outdoor learning sessions across Early Level to support transition and begin to establish a learning through play focus in P1. Parents and Nursery pupils commented very positively on the transition process, telling us that children were well supported to begin P1 and had got to know the adults and members of the class well. Play pedagogy is in the early stages and teachers are learning from visits to other schools.

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Good progress was made in this area overall.

Next steps:

Continue to engage with CPL to increase teacher confidence and consistency across school in high quality target setting, learning intentions and success criteria to enable all learners to be able to confidently articulate where they are in their learning and their next steps.

Continue to develop Play Pedagogy Approach in P1/P2.

Continue to develop consistent use of Responsive Planning and Floorbooks

Improvement Project 3: Recovery from Covid-19 School Closures: Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Performance Information

Year of Project: 1

Purpose: Covid 19 Recovery: identification and addressing of gaps in learning

Progress and impact:

Ongoing formative assessment, INCAs and SNSAs are used to establish baselines and identify learners in needs of intervention and support and to inform regular tracking meetings (with DHT/Class Teachers and LS/PEF Teacher) where pupil progress, targets, support and attendance are discussed. As a result teachers have good knowledge of which pupils are on track in their learning, and where pupils are not on track, intervention and strategies to address barriers to learning are clearly identified, put in place promptly and regularly reviewed.

Assessment data (SNSA/INCA/Teacher observation/LS Teacher assessment) has shown that the majority of pupils are working at or beyond their expected level.

Our ACEL (Curriculum for Excellence Levels) at P1, P4 and P7 in Literacy and Numeracy is ahead of the national average.

	Literacy	Numeracy
P1	97%	100%
P4	50%	75%
P7	94%	67%
Combined	80%	81%

Snapshots show that pupils are beginning to have a more reliable understanding of where they are in their learning. They can state where they have improved and what they need to keep working on.

Teachers report that the HC Literacy Progression is a very useful tool alongside the Benchmarks for planning of learning and assessment. The Numeracy Progression is useful at Early Level but reported as less helpful at First and Second Level and can be cumbersome.

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It was identified that opportunities for moderation need to be increased.

Due to ongoing Covid restrictions sessions with Primary and High School maths department were curtailed.

PEF Funding and DSM was used to pay for 0.1FTE Learning Support Teacher to work with identified pupils. Almost all pupils in the target group met or exceeded their target in reading.

Good progress was made in this area overall.

Next steps:

Develop and improve approaches to moderation to ensure confident judgments and planning of high quality assessment as part of the planning of learning. Continue to focus on developing the teaching of writing in EM and GM through professional learning in the Talk for Writing Approach. During Session 2022-23 EYPs and GME Teacher will work together to develop the Early Level Gaelic Curriculum.

GME Project:

Primary focus: Choose an item.

Year of Project: Choose an item.

Purpose:

Progress and impact:

No specific GME Project in Session 21-22, addressing gaps in learning included GME learners.

Next steps:

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	Very good
3.2 Raising attainment and achievement	Good

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

Theme 1 Excellent
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

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

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://plocktonhighschool.wixsite.com/amploc/documentation-1> or by contacting the school office.

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