

# Standards and Quality Report

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2021/22



BUALNALUIB PRIMARY AND AULTBEA NURSERY

**Bualnaluib Primary School and Aultbea Nursery**

HIGHLAND COUNCIL | AIRD, AULTBEA, IV22 2JH

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 and nursery

Bualnaluib Primary is situated overlooking the sea loch, Loch Ewe, and is approximately 1 mile from the village of Aultbea. It serves the villages of Aultbea and Laide and the surrounding area. Our Nursery is located in a purpose-built centre which is off campus, a mile away in the village of Aultbea.

Bualnaluib is a two teacher school and is part of a cluster arrangement with Poolewe Primary, 7 miles distant. Our cluster is part of the Gairloch Associated Schools Group. Currently our school roll is 34 split between a P1-3 class – Skippers and P4-7 – Crofters. Our Nursery is open full time with 2 Early Years Workers and 5 pupils. Our SIMD is between 7 and 10 however, our rural location makes access to a range of experiences more challenging. Free school meal entitlement is low. Most families are homeowners and have parents in work. A significant number of our families have multicultural and international backgrounds, enriching the diversity of our school.

We are located in the heart of a community with a strong sense of belonging, which supports us in many ways. We have a long-established teaching team that is hard working, motivated and enthusiastic and a new head teacher who started in January 2021. We have a proactive Parent Council.

Our attainment is very good in Numeracy and Literacy and our pupils regularly achieve sporting success in the ASG Sporting events.

Our most recent HMI visit from education Scotland was in April 2019 where we achieved very good across all the Q.I.s inspected.

### Our School Vision, Values and Aims

The school provides a very caring and supportive environment for all learners. Our ethos promotes teamwork and creativity. The classroom promotes success and

achievement by encouraging every child to develop the 4 capacities. There are high standards of behaviour based on our social skills and negotiated class rules.

*In Bualnaluib primary and nursery we have spent this year looking at different values and what they mean to us through our learning in Ethos time. This has been preparatory work for 22-23 when we will review our Vision, Values and Aims.*

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session, these notes were taken at assemblies and with a focus group at the end of term.



### What works well in our school – Pupil Voice 21-22 Bualnaluib Primary



#### Opportunities for personal achievement

Loose parts – recognition at assembly  
 Certificates at assembly  
 Hockey star of the week on the Achievement Board  
 First Ministers Reading Challenge  
 Learning Bagpipes/drums (Instrumental service)  
 Swimming  
 ASG sports events  
 Art competition

#### Interdisciplinary Learning

Topics – ‘Learning about different things’  
 Jacobite pop up museum  
 Zone time – ‘making coats for the teddys’  
 STEM activities  
 Learning about the history of our school  
 Thrive Thursdays

#### The Curriculum

‘the totality of all that is planned for children and young people throughout their education’

Friendships  
 Working together as a team  
 School Boards – Pupil council, JRSO, Global Guardians, Eco Committee  
 Outdoor learning  
 Changing the class names

Art lessons  
 Gymnastics in PE  
 Maths ‘active learning is fun’  
 Reading together in class  
 ‘History topics are brilliant’

#### Ethos and Life of the school as a community

#### Curriculum areas and subjects

## 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 in the coming academic session.

What would make our school better?

*A tree house because we don't have one.*

*A slide for little ones*

*More gymnastics*

*After school clubs*

*Using the schoolhouse more*

Have a 'calming down' space in the school

Longer breaks

Fix all the broken bits of the school

Have talent shows

More show and tells

Have puppet shows

Paint the walls

Have a proper basket ball court

A school pet

A trampoline

We could make up our own clubs

Stop having different spaces for different people outside (restricted areas for different stages)

More flowers

An art club

We asked the pupils what skills they thought they had gained from the improvements we made to the school last year.

The improvements were:

- Introducing Learning Through Play across school
- Thrive Thursdays – Cluster stage outdoor learning and swimming lessons; 4 days for all pupils.
- Utilising HWB resources; Tree of Knowledge and Healthy, Happy You.
- Introduction of Ethos sessions to support personalised learning and choice
- Increase in diverse and progressive outdoor learning experiences
- Opportunities for Personal Achievement Awards
- Development and delivery of digital profiles.

Pupils thoughts on what skills they have acquired:



## 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:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Health and Wellbeing

All staff to engage with opportunities to embed outdoor learning and increase learning experiences in real life contexts and personal achievements.

All staff to utilise Health and Wellbeing resources and programs. All staff to support creativity through partnerships.

**Progress and impact:**

- ✓ *All pupils experienced Thrive Thursdays as a stage across the cluster for 4 days. Almost all pupils felt their social skills and confidence had improved as a result.*
- ✓ *All pupils received swimming lessons. Almost all pupils improved their swimming ability.*
- ✓ *Almost all pupils achieved at least 1 national certification – RSPB Wild Challenge, Young Foresters Award, Global Goals, Heritage Heroes*
- ✓ *A diverse range of out of school experiences – museums, national parks, local venues, beaches, woodlands, urban opportunities (P7) took place. Almost all pupils reported that this improved their social skills and willingness to engage in learning.*
- ✓ *Wide variety of Developing Young Workforce opportunities delivered including author visits and both local and national partner online meets.*
- ✓ *Ethos week – delivered ‘real life’ experiences including budgeting, shopping, collaborating, painting fences, building raised beds, planting trees and vegetables, cooking, making enterprise items for sale at market, project managing and communicating with local authority, local businesses and community members. Almost all pupils demonstrated engagement in learning, most reported on improved feelings of ownership in the school, feelings of safe and secure recorded by the majority.*
- ✓ *Cultural day – parents sharing their homeland’s with the school; food, dance, dress and language.*
- ✓ *Healthy, Happy You resources delivered across all stages. Almost all pupils felt more confident and recorded an improvement in well being indicators.*
- ✓ *Tree of Knowledge delivered across all stages. Almost all pupils felt more confident and recorded an improvement in well being indicators.*

**Next steps:**

- Continue to embed a diversity of learning opportunities through real life experiences
- Sustain partnerships with all stakeholders.
- Create new partnerships
- Build capacity with all staff to support Thrive Thursdays
- Further develop staff capacity in ASN supports – neurodiversity, nurture, ACE's
- Engage fully in Rights Respecting Schools Award Programme
- Develop Personal Achievement Progression Framework

### Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** Recovery of Learning, Teaching and Assessment

Staff continue to embed Literacy and numeracy resources as identified to support all pupils to achieve. All staff will gather data from both formative and summative assessments to inform learning and teaching.

**Progress and impact:**

- ✓ *Staff confidence in identifying pupil needs through diagnostic testing, precision teaching and interventions were delivered for identified pupils.*
- ✓ *Most pupils showed an improvement of at least 6 months in reading, spelling and mental arithmetic.*
- ✓ *The majority of pupils displayed improved spelling fluency.*
- ✓ *Most pupils displayed improved reading levels.*
- ✓ *Key assessment tasks were undertaken by all pupils.*
- ✓ *Literacy and Numeracy Lead teachers continued to support staff across the cluster.*

**Next steps:**

- Literacy for All programme led and implemented by PT.
- Attendance at Stephen Graham Literacy training by teaching staff.
- Re-instate Learning Conversations with pupils.
- Embed Spotlight at Staff meetings.
- Continue with Precision teaching for pupils with identified supports needed.

### Improvement Project 3:

**Primary focus:** Performance Information

**Year of Project:** 2

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

Moderation meeting across both Highland council and the ASG for early, first and second level in literacy and numeracy.

All staff to continue to support digital skills development.

All staff use data gathered from both formative and summative assessments to inform learning and teaching.

**Progress and impact:**

- ✓ ACEL - Combined P1,4&7 Numeracy=100%
- ✓ ACEL - Combined P1,4&7 Literacy=62%
- ✓ Good progress was made – staff all took part in ASG moderation activities, confidence increased, and network support built for each stage.
- ✓ One member of teaching staff undertook local authority QUAMSO training in preparation for roll out in session 22-23 across the school cluster.
- ✓ Cluster PT created and implemented digital profiles for all pupils.
- ✓ Digital updates were put on school website.
- ✓ 1:1 device programme remained at 100%

**Next steps:**

- Engage with Digital progression framework to ensure continued improvement in digital skills for all pupils.
- Continue moderation exercises across ASG alongside secondary staff
- Support QUAMSO leads to implement moderation frameworks.
- Continue to use assessment formats available to support pupils
- Continue 1:1 device programme
- Build/further develop digital passports
- Continue to use website and twitter to embed digital skills in all pupils.

**Evaluation of Progress**

We believe we have made the following progress this session:

**Quality Indicator**

**School self-evaluation**

<p style="text-align: right; margin-right: 20px;"><b>1.3</b></p> <p><b>Leadership of Change</b></p>	<p>Good</p>
<p style="text-align: right; margin-right: 20px;"><b>2.3</b></p> <p><b>Learning, teaching and assessment</b></p>	<p>Very good</p>
<p style="text-align: right; margin-right: 20px;"><b>3.1</b></p> <p><b>Ensuring wellbeing, equality and inclusion</b></p>	<p>Very good</p>
<p style="text-align: right; margin-right: 20px;"><b>3.2</b></p> <p><b>Raising attainment and achievement</b></p>	<p>Very good</p>



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

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



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

**We are confident in our capacity for continuous improvement.**

## Evidence of Improvement

### 1.3 Leadership of Change

- Ethos – Ethos week  
    Planning with children and staff
- Weekly ethos sessions
- Committees
- Thrive Thursdays
- Parental Engagement –  
    Pop up Museum  
    Parental questionnaires  
    Parents as learners – online sessions
- 4 Contexts formats for each term
- All staff involved in self evaluation
- Enterprise – Local market
- Using local suppliers
- Culture day – parents sharing their country's traditions and customs
- Zone and learning through plan
- Skill/knowledge sharing/ CPD



### 2.3 Learning, Teaching and Assessment

- 1-1 Chromebooks



- Learning through play
- Staff CPD – a diverse range of training with impactful outcomes
- Marking and feedback
- Diagnostic Assessments – grouping and teaching
- Child led learning
- Thrive Thursdays
- Ethos each week
- Partners – Community Council, Aultbea Stories, Inverewe Churches, local businesses, Active Schools, Instrumental service, Aberdeen Science Centre.
- All work together- collaborative across all ages and stages
- 4 Contexts – curriculum delivered in all four contexts
- Reading task mats
- Zones – diverse challenges put out weekly.
- Digital Profiles
- Learning Intentions and success criteria's used
- T4W Toolkit – Cold and hot writes
- Active Learning
- Smartbooks
- Book creator, sumdog etc
- Mindmaps
- Floorbooks (nursery)
- Developmental overviews and observations
- Sharing learning journeys with parents (nursery)



### **3.1 Ensuring Wellbeing, equity and inclusion**

Staff know GIRFEC, UNCRC, SDG's

- Differentiation is evident across the school
- Assemblies/Displays identify articles

Staff understand Responsibility

- Everyone in the school community involved in wellbeing

Local/National Guidance is implemented and visible

- Being Me
- Curriculum for Excellence
- Highland Literature – Wraparound spelling, phonological awareness, trackers etc.
- ELC blog
- Highland Numeracy
- Realising the ambition



How do we ensure SHANARI for our children and young people?

- Ethos
- Communicating with parents
- Child led learning
- Involving children in decisions – school boards, assemblies, pupil forums (as required)
- Comprehensive ASN system (Form 1's, child plans)
- Interventions
- Precision teaching



Parent Communications

- 4 Contexts
- Newsletters
- Website/twitter



- Open door policy
- Regular emails

#### Improved Outcomes

- Revisit assessment throughout the year for targeted children
- Form 1's reviewed every 6 weeks – 2 months
- Tracking and monitoring

#### Inclusive Environment

- Quiet area
- Positive approach by teachers
- Natural colour environment inside
- Dyslexia friendly classrooms



#### Celebrate diversity/inclusion

- Personal Achievement wall
- Learning through play/child led learning
- Fidgets, headphones, weighted blankets – Accessible by all pupils
- Culture Day
- School boards (Global Guardians – shared leadership to include all)

#### Partnerships

Library van, Gairloch Museum, Arctic Convoy Museum, Highlife Highland, Village Hall, Aberdeen Science Centre, Aultbea Stories, Orkney Science Festival, Local businesses, Lochewe Churches

#### Clear Communications

- Parents in School
- Social media
- Parent Council – Open to all
- Reports, KAT
- Actively reach out to parents
- Strong links within ASG
- Scotland Topic – Reached out to the museum who helped with weaving experience
- Market – Future opportunities given to us for market café
- Photographic evidence, floor books
- Shared CPD with cluster/ASG
- Global Guardians, eco-committee, SDG's, Opportunities to engage with community as active citizens



### 3.2 Raising attainment and achievement

#### How well are we improving?

- Precision teaching
- Developmental overviews – help to provide opportunities
- Digital profiles – Integrate digital learning
- Shares attainment with parents
- Grouping according to assessment
- Diagnostic Numeracy assessment
- SHANARI/GIRFEC – can't achieve without these
- Value Learners – achievement wall, certificates



#### What evidence do we have of positive impact on learners?

#### Outdoor Learning

- Thrive
- Ethos
- POLO sessions (Power Off and Learn Outdoors)



### Removing barriers for learning

- Child centred approach/child led learning
- Form 1's, Personal care plans etc.
- Being Me
- CSW support
- Inclusive environments
- Restorative approaches
- Supportive behaviour measures

### Accreditation

- Heritage Heroes
- Sustainability competition
- Young Foresters Award
- First Ministers Reading Challenge
- RSPB Wild Challenge – Bronze and Silver
- Global Goals - Bronze
- Capturing impact of children's achievements with community
  - Twitter
  - Online Model UN
  - Website/Blog
  - G&DT – Highland News
  - Ross-shire Journal
- First meeting of new Councillors - P7's gave presentation at Council Buildings



## 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/gairlochhigh.org.uk/bualnaluib/home> or by contacting the school office.