

Standards and Quality Report

2021/22



POOLEWE PRIMARY AND NURSERY

Poolewe Primary and Nursery

HIGHLAND COUNCIL | RIVERSIDE, POOLEWE, ACHNASHEEN, IV22 2LA

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

Poolewe Primary School is a rural school set beside the beautiful River Ewe in the village of Poolewe. The school has a pleasant outlook, with a small playing field and wildlife area to the north. The Nursery is located in the old schoolhouse attached to the school and has its own entrance. At present there are 16 children in the school and 2 in the nursery. The catchment area for the school is from Poolewe to Cove. The School consists of two classrooms, and a general-purpose area used for Drama, PE and other activities and lunches. Our teaching commitment is 1.5. We follow the asymmetric school week closing at 1.15 on Fridays. Our SIMD is between 7 and 10 however, our rural location makes access to a range of experiences more challenging. Free school meals entitlement is 1. We are located in the heart of a community with a strong sense of belonging, which supports us in many ways. We have a committed teaching team who are hardworking, motivated and enthusiastic and a very proactive Parent Council.

Our Vision, Values and Aims

Through our ethos we promote respect, creativity and engagement. Pupil voice is strong and positive relationships across the school community are key to how we work together. We aim to provide a safe, nurturing and fun environment which supports everyone to engage fully in learning and life.

'How do you spell love? Asked Piglet. You don't spell it, you feel it said Pooh'
A.A.Milne

In Poolewe 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 Poolewe Primary



Opportunities for personal achievement

- Certificates in assembly
- Competitions (both school and national)
- Different sports in PE
- ASG events
- Teacher for a day (pupils took control of class and taught the lessons)
- Cross Country event
- Personal achievement board
- Setting up lunch time clubs on things we wanted to learn or share – EMIC, Green gym
- Learning Bagpipes/drums (Instrumental service)
- Getting certificates for awards (National ones)

Interdisciplinary Learning

- Interesting topics
- Baking – ‘we learnt lots about measuring and our heritage’ – making shortbread
- STEM lessons – particularly the science experiments
- Learning about the Sustainable Development Goals
- Learning Zones – ‘I love the challenges’
- Thrive Thursdays ‘I found out swimming was good fun!’

The Curriculum

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

- Looking after each other
- Friendships
- Helpful and kind people
- Working together as a team
- School Boards – Pupil council, JRSO, Global Guardians, Eco Committee
- Spending time outside in nature
- Changing the class names – ‘I love being in Pond’

- Art lessons
- Ninja maths
- Healthy Happy You
- Mindfulness
- Reading time
- Active Maths
- Science experiments
- Outdoor Learning in maths and literacy
- PE lessons

Ethos and Life of the school as a community

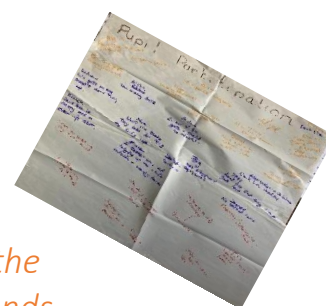
Curriculum areas and subjects

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. We spent time asking the children –

What is fun about your school and nursery?

Using real tools, our playground, painting and repairing things, doing art outdoors, the space hoppers, origami, doing enterprise, having visitors, planting flowers and potatoes, having lunchtime clubs, having the fairy gardens, the mud kitchen, cooking, maths lessons, stem activities, my friends.



What we need to do better?

We need basket balls, tidy up the classrooms, change the colour of the school gate, too many steps up to the school (!), get a robot to tidy up the outside spaces that get messy, get a trampoline, have more outdoor equipment.

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.*
- ✓ *All pupils achieved at least 1 national certification – RSPB Wild Challenge, Young Foresters Award, Global Goals, Heritage Heroes*
- ✓ *Diverse range of out of school experiences – museums, national parks, local venues, beaches, woodlands, urban opportunities (P7). 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.*
- ✓ *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*
- ✓ *Break out/mindfulness supports in place both inside and outside*

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 with gather data from both formative and summative assessments to inform learning and teaching.

Progress and impact:

- ✓ *Good progress was made with all pupils, the majority of pupils showed improvement of at least 6 months in Reading, Spelling and Mental arithmetic.*
- ✓ *Staff confidence in identifying pupil needs through diagnostic testing, precision teaching and interventions were delivered for identified pupils.*
- ✓ *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=67%
- ✓ ACEL - Combined P1,4 &7 Literacy=89%
- ✓ 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 weekly.
- ✓ Pupils in school boards updated relevant website pages.
- ✓ 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

1.3 Very good
Leadership of Change

2.3 Very good
Learning, teaching and assessment

3.1 Very good
Ensuring wellbeing, equality and inclusion

3.2 Very good
Raising attainment and achievement



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 Excellent
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 –
 Parent day in school
 Parental questionnaires
 Parents as learners – online sessions and in school
- 4 Contexts formats for each term
- All staff involved in self evaluation
- Clothes swap
- Enterprise – Local market
- Using local suppliers
- Culture day/week
- Zone and learning through play
- The Wedding – ideas taken forward



- Child led learning – KWL topic planning – Ethos
- 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
- Headteacher input
- Diagnostic Assessments – grouping and teaching
- Child led learning
- Thrive Thursdays
- Partners – Beinn Eighe, Inverewe Gardens, Pocket Orchards, local businesses, Active Schools, Instrumental service, Lochewe Churches, Aberdeen Science Centre, ORCA, Gairloch Community Car Scheme.
- Chickens Project
- Ethos each week
- All work together- collaborative across all ages and stages
- 4 Contexts – curriculum delivered in all four contexts
- Language of learning toolkit
- Reading task mats
- Zones – diverse challenges put out weekly.
- Digital Profiles
- Learning Intentions and success criteria's used
- Working Walls
- T4W Toolkit – Cold and hot writes
- Active Learning
- Smartbooks
- Book creator, sumdog etc
- Mindmaps
- Floorbooks
- Developmental overviews and observations
- Sharing learning journeys with parents
- Daily maths self- assessment
- Peer marking in Homework



3.1 Ensuring Wellbeing, equity and inclusion

Staff know GIRFEC, UNCRC, SDG's

- Early Years Education Support Officer commented on how embedded GIRFEC is in the Nursery
- Differentiation is evident across the school
- Assemblies/Displays identify articles



Staff understand Responsibility

- Everyone in the school community involved in wellbeing
- Care Inspection Report

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)
- Personal care 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
- Clubs – many started by pupils
- Fidgets, headphones, weighted blankets – Access by all pupils
- Calming aesthetics
- Culture week
- School boards (Global Guardians – shared leadership to include all)



Partnerships

Library van, Inverewe Gardens, Gairloch Museum, Arctic Convoy Museum, Highlife Highland, Village Hall, Aberdeen Science Centre, Pocket Orchards, Orkney Science Festival, Local businesses

Clear Communications

- Parents in School/workshops with parents
- 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
- River- 'Poolewe' Topic. Visited to seek information, offered an opportunity to engage with community at the market.
- Photographic evidence, floor books



- Shared CPD with cluster/ASG
- Global Guardians, eco-committee, SDG's, Opportunities to engage with community as active citizens
- JRSO – Lights repaired after pupils emailed council

3.2 Raising attainment and achievement

How well are we improving?

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



Partners/Businesses

- DYW approach –
 - o Timber Man
 - o Inverewe Gardener
 - o Professional foster carer
 - o 2 different authors



What evidence do we have of positive impact on learners?

Outdoor Learning

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



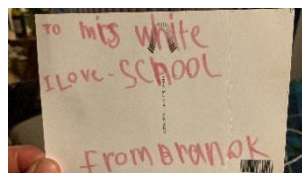
Removing barriers for learning

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



Accreditation

- Blue Peter green badge
- STEM Ambassadors
- Maths Inside
- Young Writers
- 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/highlandschools.net/pooleweprimary/home> or by contacting the school office.