

STANDARDS AND QUALITY REPORT

2022/23



Bun-Sgoil Àth Tharracail
Acharacle Primary School

HIGHLAND COUNCIL | ACHARACLE, ARGYLL, PH36 4JU

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Lyndsay Bradley
Ceannard/Headteacher

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
94%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers
49

Teacher Numbers
5

Pupil Teacher Ratio
13.9

Bun-sgoil Àth-Tharracail - Acharacle Primary School is a small rural school offering Gaelic and English Medium Education. The headteacher is a cluster head for Bun-sgoil Àth-Tharracail - Acharacle Primary School and Kilchoan Primary School. The staff and pupils work together as often as possible.

There are 49 children attending the school and 14 children in the nurseries, ranging from N3 - P7. The English Medium pupils are taught in a P3-7 class and the Gaelic Medium pupils are in a 1-3 and 4-7. This session there were both EM and GM Nurseries operating.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

Gaelic Medium

Gaelic reading

Very good progress

Gaelic writing

Very good progress

Gaelic listening and talking

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Motivated Pupils Enabled Staff Involved Parents
Perseverance Endeavour Enjoyment Confidence Kindness

Our aims:

- Acharacle will be a safe school where we can grow and learn because we feel wanted, encouraged and excited about learning.
- We have a say in the school – our opinions are listened to.
- Learners will be confident and ask lots of questions.
- Learners will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world and show respect for each other.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Raising Attainment in Literacy and Numeracy

Purpose:

We have very high expectations for our pupils and are proud of the sustained attainment during Covid and staffing disruptions. We now wish to ensure that we build on the success of the last two unusual sessions and strive for increased attainment and achievement across all our classes and for each individual pupil.

Progress:

- ✓ Health and Wellbeing screening was carried out as planned
- ✓ Gaelic Language Acquisition Progression finalised, trialled and ready to be implemented fully from August 2023
- ✓ Attainment strategy continued to be followed
- ✓ PEF plan implemented as planned
- ✓ Continued use of data to track progress and plan interventions
- ✓ Continued engagement with CNAG and other agencies allowed for wider opportunities in GME and GLE

Impact:

- ✓ Health and Wellbeing screening showed an increase in confidence for all nursery pupils and almost all pupils scoring in above or well above average brackets for P1-7
- ✓ Attainment data shows almost all pupils attaining or exceeding expected levels and progress for all pupils in Literacy and Numeracy
- ✓ PEF interventions supported attainment and achievement as planned for identified groups
- ✓ Increased engagement with CNAG has allowed for more regular opportunities for pupils to use Gaelic language in wider contexts for both GLE and GME learners

- ✓ Staff undertook training opportunities throughout the year
- ✓ Action research projects carried out by staff and findings used to develop learning opportunities
- ✓ Returning staff undertook training in aspects of Literacy ensuring our strategies were used successfully in all classes
- ✓ Research findings from staff in Gaelic language teaching, play pedagogy in GM infants and EAL strategies were used effectively to further develop practice in the classrooms

Next steps:

- Continue to screen pupils in the wellbeing indicators and provide support where required
- Full implementation of Gaelic Language Acquisition progression from N3
- Continued use of data to track progress and plan interventions
- Engage with refreshed Highland Numeracy Progression document and training and ensuring appropriate pace in numeracy development in the early stages
- Continued commitment to Gaelic immersion in GM
- Tracking of progress for GLE pupils

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

This project takes into scope the NIF Priority:

'Improvement in attainment, particularly in literacy and numeracy' and the Highland Council Priority: 'We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation'

Progress:

- ✓ In order to establish staff confidence in giving informed ACEL judgements based on benchmarks, we met to discuss views prior to engaging with the project.
- ✓ Our project required planning and time to meet on the subject of moderating assessment judgements and training led by Education Scotland
- ✓ We set aside Collegiate Time led by Education Scotland to share the priority with Teaching Staff and refresh understanding of the Moderation Cycle.
- ✓ This training was paused by the Highland Council until discussions around the need of schools took place centrally. Illness of training staff resulted in these sessions not yet being resumed. However, staff have continued moderation discussions of assessments in schools and have used additional base-line assessment to inform assessment judgements

Impact:

- ✓ Staff indicated a willingness to interrogate this issue and ensure we are not being too hard with our assessment judgements.
- ✓ Our working time agreement clearly identified time in the calendar for Moderation and training.
- ✓ The impact of this first training session was limited as staff felt this was not meeting our needs or aimed at where we are already at in terms of our existing assessment and moderation practice.
- ✓ ACEL submissions to the council in June 2023 show almost all pupils achieving appropriate levels and staff report an increase in confidence in their professional judgement.
- ✓ Our recent HMIE inspection agreed with our judgements and praised our ongoing work on moderation

- ✓ Our ELC staff have been focusing on high quality observations and using these to track progress of individual learners.
- ✓ As an ASG we continue to meet to discuss Moderation and Writing across all schools in ASG.
- ✓ Our ELC staff are also continuing to meet and share good practice also to have their own group

Overall we have made good progress in this area.

Next steps:

- As no indication of future plans from Education Scotland for this project, our QAMSO has planned a moderation programme for our ASG for 23/24. This will be rolled out with all ASG staff and AHS PTs on 5/6/23 and will be planned collegiately.

School Priority:

Recognising and Realising Children’s Rights (Year 1)

Purpose:

Classes have been working on UNRC rights over the last few years however with Covid disruptions and changes within school some pupils felt that they did not have a full understanding. The aim of the project is to:

- Raise awareness and develop knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC)
- Allows us to self-evaluate our practice considering the UNCRC
- Support improvement planning within the cluster

Progress:

- ✓ Audit completed and steering group in place
- ✓ School community informed of project
- ✓ In class IDL projects undertaken
- ✓ Class charters in place
- ✓ Bronze award application submitted
- ✓ Audit for Silver completed, action plan completed and submitted
- ✓ Assessment for Silver scheduled for November 2023

Impact:

- ✓ Recent HMle inspection highlighted that our children have very clear rights. They are very motivated from how their views are acted upon within the classroom and whole-school setting.
- ✓ Children are developing well as confident and responsible citizens who are polite, kind and respectful to each other and to adults.
- ✓ Audit of current practice showed quality strengths across the school
- ✓ Health and Wellbeing screening shows high level of pupil confidence in their rights and feeling of being respected within the school.
- ✓ Children report feeling safe in school and that they do not feel there are any incidents of bullying

Next steps:

- Take forward Action Plan for Silver Award
- Continue to ensure that we make links between UNCRC and our culture, values and ethos

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Early Level Benchmarks secure for all pupils in targeted group in Talking and Listening. Early Level achieved in all other aspects of Literacy for all identified pupils.
- Full uptake in all wider achievement opportunities that required funding from identified pupils.
- Increase in all SHANARRI wellbeing indicators through repeated screening throughout the session. Pupil self-evaluation has gone from 6 x Level 4, 1 x Level 3, 1 x Level 2 to 5 x Level 5, 3x Level 4, 5 being the highest level – I always feel like this.

Wider achievements

Coileanaidhean nas fharsainghe

- Children participate very well in rich opportunities for achievements. These are celebrated using a range of approaches within the school, and with external recognition
- The headteacher tracks opportunities beyond the school
- Children engage very well with learning through sports and in the outdoors, while supporting their wellbeing. This develops their attachment to their local environment.
- Children take care of their environment through opportunities such as the Eco-Committee. Their activities are customised to their local area
- Children learn about the history and traditions of the area through meaningful use of traditional, local, Gaelic songs and culture. This also develops their local dialect and vocabulary.
- There is a contemporary element to their skills for Gaelic through performance, such as the Mòd, drama and cèilidhs.
- A high proportion of pupils are learning musical instruments through visiting tutors
- Children are beginning to connect opportunities to skills.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Some of our strengths -

Our school grounds offer a variety of playing areas

Musical ability – singing and playing and opportunity to perform in musical events

Challenged to do our best in class

Shinty and opportunity for different sports and competitions

Spelling weekly helps us understand and read new words

Share out of school achievements with teachers

Take part in litter picking with community

We try and set a good example for other pupils

We support charities

Supporting each other in different activities such as sports and as buddies

We read a variety of materials

Opportunities to be artistic and creative

We would like to develop -

Our garden areas and tidy up willow dome

Encourage everyone to have a go at different sports and commit to playing games

Have more adult support in classes

Encourage everyone to be respectful and responsible in the playground

Build on community projects that we have been involved in eg more time in community orchard

Look after our playground and equipment

We could do with more sports equipment for playtimes

Please fix the girls' toilet
We need more outdoor bins

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Good	Very good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Very good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising attainment in Literacy and Numeracy
- Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment
- Recognising and Realising Children's Rights

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://ardnamurchan.wixsite.com/acharacle-primary> or by contacting the school office