

## **Applecross Primary School and ELC**

HIGHLAND COUNCIL | CAMUSTERRACH, APPLECROSS IV54 8LU

# 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Kirsteen Hotchkiss*

*Head Teacher*

*Applecross Primary School and ELC*

## School Profile

### Pròifil na Sgoile

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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**  
89%

**Average Class Size**  
13

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
13

**Teacher Numbers**  
1

**Pupil Teacher Ratio**  
1:13

Applecross Primary School is located in a rural, coastal setting serving the local community of Applecross on the west coast of Scotland.

There are 13 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Applecross Primary School and Lochcarron Primary School. The headteacher is supported by a principal teacher, who is based in Lochcarron but travels to Applecross on a regular basis.

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 numeracy is good. Children achieve appropriate CfE levels in literacy and numeracy across the school by the end of primary 7. A few children who face barriers to learning are making good progress towards meeting their individual targets.

We are aiming for attendance to be 95% or above, so this will be addressed in the new session.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Satisfactory progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Our collective nursery and school vision is:

*'To create a secure, happy and friendly environment where all children are encouraged to develop academically, socially, emotionally and creatively to the best of their ability'*

Our school values are:

Perseverance  
Self-control  
Thoughtfulness  
Honesty  
Friendship

Aims: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

### Literacy – Writing Focus

#### **Purpose:**

Developing consistency in learning, teaching and assessment of writing.

#### **Progress:**

Content:

- ✓ Curriculum and Assessment. – Headteacher and staff have engaged in a new Writing Programme, (Explicitly Teaching Writing by Steven Graham), to address the attainment gap in writing across the school. Writing continues to be a priority. We will work to develop new frameworks in session 23-24, embed strategies learned during Steven Graham Writing training undertaken in session 22-23, and embed clear progressive assessment strategies at all levels.

#### **Impact:**

- ✓ Class teacher (CT) reports that Steven Graham Writing training undertaken this session has provided clear, structured guidelines with regards to the teaching of writing. CT has put their learning into practice within the classroom, which has led to positive outcomes for children; children have clear structures to follow and children previously reluctant to write have been able to. The head teacher is keen to embed and develop the teaching strategies further, to ensure excellence and equity for all.
- ✓ Staff and young people have engaged with the programme of 'Explicitly Teaching Writing'. The class teacher is more confident in supporting all pupils within their class, with the teaching of writing.
- ✓ CT is beginning to use the structures for cross-curricular connections. The writing structure will provide the children with structures and writing formats they can apply to other subjects.
- ✓ Children with ASN can talk about what they want to say within their writing, and the CT is able to support them to achieve

- ✓ CT reports that children who find it difficult to write, are writing more because they are using the structures provided; they are beginning to understand the different layouts and also what they need to include in their writing.
- ✓ Most children are taking ownership of their own improvement and development. This is evident in the new PLPs (Personal Learning Plan) introduced this year, where children can showcase their achievements both in and out of school. High Quality Assessments are also a key part of these folders.
- ✓ All pupils are encouraged to share successes, and these are regularly celebrated in class.
- ✓ Satisfactory progress has been made in this area. Further work will be undertaken in session 23-24 to embed learning and develop the quality of children's writing.

#### Next steps:

- ✓ Develop and embed moderation across ASG to inform planning and assessment of children and to determine achievement of a level. This will be an ASG School Improvement Priority.
- ✓ All teaching staff within cluster to take part in ASG writing moderation events in session 23-24.
- ✓ Open afternoons to be held in term 1 and 3 with literacy focus, to enable family learning and sharing opportunities to take place.
- ✓ Monitoring of writing samples by head teacher and principal teacher to be carried out at regular times throughout the year
- ✓ Cluster staff to work with stage partners where possible, sharing ideas and developing clear frameworks for writing
- ✓ Termly tracking and attainment meetings to be held with class teacher to determine progress and achievement, and identify any further support needed.
- ✓ High Quality Assessments in writing to be completed by all children in term 1 and term 3 and evaluated and moderated by all cluster teaching staff and head teacher.

#### School Priority:

### HWB – Ethos of School

#### Purpose:

Developing the overall ethos of Applecross Primary and Nursery through new vision, values (decided upon by all stakeholders), and aims; SHANARRI.

#### Progress:

##### Content:

- ✓ School and ELC improvement – Pupils, staff, parents and head teacher have engaged in development of new Vision, Values and Aims for Applecross Primary. The local priority of maximising health and wellbeing for all children was a driver for this school priority. The aims of

#### Impact:

- ✓ Children in both the ELC and school have been consulted regularly throughout the year and parents were asked for their input and thoughts at open afternoon and parents' evenings. This has resulted in the gathering of information to create a short-list of possible values.



the school will be SHANARRI. The new vision and values will be finalised at the start of the new session 23-24.

- ✓ Due to it being a very young cohort at Applecross Primary and ELC, with 80% of the children under the age of P4, it was decided that further work would be undertaken in session 23-23 to ensure the children had a full understanding of what the vision and values of a school were. In order for the children to have ownership, they must first have understanding.
- ✓ This school priority will therefore carry over into next session.
- ✓ Pupils will have a shared interest in the vision, values and aims. The long-term impact of this will support inclusion, equality and equity for all through development of positive relationships and effective behaviour management.
- ✓ Satisfactory progress was made in this area as the children were able to take part in discussions around what a 'Vision' for a school was, and what was meant by 'Values'.

#### Next steps:

- ✓ Decide upon new vision and values through classroom activities, regular referencing to ethos of school and sharing across the school community
- ✓ Health & Wellbeing screening tools to be used in terms 1/2, 3 and 4 to support discussions around our values and aims
- ✓ Focus on shared understanding of how our vision, values and aims are part of who we are at Applecross Primary and ELC.
- ✓ Regularly refer to vision, values and aims within school assemblies, classroom activities and behaviour management

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Writing:

Steven Graham Writing Programme introduced this session. CT still familiarising themselves with the structures and criteria. Cluster are planning on creating clear 7-year framework for teaching writing. Plockton High Associated Schools Group (ASG) moderation event gave reassurance in standard of marking; that teachers are using similar standard and interpreting benchmarks and rubrics in same way. **Some children demonstrated progress through using the structured Steven Graham Writing processes and were able to write short pieces of writing, where previously they had not been able to do so.**

#### PSA support with Health & Wellbeing:

Based on CT and PSA observations: With the support of the PSA, children are learning strategies to cope with new situations, supported by the PSA. Relationships with peers are stronger. PSA support has benefitted development in Writing. **Through working with the PSA, children are now able to play with peers in the playground. There were fewer incidents with behaviour difficulties.**

#### Wider achievements

### Coileanaidhean nas fharsainghe

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- One of our pupils received a commendation award for her entry into the Plockton Spring and Horticultural Show, with her intricate colour palette depicting the beetle.

- As a school we entered the SLANP design a winter snowboard competition where a P2's design was selected to go through to the national finals to be judged later this year. The winner will receive a fully manufactured snowboard complete with their design.
- One of our P1s, with our new approach to descriptive writing, was able to write his first fully independent sentence.

## Comments from learners, families, stakeholders and staff

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

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What is working well in our school?

Pupil Voice:

*'I like knitting' (P1)*

*'I really like the climbing frame outside' (P3)*

*'I like being able to use the Chromebook' (P2)*

*'I like doing our writing work and sitting together on the rug' (P2)*

*'Writing in our language jotters' (P2)*

*'Talking together' (P2)*

*'We like iPads and computers' (P2)*

*'I like doing phonics' (P1)*

*'I like forest schools' (P2)*

*'I like the food' (P1)*

*'I like working out of our number books' (P2)*

*'I liked making my penguin' (P2)*

*'I like the paper crafts' (P2)*

*'I like my number books, playing football, food and paper crafts' (P2)*

*'I like my reading and doing the starters' (P2)*

*'I like building dens' (P2)*

*'I like the pitch' (P7)*

Family Voice:

*'We are really excited for the year ahead'*

*'We're really looking forward to the nursery and school children working together more'*

*'The school has a friendly and welcoming atmosphere and children of all ages work and play together well.'*

*'The teacher knows the pupils very well too.'*

Stakeholders and Staff

*'It was really lovely to work with the children, they were enthusiastic and keen to learn'*

*'Really great to see the children so interested and engaged'*

What changes would you like to see made?

Pupil Voice:

*'We would like a swirly slide down the bank' (P7)*

*'I would like a slide' (P2)*

*'I would like a new Smartboard and more people in the school' (P2)*

*'I would like to meet up with other schools' (P2)*

*'I would like an extra play table' (P1)*

*'One day a year for play learning all day' (P1 & P7)*

Family Voice:

*'I would like the children to join up with other schools, or visit other schools more'*

*'Communication between school and parents to improve or change'*

Stakeholders and Staff

*'For nursery and school to work together regularly'*



## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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
<b>QI 1.3</b> Leadership of change	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Supporting children with literacy difficulties, writing and collating evidence will be our priorities for session 2023-24.

Further evidence for our capacities for continuous improvement has been given by the recent Care Inspectorate unannounced inspection, which raised our gradings from Adequate/Weal/Adequate/Adequate to Good/Good/Good/Good/Very Good. (Details of the report will be on the Care Inspectorate website at the end of July)

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- ✓ Raising attainment in writing through the development of robust planning frameworks, regular collegiate training sessions, moderation across the ASG and practitioner self-evaluation
- ✓ Implement new Highland Literacy Progression across the whole school and nursery cluster to ensure clear understanding by all, of the steps to achieving attainment levels in literacy.
- ✓ Undertake the 'Literacy for All' training to support practitioners with identifying children with literacy difficulties and supporting them with targeted interventions in order that they achieve their potential.
- ✓ Embed prompt and structured actions to raise children's attainment in literacy and numeracy, as well as other areas of the curriculum (Focus on Moderation and Assessment across ASG) Moderation of Writing - ASG..

## Planning ahead

### A' planadh air adhart

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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](#) or by contacting the school office

*Perseverance Self-Control Thoughtfulness Honesty Friendship*

