

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD



2022/23



Auchtertyre Primary School and Nursery
HIGHLAND COUNCIL | AUCHTERTYRE, IV40 8EG

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.

Alison MacLennan
Head Teacher
Auchtertyre Primary School

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
96.5%

Average Class Size
16.3

Meeting PE Target
Target Met

Pupil Numbers
49

Teacher Numbers
4

Pupil Teacher Ratio
12.2

Auchtertyre Primary School is located in a rural, coastal setting serving the local communities of Auchtertyre, Balmacara, Achmore and Dornie in the Lochalsh area.

There are 49 children attending the school and 8 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in 3 multi-stage classes – P1-4, P5 and P6-7 and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Auchtertyre Primary School and Nursery; with a teaching commitment of 2.5 days, ½ day management time for the nursery and 2 days management for the school.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good 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

Vision: Improving learning for the future with everyone Ready, Respectful and Safe.

Values: We value our children having opportunities to learn, play, investigate and explore in a healthy outdoor environment with close ties to nature.

We value all children having equal opportunities.

We value our children's voices being heard.

We value parent and wider community involvement with the school.

We value good examples of behaviour and being respectful and responsible.

We value a healthy eating policy and opportunity for active lifestyles and sporting challenge and achievement.

Aims: that all pupils, parent and staff team alike –

Promote health, wellbeing and happiness throughout our school community by supporting equal opportunities and inclusion but also by ensuring all feel welcome, safe and valued as individuals by all being kind, embracing diversity and encouraging excellent behaviour.

Embrace new learning and teaching ideas, continuously updating our knowledge, skills and confidence so that we are 'developing the young workforce' and preparing for life beyond our school.

Value everyone's opinions and seize some of the regular opportunities for citizenship and decision making through programmes of work, pupil council engagement, eco-committee work, Rights Respecting School activities, charity events and a range of enterprise and environmental projects.

Help each and every one learn to celebrate their achievements, recognise individual successes, develop resilience and promote self-esteem and ambition so to realise their full potential.

Deliver an innovative, engaging, stimulating and challenging curriculum both indoors and outdoors, ensuring all needs are met hence raising attainment.

Reviewed in consultation with pupils, parents and staff in Nov 2019

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: 1

Continue to develop and embed the curriculum to meet national expectations.

Purpose:

This should ensure that children build appropriately on their knowledge, skills and understanding as they move through the school. Children need to be more aware of their own progress and next steps in learning.

Progress:

- ✓ Senior leaders recognised that there was a need to develop a curriculum rationale that reflected the context of the school. This rationale reflects the principles and entitlements of CfE.
- ✓ Staff use CfE experiences and outcomes and design principles to offer children appropriate learning pathways.
- ✓ Progression pathways are in place for literacy and numeracy which take into account CfE experiences and outcomes as well as the National Benchmarks.
- ✓ Interdisciplinary learning opportunities are planned on a rolling programme.

Impact:

- ✓ This helps staff, children, and parents to identify fully what they wanted for children to learn and worked together to achieve this. This rationale supports progression for all children.
- ✓ This helps teachers to plan experiences, build on children's prior learning and skills, and support progression for all children. Children are also able to make meaningful connections and the curriculum ensures coherence across the levels.
- ✓ Children benefit from teachers using the pathways to plan programmes of study for progressive learning opportunities - linking learning across the curriculum

Next steps:

Continue to ensure planned experiences build on children's prior learning and skills, and support progression for all children. (Focus on Writing and Introduction of HC updated literacy progressions.)

School Priority: 2

Continue to ensure a more strategic approach to improving learning, teaching and assessment.

Purpose:

With teachers taking more responsibility for ensuring high-quality delivery, this should result in the learning needs of all children being met, including those who require specialist support.

Progress:

- ✓ Teachers are committed to providing the best learning experiences for children and are responsive to their needs and ensure that the purpose and the intended outcome of the lesson is shared.
- ✓ Across the school, the quality of teaching has a positive impact on almost all children, with teachers providing children with clear explanations and instructions.
- ✓ Senior leaders have developed a whole school assessment calendar.
- ✓ Teachers use this to plan a wide range of assessments to be undertaken during the school year.
- ✓ In most classes, children are encouraged to assess their own work (and that of peers) so that they can understand what they need to do to improve.
- ✓ In the nursery staff are continuing to embed their skills in capturing useful observations of children.

Impact:

- ✓ Most children understand the purpose of their learning.
- ✓ Most children understand the steps they need to take to be successful.
- ✓ Most teachers make effective use of formative assessment strategies. Careful tracking of children's progress and their wellbeing needs is ensuring that attainment across the school is improving.
- ✓ This is helping children take more responsibility for improving their work and correcting mistakes.
- ✓ This in turn supports staff in getting a better balance between responsive and intentional planning, leading children to being more confident in making choices about their own learning during the nursery session.

Next steps:

Teachers should continue to work with senior leaders to ensure that all children experience consistently high-quality learning and teaching across the school. (Teaching Sprint approach – Power up Pedagogy (Bruce Robertson))

School Priority: 3

Continue to ensure prompt and structured action to raise children's attainment in literacy and numeracy, as well as in other areas of learning (Focus on Moderation and Assessment – Writing)

Purpose: This should help focus on helping children make the best possible progress.

Progress:

- ✓ Clearer outcomes and measures are being introduced to ensure gaps in learning can be identified and steps taken to address issues more quickly.
- ✓ Literacy and numeracy skills are being developed appropriately through real-life contexts such as participatory budgeting, writing to and interviewing local people and being responsible for keeping accounts.
- ✓ The headteacher is providing a clear strategic lead and staff demonstrate a good understanding of their role in maximising attainment.
- ✓ Overall, the school is making good progress in embedding strategic approaches to improve learning, teaching and assessment.
- ✓ Systematic tracking and monitoring is being embedded and is impacting positively on the pace of children's progress. The headteacher holds robust 'support and challenge' discussions with teachers.

Impact:

- ✓ Moderation of children's achievement is still in development stages of implementation
- ✓ Staff ensure all children have appropriate levels of challenge to get the best out of these experiences.
- ✓ Evidence provided by the school shows children's attainment in literacy and numeracy is increasing. More children are now reaching nationally expected levels of attainment and are making progress from prior levels.
- ✓ As a result, the learning needs of all children are being better met, including those who require specialist support.
- ✓ The tracking meetings include more regular predictions of progress and reviewing of interventions. Clearer outcomes and measures ensure gaps in learning can be identified and steps taken to address issues more quickly.

Next steps:

Senior leaders will continue to further build capacity within the staff in understanding the standards expected at each level with ongoing planned professional learning. – Moderation in writing across the ASG

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Targeted Support and Challenge combined with Teaching Sprint Planning and Review meetings support staff to effectively plan learning and better meet pupil needs. This collegiate planning with PEF funded PSA and Teaching time has improved outcomes for learners, which in turn has stabilised learning with children, increasing Mental Maths / Spelling/Reading ages by more than 6 months and 1 year +

Wider achievements Coileanaidhean nas fharsainghe

- All children experienced success in achieving their Junior Duke awards session 22-23.
- P4/5 were category winners for the Plockton ASG in the Coronation Art Competition.
- 3 x P6/7 boys won the Friends' Team category at the Lochalsh Triathlon.
- Pupils contributed to the local Coronation weekend Beach Clean
- 5 x Pupils participate from string lessons, 4 x pupils - chanter lessons, 4 x pupils drumming lessons.
- 2 pupils attended Feis an Eilean

Ready, Respectful and Safe

- 2 pupils attended horse trials achieving placed scores and rosettes for a variety of categories.
- Pupils attend out of school clubs – kickboxing / scouts / shinty academy / swimming lessons / active sports – working towards and achieving grades / awards

Comments from learners, families, stakeholders and staff

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

Families and Stakeholders

What one thing do you feel Auchtertyre Primary does well?

- Listening to children and parents
- Communication
- Increases the confidence of all children
- Encourage children and boost their self esteem
- Opportunities for outside activities
- Creative writing.
- Children's needs are met individually, feels very supportive and caring.
- Improving every year
- Their relationship with the kids
- Good relationship between child and teachers/ staff
- Familiar feeling, children's safety and emotional needs are a priority.
- Education at many different levels, not only academic
- Inclusion
- Focus on learning through play and exploring
- Community and social development
The range of learning experiences is good, from forest school, swimming, outdoor activities to the classroom.
- It is a community which is supportive, inclusive and provides a holistic approach to teaching which contributes to the growth and development of all pupils.

Young Leaders of Learning

We have lots of opportunities for wider achievement and learning.

- We contribute to the school by taking and leading assemblies.
- We contribute to the local community through developing the community garden, visiting Aird Ferry, making Easter Gardens to gift to the community, help at the local beach clean and taking part in the Big Draw.

Our learning is built round themes:

People, History and Choice; Place Heritage and Challenge; Purpose, Inheritance and Change.

As Young Leaders of Learning we have helped create a Thinglink site to showcase our learning and our house days; there is still work to do. Once a term we also share our learning using the four capacities. We use words like "Know" and "Show" when thinking about what we have learned and our next steps. We have met with the Young Leaders of Learning from Inverloch Primary and they have given us some good ideas for next year.

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

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

Improve attainment in literacy and writing through:

- Introduction and embedding of updated HC Progressions - Focus on Literacy and Writing
- HC focus / Book Study - Powering up Pedagogy by Bruce Robertson through Teaching Sprint approach to embed Writing strategies (Stephen Graham) to ensure High Quality Learning Teaching & Assessment
- Moderation of Writing across ASG

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://auchtertyreprimary.wordpress.com/> or by contacting the school office