

STANDARDS AND QUALITY REPORT

2022/23



Bualnaluib Primary School and Aultbea Nursery
HIGHLAND COUNCIL | BUALNALUIB, AULTBEA, IV22 2JH

Introduction: Local and National Context

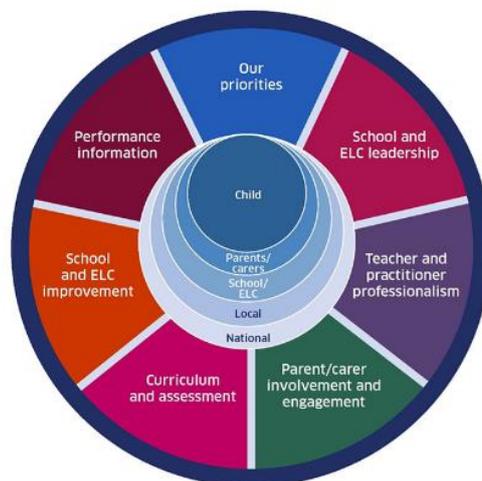
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

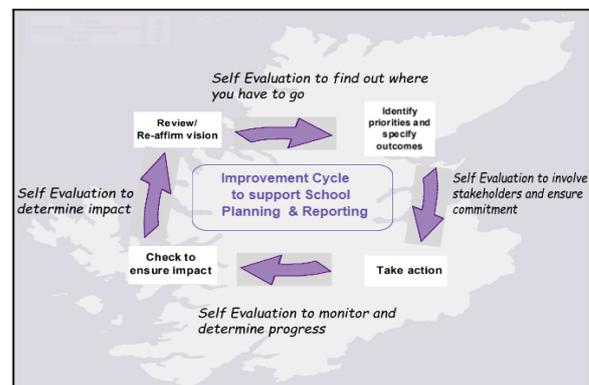
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Jennifer MacIver
Acting Head Teacher
Bualnaluib 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
92.21%

Average Class Size
16.5

Meeting PE Target
Target Met

Pupil Numbers
33

Teacher Numbers
3

Pupil Teacher Ratio
11.1

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and talking

Almost all

Numeracy

Most

Bualnaluib Primary School is located in a rural, coastal setting, serving the local community of Aultbea and Laide on the North West Coast of Scotland.

There are 33 children attending the school and 7 children in nursery, ranging from N3 - P7. P1 - 3 are taught together and P4-7 are taught together in multi-stage classes and there is a separate nursery, on a separate campus for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Bualnaluib Primary School and Aultbea Nursery. The headteacher is supported by a principal teacher.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Good progress

Listening and talking

Very good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Bualnaluib Primary we strive to be a friendly and welcoming school, where all those involved with the school work as a team which aims to help each child to achieve their personal best in their learning.

Aims

- Our school will be welcoming and inclusive to everyone.
- We will promote a positive school ethos and culture where all partners work together to create a school, we are all proud of.
- We will provide a broad and balanced curriculum which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.
- We will learn through active learning styles throughout the curriculum with an emphasis on outdoor and co-operative learning.
- Our curriculum will respond to individual needs, aptitudes and talents and give each young person increasing autonomy of their own learning – exercising responsible personal choice.
- We will encourage pupils to have respect for themselves and others as well as the world they live in.
- We will develop good relationships between home and school by always having an open system of communication.

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:

Improving Health and Wellbeing for pupils and staff

Purpose:

Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community. (Scottish Government, 'better relationships, better learning, better behaviour' 2012)

Progress:

- ✓ **Implementation of quiet spaces in the school.**
- ✓ **Helping pupils feel safe and secure in school to attend.**
- ✓ **Training/CPD opportunities in ASN, ACEs, Neurodiversity, Behaviour Management (all staff in school and ELC)**
- ✓ **Continued to build partnerships with local and national businesses, agencies and organisations (building on previous work.)**
- ✓ **Nurture work carried out for identified pupils.**
- ✓ **Rights Respecting School Award – aim for silver**
- ✓ **Enhanced Transition project for ELC pupils moving into P1**
- ✓ **Work with Active Schools Co-ordinator to deliver Junior Sports Leaders.**
- ✓ **Out of school Achievements celebrated**
- ✓ **Started work on Vision and Values with pupils and parents**
- ✓ **Staff wellbeing became a focus for Acting Head Teacher.**

Impact:

- ✓ Areas created and used within the school to great effect. Thus allowing children to regulate when needed.
- ✓ Working with parents/carers to ensure child's needs are being met and that learning is happening in a way that suits their child.
- ✓ Staff feeling more confident in Neurodiversity differences having received training from pines and also Education Psychologist. All staff received de-escalation training to help understand how to help a child regulate after escalated behaviours. This is proving successful within classes.
- ✓ Zones of Regulation becoming more mainstream across the school and children are using the language more and discussing emotions and strategies more.
- ✓ Partnerships continue to grow – pupils working with local foodbank, providing a service by way of a pop up café, working with the Highlife Highland Countryside Ranger and their Wild flower project. Being part of the 'Wild Escape' Museum project with local Gairloch Heritage Museum.
- ✓ Nurture time is becoming a daily or weekly fixture and is really proving to work, children are building more trust and feeling secure to discuss issues with CSW, Teachers or PSAs.
- ✓ RRSA was started by HT but as she left in November and due to change in staff and staff shortages, this project has been on hold.
- ✓ ELC receiving positive feedback on enhanced transition, parents feeling supported.
- ✓ Junior Sports Leaders was started but due to staff shortages this project has been on hold.
- ✓ Pupils enjoy sharing success in out of school achievements at assembly and having it displayed on our achievement wall.
- ✓ Pupils have been engaging in evaluative discussions around what is going well in our school and what we need to improve – more work is needed on this to lead to changed vision and values.
- ✓ Improved staff wellbeing evidenced through discussion (June '23) since Acting Head took over.

Next steps:

- ✓ Boxall profile tool to be used for identified pupils.
- ✓ Continue to develop understanding around Neurodiversity – to include Pathological Demand Avoidance.
- ✓ Continue to embed Zones of Regulation – share it more with parents to help maintain a consistent approach for children.

- ✓ Decide as a staff about working towards a Rights Respecting School, next steps.
- ✓ Work as a team to revamp our vision and values.
- ✓ Look into using the Glasgow Motivation and Wellbeing Profile with pupils. (GMWP)
- ✓ Evaluate the Enhanced Transition in ELC and take next steps to improve or duplicate next session.
- ✓ Increase transition links between cluster and Associated School Group/High School.
- ✓ Start Bikeability to get pupils more active and safe on the roads – links already established with local coach.
- ✓ Extend work with partners – new and existing – Men’s Shed, Guardians of the Waterway, Laide wood, Inverewe gardens. Encourage grater parent links.

School Priority:

Raise attainment in Literacy and Numeracy

Purpose:

This project aimed to continue the work from 2021 in the recovery of learning teaching and assessment across the school community. Staff will continue to embed the Literacy and Numeracy resources identified to support pupil achievement.

Progress:

- ✓ Diagnostic testing to establish baseline
- ✓ Purchase of CEM INCAS assessments
- ✓ Numeracy Lead within school was part of pilot scheme for raising attainment in second level numeracy.
- ✓ Implementation of precision teaching resources for identified pupils.
- ✓ Increased use of digital profiles
- ✓ Literacy Lead attended Stephen Graham’s approach to writing training.
- ✓ Agreed High Quality Assessments (HQAs) in Literacy and Numeracy.
- ✓ Increased connections with Speech and Language Therapist (SALT).
- ✓ Acting Head Teacher’s Rainbow Reading Challenge
A 3 month project to increase reading for pleasure.

Impact:

- ✓ Almost all pupils moved on with their numeracy diagnostic testing.
- ✓ Most pupils moved on with their Spelling baseline diagnostic testing.
- ✓ INCAS results show that most pupils are on track for achieving levels in P1, P4 and P7.
- ✓ In Second Level Numeracy, 50% were looking to achieve ACEL, however after intervention and Numeracy Lead work, 100% achieved ACEL. This was confirmed in Teacher judgement as well as NSA/INCAS results.
- ✓ Evidence of precision teaching working in Numeracy, spelling and Reading.
- ✓ Pupils are showing more understanding of their own learning and developing evaluation skills by using their digital profiles.
- ✓ SALT referred pupils are making significant progress, helped by regular inputs from SALT therapist.
- ✓ 100% of pupils took part in the AHT’s Rainbow Reading challenge, a real buzz was created around reading books/magazines/comics/audio books/reading with family to increasing reading for enjoyment.

Next steps:

Work on Literacy and Numeracy will continue next session as Improvement Priority 1. Staff within the school/cluster will be trained in Stephen Graham’s approaches to writing. Staff will be trained and engage in Literacy for All resource from Highland Council. Numeracy Lead to roll out strategies/processes to early/first level teachers.

More robust HQA calendar and improvement in parent engagement.
ELC – more work on Literacy and Numeracy – particularly in the outdoor setting.

School Priority:

Assessment and Moderation strategies in Learning, Teaching and Assessment

Purpose:

Project developed to support the quality of learning and teaching by providing opportunities over the school year for moderation activities in literacy and numeracy.

Progress:

- ✓ **Training with QAMSO leads within cluster, around how to construct a High Quality Assessment (HQA)**
- ✓ **Staff moderate HQA against Education Scotland criteria to ensure that all areas are included in assessment.**
- ✓ **ASG HTs and QAMSO staff agreed Literacy project for this session to be moderated.**

Impact:

- ✓ Work on this project was disrupted by severe staffing issues within the school, with the project only really getting started around April 2023.
- ✓ Since April 2023, more structure around the project and an agreed area of assessment and moderation to be looked at.

Next steps:

This project is to continue next session and forms Priority Action number 2.

A set calendar of engagement will be put in place to ensure regular and continual moderation and evaluation throughout the year, to include observations.

ELC staff – make links with other ELC in ASG and look at planned observations, opportunities to share best practice and looking at Developmental Overviews.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Just under a third of our PEF money was spent going towards a P6/7 residential trip in Loch Eil Outward Bound Centre. Pupils experienced a range of outdoor and adventurous activities to develop both their skills and self-confidence. They have all demonstrated greater confidence and resilience when faced with challenges.

The remaining two thirds of PEF was spent on PSA hours, the school secured 10 hours per week for 6 months. This resulted in target groups of children receiving 1:1 precision teaching in Literacy and Numeracy. Positive results were achieved as pupils grew in confidence and in improved results in Literacy and Numeracy INCAS/SNSA testing for almost all pupils. This time was also used to support individual pupils who need help with Social, Emotional and Behavioural needs; work included 1:1 time, nurture time and support in class.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ P1-3 class achieved Bronze certificate in RSPB Wild Challenge.
- ✓ As part of Developing the Young Workforce, P4-7 organised and ran a pop-up café in the local church which was hugely supported by the local and extended community and raised over £1200 to go towards the P6/P7 residential trip.
- ✓ Enterprise project where pupils raised funds for school, by designing, making and selling calendars, Christmas cards, Christmas chutney, hot chocolate sticks. The event was a market, selling to parents. Money raised went towards cost of trip to Pantomime.
- ✓ Pupil council raised funds for Children in Need and Save the children.
- ✓ Our school came second place in the Associated Schools Group Cross Country Event, with over a third receiving a placing in the top ten and many personal bests.
- ✓ 100% of school took part in Acting Head Teacher's Rainbow Reading Challenge – including staff.
- ✓ P5-7s took part in a small schools Football Tournament.
- ✓ Opportunities for children to engage in story telling at the 'great escape' Gairloch Heritage Museum challenge to help link with literacy skills.
- ✓ Free music tuition in Drumming and Piping led to an increased uptake in tuition. Some pupils applied for the Blue Peter Music Badge to recognise their efforts.
- ✓ Children worked for their community to raise awareness of the local foodbank and collect foods to supply it with. Pupil Council then helped at the food bank to organise the food.
- ✓ P5-7 pupils took part in a workshop organised by the Newton Rooms, they entered a coding competition and won, winning 4 BBC Micro Bits pocket computers for their class.
- ✓ P5-7 pupils planned and organised a Burns Supper and ceilidh, inviting the Nursery children to come and enjoy the event.
- ✓ P1-3 pupils wrote to another school to ask about pirate bones that were found as part of a follow up reading activity. They received a reply from the children in the school with answers to their questions.
- ✓ All pupils attended swimming lessons to help improve skills. Some P5-7 children attend Rookie Lifeguard training out of school.
- ✓ Pupil success in Martial Arts – grading and tournament successes.
- ✓ Active Schools Junior and Senior Hockey teams taking part in Hockey Tournaments in Dingwall and Inverness, increasing confidence when playing against others. Bualnaluib pupils make up over 50% of the teams.
- ✓ Gairloch football club organised a chance to attend a Ross County match and this helped inspire them to take part in various tournaments across the West.
- ✓ Pupil Voice - A P7 pupil challenged the High School Dress Code when it didn't mention boys wearing shorts, he decided to write to the HT of the High School and received confirmation that he could wear smart shorts.
- ✓ Pupil Voice – P5-7 asked to show their learning about the Titanic through creative dance. This resulted in a very moving piece of drama which was preformed to the parents.
- ✓ Pupil Voice – P1-3 wrote to the Acting Head Teacher to ask for the Wendy house to be repaired. Wendy house is now getting a new roof.
- ✓ School and ELC took part in the Highlife Highland Countryside Rangers project on Wildflowers.
- ✓ ELC had a very positive Care Inspectorate visit, see separate report.
- ✓ Whole school designed a tea towel in honour of King Charles' coronation.

Comments from learners, families, stakeholders and staff

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

Learners:- Learners of Bualnaluib feel that school is a fun and good place to be. 'I feel happy, excited and confident because I have learned to do loads of things like to write, spell, read, do maths and to have fun.' They feel safe at school. They are happy to come to school. Pupils feel that they learn in interesting, fun and creative ways. They enjoy having their voice heard and seeing their ideas becoming reality. They enjoy learning outdoors and in lots of different ways with their friends. They enjoy healthy competition and enjoy celebrating successes as individuals and as a school. Pupils feel they are good at curricular subjects like maths, writing, handwriting and reading; 'Maths is

like a game'. 'Being at Bualnaluib is like being at home, because all my friends are there and I have such a good teacher.'

Families:- Families feel their children are safe when they come to school. Parent and carers like the range of activities and ways that we show learning. They would like to know more about what and how their child is learning. They feel informed for the majority of the time. They like seeing the learning coming home [High Quality Assessments] and would like to come into school even more.

Stakeholders:- Bualnaluib is a warm and welcoming place where anyone is made to feel welcome and part of the team. Our music instructors said they are made to feel at home and can come in and have a chat before lessons. Visiting helpers to the school has commented on how welcoming and engaged the children are.

Staff:- Staff have had a difficult year due to severe staff shortages and following the covid years of disruption. Staff are grateful for the last 6 months of stability from the Acting Head Teacher and are feeling more on an even keel. Staff work as a team and engage in positive collegiate time including reflective practice, sharing best practice and undergoing self-evaluation. Staff feel like they are gaining more autonomy for their areas of interest and are keen to work again as a cluster to showcase their own professional development, with a view to improving learning, teaching and assessment. Staff recognise areas of development for themselves and the school, and know that a more structured approach to evaluation and moderation will be of great benefit. Staff care deeply about the children in their care and show great empathy and nurturing to all pupils. Staff enjoy being creative in their approaches to learning and teaching and listening to pupils for their ideas on ways to best take the learning forward.

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	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very 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

Priomhachasan airson planadh airson leasachadh

1. *Improved attainment by building on and embedding Literacy and Numeracy approaches in School and ELC setting.*
2. *Understanding and improving tracking and monitoring – Moderation strategies in Learning, Teaching and Assessment.*
3. *Improving Parent/Carer and Community engagement with the school and children’s learning.*

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 [here](#) or by contacting the school office.