

STANDARDS AND QUALITY REPORT

2022/23



PENNYLAND PRIMARY SCHOOL AND ELC
HIGHLAND COUNCIL | TROSTON ROAD, THURSO KW14 7NY

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.

Laura Murray
Head Teacher
Pennyland 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 92.9%	Average Class Size 24.7	Meeting PE Target Target Met
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Pupil Numbers 222	Teacher Numbers 12	Pupil Teacher Ratio 18
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N3 XX%	N4 XX%	P1 11.7%	P2 18.9%	P3 9.5%	P4 14.9%	P5 14.9%	P6 15.8%	P7 14.4%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 20-30%	SIMD Q4 40-50%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had one exclusion this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

As a staff we have identified that the Visions, Values and Aims are something we would like to revisit with all stakeholders to reflect our current situation and link to our Rights, Respecting Schools Bronze Award.

However, Pennyland Primary School is a welcoming, nurturing and fun place to learn. We work in partnership with parents and the wider community to ensure our pupils experience a broad, engaging, challenging and relevant curriculum that fosters an appreciation for life-long learning. Learners feel supported and encouraged to do their best; we are committed to school improvement in attainment, achievement and attendance.

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:

Health and Wellbeing

Purpose:

The school collectively acknowledges that positive health and well being has to come before raising academic attainment and the effects of the health crisis of 2020-22 still has significant impact for some.

Progress:

1. Self evaluated HWB in the school through surveys, HGIOS starter questions.
2. Conducted a HWB survey with staff and pupils.
3. Created an action plan based on information gathered.
4. Reviewed Positive Relationships Policy linking with Ed Psych.
5. Reviewed provision for before and after school clubs (including Breakfast Club).
6. All staff took part in Paul Dix 'When the adult changes...' CPD (completed two thirds).
7. Created a cycle and recording tool for review of Child Plans.
8. Quality Assurance activities and School Improvement have become a regular item on Management meeting and teacher staff meeting agendas.

Impact:

1. Clear understanding of staff views of strengths and pressures relating to HWB in the school.
2. Clear understanding of collective views of staff and pupils.
3. Clear actions directly relating to views that we can use to move this area forward.
4. We are now informed in order to develop a refreshed policy and approaches to Positive Relationships.
5. Higher uptake of pupils involved in clubs and so pupils are more engaged in wider school life.
6. Staff have a clear and consist outline of expectations in the school.
7. The well-being of individual pupils is more consistently tracked and reviewed.
8. School Improvement is more clearly driven and high profile as well as providing opportunities for individual to contribute to self-evaluation.

9. Developed playground zones for break times.

10. P5/6 and P6 classes took part in a residential visit focussed on building positive relationships.

11. Assemblies focussed on HWB topics.

9. Not yet having the desired impact.

10. Most pupils that took part display more positive behaviours when interacting with their peers.

11. Pupils have become more aware of HWB indicators.

Next steps:

- Information gathered needs to be used to inform development.
- Paul Dix training needs to be completed.
- Link in with Ed Psych to develop Promoting Positive Relationships and Restorative Practice.

School Priority:

Raising Attainment through Curriculum Development and Moderation

Purpose:

Internal and external data indicates that the progress of pupils needs to be accelerated in both literacy and numeracy in order that more of them achieve age related expectations.

Progress:

1. Moderation and work around securing a level took place with all teachers.
2. Classroom observations by SMT/CLO.
3. Staff worked to together to use HGIOS4 to evaluate provision.
4. PRD linked to national, school and personal priorities.
5. Planning/tracking meetings took place with teachers of key year groups.
6. Continued to embed the use of progressions linked to benchmarks to inform planning.
7. Staff took part in Moderation activities in house and developed benchmarking resources for writing.
8. Developed responsive planning in ELC.
9. Teachers took part in CPD - Literacy for All and Literacy training for comprehension.
10. Introduced Highland Phonics Tracker.

Impact:

1. Many more pupils are now achieving age related expectations in literacy and numeracy.
2. SMT have insight into quality of teaching and learning going on in classrooms.
3. Shared understanding of where the school is at.
4. PRD is clearly linked to development in the school.
5. Allowed focus on what would contribute to accelerated progress.
6. Pupils progress has accelerated.
7. Consistency in assessments – promoting equity in expectations.
8. Learners are included in planning learning.
9. Staff more skilled and confident in teaching writing.
10. Clear and consistent tracking for phonics progress.

Next steps:

- Develop a curriculum rationale.
- Develop pupil voice in direction that learning takes.
- Monitoring work jotters.
- Develop intentional planning in ELC.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to support Breakfast Club which meant attendees were ready for learning. Staffing deployment issues meant that some of the planned work for the PSA supporting PEF pupils did not take place. However, the majority of pupils eligible for PEF have made expected progress over the course of the year.

Wider achievements

Coileanaidhean nas fharsainghe

Whole school Christmas Show, Caithness Music Festival, Thurso Grows Competition, Two classes have taken part in Science workshops at the Newton Rooms, ASG Football Competition and Netball Competition.

Comments from learners, families, stakeholders and staff

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

Our children and young people identified the following strengths for our school:

- Games
- Playground – Trimtrail, big field to play football on, toy sheds & Toys
- Play breaks
- Shelter sheds
- School lunches
- Teacher defiantly
- Comfortable seats in class
- Writing lessons – because if you forget how to write you can practice and the teacher helps you
- Getting to draw
- Accelerated Reading – it helps me read better and getting rocks for Rock Shop
- Teachers – help us to learn and when we are struck
- PE Lessons – Learning different sports – Favourite is Netball, also being in Netball club after school.
- After school clubs – Football & running club, book club
- Breakfast club – Like talking with friends at breakfast club
- Polycrub for Fun 31
- Like leaning about SHANRRI in assembly and singing songs in assembly
- Trips – Loch Eil & P7 House Captains
- Like learning to get smarter and know more stuff
- Getting to do learning on Chromebooks and iPads – Maths and spelling games and sending finished work to the teacher.

Feedback from a parent following a recent event in the school.

I just wanted to send a quick email to say how much I enjoyed the coronation celebrations today at the school.

I thought it was well organised from the start, easy to meet up with my child) and a smooth, quick transition into the school building. Considering it was a whole school event it didn't feel over crowded.

Plenty of craft materials for each activity. Helpful staff in each class room and some really well mannered, helpful older pupils too. Mr Pearson in particular was very engaging, was lovely to see he clearly enjoys his job.

Decorations and the soldier cut outs that the kids could have photos with were fantastic.

Refreshments at the end was a lovely touch, cupcakes were fab. Thank you.

Thanks again for a fantastic well run event. Everyone who was involved should be thanked.

During our parents evening event in November we invited parents to have a cup of tea and a biscuit and tell us what they thought our school looks like and feels like to them, here are some of the things they had to say:

- Welcoming, tidy, cheerful, buzzing, fun, busy, friendly, excited kids at playtime, friendly ELC staff, Loud, happy break and lunch times.
- Bright, colourful, parents said they liked seeing the kids work, wonderful, inviting, homely, lovely helpful staff.

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	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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

Health and Wellbeing
Moderation across the curriculum
Sustaining improved attainment

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 [ADD LINK](#) or by contacting the school office