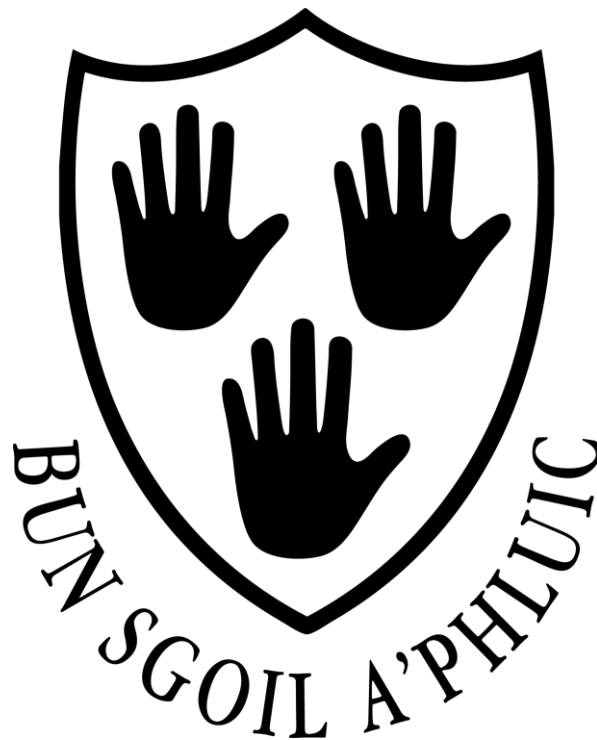


2022/23



PLOCKTON
PRIMARY SCHOOL



Plockton Primary School – Bun Sgoil a' Phluic
HIGHLAND COUNCIL

Our Values

Responsibility – Uallach Friendship – Cairdeas Courage – Misneachd Trust – Earbsa
Determination – Dìonghaltas Creativity – Cruthachalachd

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%

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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

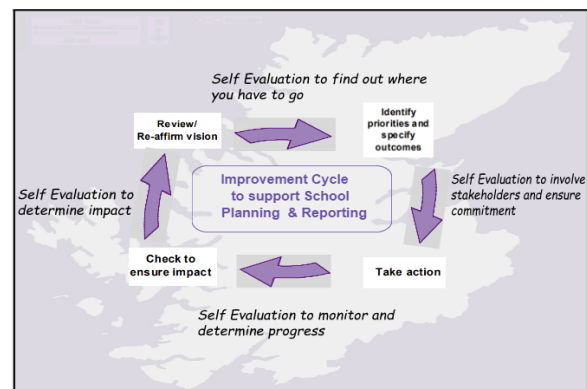
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jo Scott-Moncrieff, Head Teacher

Melanie Sinclair, Depute Head Teacher

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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
94.4%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers
42

Teacher Numbers
3.4

Pupil Teacher Ratio
14

Plockton Primary School/Bun Sgoil a' Phluic is located in a rural, coastal setting serving the local community of Plockton for English Medium and the catchment areas for Plockton, Kyle, Kyleakin, Auchtertyre and Loch Duich Primary Schools for Gaelic Medium (including Sgoil Araich).

There are 42 children attending the school and 16 children in Sgoil Araich, ranging from N3 - P7. In English Medium, P1 - 7 are taught together in a single multi-stage class and in Gaelic Medium we have a P1-2 Class of 14 and a P3-7 class of 16. There is a separate Gaelic Medium Nursery (Sgoil Araich) for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Plockton High School and Plockton Primary School. The Head Teacher is supported by a Depute Head Teacher (High School) and a Depute Head Teacher (3-18) who is also the Nursery Manager and has day to day responsibility for the Primary 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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few 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 (delete if not relevant):

Gaelic reading

Very good progress

Gaelic writing

Very good progress

Gaelic listening and talking

Very good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

'Launching a lifetime of learning'

Our Values

Responsibility – Uallach

Friendship – Cairdeas

Courage – Misneachd

Trust – Earbsa

Determination – Dìongmhaltas

Creativity – Cruthachalachd

Our Aims:

To provide a safe, happy, achieving, nurturing and active learning environment for all learners.

To be a friendly, enthusiastic and resilient school.

To provide a supportive, challenging, inspiring and creative curriculum enabling all learners to develop the skills for learning, life and work that they need to become successful learners, confident individuals, responsible citizens and effective contributors.

To aim for excellence by delivering a curriculum that takes into consideration our unique history and culture and works with partners and our wider school community.

To set high expectations for attainment, achievement and behaviour.

Children's Aims – We would like:

To work together to make a place where you are looked after and we learn together.

To create a place where you can make lots of friends and we never give up.

To support and encourage each other in all the things that we learn in school to become the best that we can be always.

To work with the community to create a good learning environment that considers what makes us special.

Everyone to always do their best and give it a go!

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](#).

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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. To increase teacher confidence and consistency across school in high quality assessments/target setting, learning intentions and success criteria to enable all learners to be able to confidently articulate where they are in their learning and their next steps.

Progress:

- All teaching staff took part in moderation activities with other local schools
- Moderation and Assessment and High Quality Assessment training did not go ahead
- Seesaw is being used to document progress
- All teaching staff engaged with Shirley Clarke input on Learning Intentions and Success Criteria

Impact:

- Judgments of achievement of a level were found to be consistent with that of other local schools
- Observations show that teachers are using Learning Intentions/TSAI consistently and pupils expect these and can talk about them
- Observations and planning meetings show that teachers are growing in confidence in co-creating appropriate Success Criteria with learners
- Learners are beginning to be able to articulate where they are in their learning and their next steps
- Parents tell us that Seesaw is helpful to them and that they receive appropriate and useful levels of information on their child's progress
- Most P4-P7 children (75%) reported that their teacher helps them to understand how they are progressing in their school work.

- Satisfactory progress was made in this area

Next steps:

Planned Highland Council Moderation and Assessment Training to take place next session, all teaching staff to take part.

Support from CLO in creating and using High Quality Assessments effectively

Continue to build on beginnings of good practice in learning conversations, effectively documenting learning journey with learners, who will increasingly be able to articulate where they are in their learning and their next steps

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School Priority:

To raise attainment in Writing across Gaelic and English

Purpose:

To raise attainment in Writing through the implementation of high quality learning and teaching across P1-P7

Progress:

- All teaching staff attended Highland training on Talk for Writing and Talk for Reading.
- All teaching staff using rubrics to assess writing consistently across the school.
- All teaching staff in early stages of using learning conversations to set writing targets linked to planned assessment
- Writing is taught in all classes at least 3 times weekly
- ACE dictionaries were introduced for identified pupils
- PEF Funding used to provide additional support for identified pupils

Impact:

- Observations through learning visits show greater consistency in approaches to teaching writing and increasing teacher confidence
- Pupils' stamina for writing has increased, as evidence by jotters and tracking conversations
- Progress made in writing for identified pupils experiencing literacy barriers was very good, they report using ACE dictionary is helpful
- Almost all pupils are on track against national expectations, or making very good progress towards individual targets in writing
- Teachers report that they are more confident in teaching writing, that pupils are enjoying the Talk for Writing approach and making progress.
- Teachers have commented on the scope for differentiation in multi-composite classes using the approach
- Parents have given positive feedback about the improvement in, and the focus on, handwriting.
- All teachers feel that Talk for Writing has enhanced their teaching of writing.
- Most teachers feel more confident teaching writing than 12 months ago.
- All teachers report that writing in their class has improved.
- Pupils report that their writing has improved and they enjoy writing more.

- Good progress was made in this area

Next steps:

Embed Talk for Writing process and continue with moderation project as ASG priority. Continue to see improvements in pupils' stamina for writing and in the quality of their writing and in writing attainment.

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School Priority:

Develop Early Level Gaelic Curriculum

Purpose:

To develop a more cohesive Early Level experience across Sgoil Araich and GMP1/2 with a focus on Literacy, Numeracy and Outdoor Learning

Progress:

Content:

- Children in Sgoil Araich and GMP1-2 now have regular outdoor learning sessions together
- Weekly transition activities take place for pre-school children moving to P1
- The GMP1-2 teacher has begun to develop a play approach in the classroom
- The outdoor area and playroom in Sgoil Araich have been developed to encourage creativity and increase opportunities for literacy and numeracy
- EYPs and Teachers have worked together to review approaches to planning and tracking learning across Early Level

Impact:

- Children and parents reported very positively on the transition experience between Sgoil Araich and P1
- EYPs and Teachers have a more closely aligned understanding of tracking progress across Early Level
- Satisfactory progress was made in this area

Next steps:

To use the new planning and tracking formats and review over the next session. EYPs to focus on developing intentional and responsive planning, linked to CFE

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

Overall, identified learners made significant progress in Literacy in English. It was decided to focus on English Literacy for all pupils, as this was also appropriate for those in GM, none of which are at the full immersion stage. The Class Teacher in GM3-7 supported Gaelic.

Children have made good progress across Literacy, as evidence by tracking meetings, jotters and SNA/INCA and other assessment data. A few children made very good progress.

Where Spelling Age has not increased by the 8 months plus that was aspired to, there was still improvement.

Children's enjoyment of reading has increased and they have told us that they are reading more. One pupil narrated the school Pantomime, previously having been lacking in confidence to read in her group.

Feedback from parents has been very positive, they appreciate the work of the PEF/SFL teacher and tell us that they can see where the interventions are helping their children and improving their skills and confidence. (Parent comments at Parent Contact, Parent Council and other opportunities).

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Wider achievements

Coileanaidhean nas fharsainghe

This session we were awarded an Eco Schools Green Flag, all pupils in P1-P7 are part of the Eco Skills Group. Awareness raising around litter, climate change and textile waste has taken place in Gaelic and English.

The school has supported Foundation Apprenticeships for High School pupils, with a focus on GME.

In Sgoil Araich the outdoor area was developed in partnership with parents and children, with the support of the wider community. The children took part in a 'Welly Walk' and raised money, which was used to implement the ideas gathered from parents, children and staff. The Care Inspectorate commented very positively on the outdoor area and the partnership working when we were inspected in April 2023.

This session, following a consultation with parents and children about homework, parents and staff worked together and consulted with learners to create a new Homework Policy and Advice Leaflet for Parents, which was written by parents. We considered recent research on the impact of homework on learning to inform the policy. This will be used from August 2023.

Pupils all took part in the Youth Music Initiative, through Feisan and pupils learned new skills in Drama, in Gaelic and English through the Highland Culture Collective.

The children in P1-P7 put on a very successful Pantomime in Gaelic and English in December.

The Social Subjects and Languages Faculty supported children in P1-P7 in their learning context 'Conflict and Resolution' through a collaborative technology project, which was delivered in Gaelic and English by teaching staff and pupils from EM and GM in Plockton High School.

Children nominated charities at the start of the year and Pupil Council chose the 2 charities that the school would support, in addition to the annual MacMillan Coffee Morning. Pupils raised money for SSPCA and Diabetes UK through organising fundraising events. Pupils also fundraised for a Buddy Bench/Cathair Càirdeas which they use to show they would like someone to play with them.

House Heads organised a Treat Day (educational and fun activities) twice over the session when a collective total of 1,000 house points was achieved. This is one of several leadership opportunities that the House Heads have.

This year we started our School Evaluation Group, which is currently all P6/7 pupils. They used HGIOURS guidance to create a survey on Relationships and Behaviour which was completed by all pupils. This piece of work was chosen following results of a wider pupil survey.

Pupils in P4-P7 took part in a Careers Day at Plockton High School with all of the other P4-7 pupils across the ASG. They had the opportunity to talk to employers and to find out about different careers.

Pupils contributed in Gaelic and English to the National Conversation and Our Future Highland Project on Education through jamboards and posters.

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Comments from learners, families, stakeholders and staff

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

Parent Comments:

My child is very happy at school and often talks about all the exciting things that they've done that day. I couldn't be happier with my child's academic progress and overall enjoyment of school life.

My child is very happy with their teachers and with what they learn in school. They look forward to going to school every day.

My children love school life, the day to day classwork as well as all of the exciting additional activities like P.E., outdoor learning, gardening with Bob, etc. I couldn't be happier with my decision to put my children into Plockton Primary School.

Very happy and lucky that our Child attends Plockton Primary School.

My children are making noticeably significant progress in their learning with the help of their teachers.

I am really happy with the approaches that the school are using to further the children's learning and development.

Tapadh leibh airson a h-uile rud a nì sibh!

Pupil Comments:

I like being a House Head, house points make people feel happy and proud. I enjoy the responsibilities like organising Treat Days and helping set up events such as Sports Day.

Is toil leam a bhith nam House Head agus a' cuideachadh duine.

I enjoyed inventing a Club and other children came to it and enjoyed themselves. I enjoyed the Teddy Bears Picnic.

I enjoy writing. I like my teacher, she is fun and she always helps me if I am stuck.

Is toil leam an sgoil seo oir tha e sporsail.

I am proud of how my reading has improved. I enjoy the weekly school walk and seeing the people in the village.

We have a say in what happens, Pupil Council makes decisions. I enjoyed being in Eco Group and organising a Uniform Swap and making a video about it in Gaelic.

It is a very good school. The teachers are nice. Pupils have a say in running the school.

Staff Comments (All staff groups):

This is a nice and friendly place to work. Everyone gets on and the children are happy. We provide many experiences for the children, which I enjoy.

Plockton Primary School is a friendly, pleasant and welcoming environment. All staff work well together.

Staff all work well together and support each other. We are well consulted about changes and having a leadership area has provided me with a more in depth knowledge of curricular areas and opportunities to explore best practice and implement it here.

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There is a definite feeling of a well supported team, we have good relationships. The children are all very settled and have good relationships with the staff. As a new member of staff I felt welcomed.

Stakeholder comments:

Pupils came across engaged and confident, and I imagine a lot of that comes from the way the school environment feels and the freedom and security the pupils have. Plockton feels special and different. It was also great working with all your teachers, and I felt very supported.

Having recently commenced regular liaison with Plockton Sgoil Araich, I've found this experience to be a positive one. Staff are clearly committed to providing the best experience for the children in their care and are both professional and compassionate in their approach. As a professional, I've found communications to be excellent and staff are approachable, knowledgeable and available.



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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	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	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

To continue work started last session to increase teacher confidence and consistency across school in high quality assessments/target setting, learning intentions and success criteria to enable all learners to be able to confidently articulate where they are in their learning and their next steps. To use and evaluate whole school approaches to planning for learning developed over the last two sessions, including planning for high quality assessments.

To embed the Talk for Writing approach and monitor and evaluate impact on learners' quality of an enjoyment of writing and teachers' confidence in teaching writing.

To create more opportunities for pupils to hear and speak Gaelic at community and cultural events.

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

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