

# POOLEWE PRIMARY SCHOOL

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2022/23



**Poolewe Primary School**  
**Poolewe**  
**Achnasheen**  
IV22 2LA

# Introduction: Local and National Context

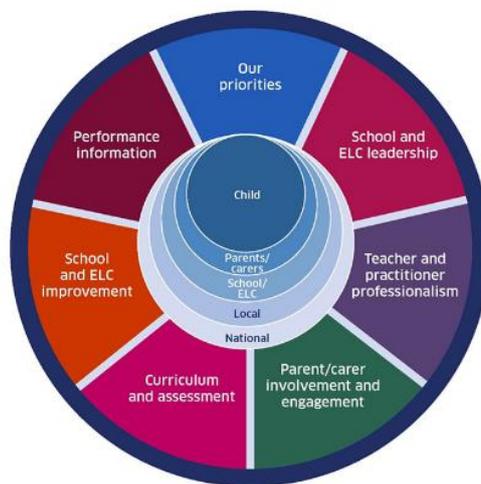
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

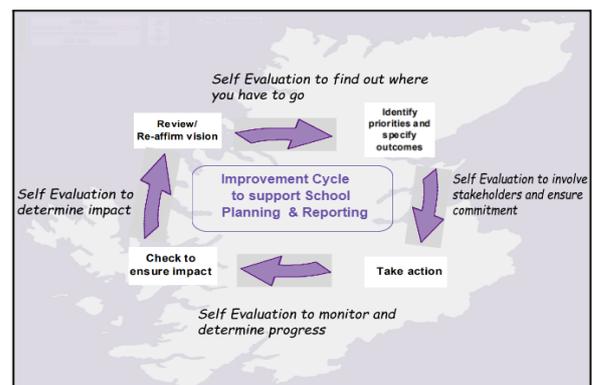
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Sara Mackenzie  
Acting Head Teacher  
Poolewe 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**  
94.7%

**Average Class Size**  
7.5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
15

**Teacher Numbers**  
3

**Pupil Teacher Ratio**  
5.8

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

**Reading**

**Writing**

**Listening and  
talking**

**Numeracy**

All

All

All

All

We have had no exclusions this year.

Poolewe Primary School is in a coastal setting serving the local community of Poolewe in the Northwest Highlands of Scotland.

There are 11 children attending the school and 2 children in nursery, ranging from N3-P7. P1- are taught altogether in a multi-composite class and P5-7 are taught in a multi-composite class. There is a separate nursery.

The acting headteacher has overall leadership responsibility for Poolewe Primary School and is also the teacher of P5-7.

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

Overall children are making the following progress:

**Reading**

**Writing**

**Listening and  
talking**

**Numeracy**

Very good progress

Good progress

Very good progress

Very good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

At Poolewe Primary School we aim to create an environment where pupils and staff achieve their best, work hard, feel happy and valued at all times.

#### What we value

We value the environmental work we do as a school

We value and celebrate all forms of achievements and success in and out of school

#### Aims

The aims of Poolewe Primary School are:

To provide a safe and stimulating environment in which our children learn positive attitudes, develop good self-esteem and become confident individuals.

To develop active learning styles throughout the curriculum with an emphasis on outdoor and co-operative learning

Ensure that children have an active part in learning and achieve their potential

To make informed decisions about our mental, emotional, social and physical wellbeing

To be responsible citizens, showing respect for everyone and ownership and pride in our school and community.

To strengthen links and work co-operatively with other primaries and High School, parents and the community to share good practice and ensure smooth transitions and relevant curriculum.

## 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 ) We aim to create an environment where all children are actively involved in their learning and achieve their full potential.

#### Progress:

HWB assessments carried out and baseline data recorded  
Tracked data to inform forward planning  
Survey pupils, staff, parents and partners on vision and values  
Collaboration meeting to finalise vision and values  
Review research and policy to support implementation of quality breakout spaces/mindfulness activities  
HWB resources continue to be taught and accessed  
Implementation of quiet spaces

#### Impact:

Children are happy and secure within school and feel confident to share their thoughts and ideas.  
Children, parents and partners were involved in deciding our school values.  
Classrooms have quiet spaces designed by the children.  
Zones of regulation are used to discuss and talk about feelings and emotions.  
Staff CPD in autism and neurodiversity.  
Nursery and school staff to support routine and transitions.  
Working with local partners.

Training/CPD opportunities in ASN/ACES/Neurodiversity/Behaviour management. (Including ELCs)  
Continue to build partnerships with local and national businesses, agencies and organisations. (Building on previous work) (Including ELCs)

Green flag awarded for our work on the environment and sustainability.

**Next steps:**

Work on creating inclusive environments across the cluster.  
Create a staff training program around neurodiversity and inclusion.  
Work towards our rights respecting schools award.

**School Priority:**  
Raise attainment in literacy and numeracy

**Purpose:**

*This project aims 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 pupils to achieve.*

**Progress:**

Purchase CEM assessments  
Implementation of Learning Conversations into classroom practice  
Agree HQA dates for Writing and Numeracy  
Implementation of precision teaching resources for identified pupils  
Creation of basic facts support materials (Part of LA Numeracy group work)

**Impact:**

INCAS tests showed almost all children made progress across the board.  
Improved basic facts scores in numeracy.  
All P1, P4 and P7 working at age appropriate levels or above.  
HQA carried out once and term and are now included on digital profiles.

**Next steps:**

More parental engagement in profiles and HQA assessment.  
Precision teaching to include spelling and reading.

**School Priority:**  
Assessment and Moderation strategies in Learning, Teaching and Assessment

**Purpose:**

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

**Progress:**

Working time agreement discussed with time set aside for Moderation across school, ASG and wider.  
Training with staff with QAMSO lead around how to construct High Quality Assessments.  
Staff moderate HQA against Education Scotland criteria to ensure that all areas area included in

**Impact:**

QAMSO group set up across the ASG.  
Agreed areas to moderate set for one activity per term.  
Moderation meetings to agree HQA and schedule for moderation.

assessment. Feedback given to each other when moderating another stage.

ELC staff – focusing on High Quality observations and use these to track progress of learners.

ASG meeting to discuss upcoming Moderation opportunities – LIT or MNU activity across all schools in ASG. Staff to be put into level groups.

Online use of google classroom to facilitate meetings.

ASG Moderation Events – led by QAMSOs in each ASG. All teaching staff put into Level groups.

Attainment meetings across classes and ELC.

Focus on language of learning, benchmarking when looking at progression of and through a level.

Surveys/Jamboards/HGIOS/HGIOELC/HGIOURS

Staff to bring samples of pieces of work/assessment information that they feel supports ACEL and discuss with other members of staff. Rubrix/benchmarks used to highlight key areas represented.

Session to inform Feb ACEL predictions.

ELC staff to bring Profiles and Development overviews to Planning and attainment meeting to discuss with SLT. Use benchmarks to track progress of individuals.

QAMSO leads to attend Local Authority Moderation event during Feb Inset.

Send home HQA's so that parents can view pupil work and see progress made.

Moderation across individual schools, cluster and ASG.

### **Next steps:**

Set a more robust program for moderation at the start of the year.

Time given in WTA agreement for moderation and discussions around achievement of a level.

## **Progress and impact of Pupil Equity Fund**

### **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

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As a result of pupil equity fund all children in the target group took part in 1:1 precision teaching in literacy and numeracy. Data showed all children in P1, P4 and P7 were working at or above age-appropriate levels – these included children in the target group.

INCAS data showed progress in mental maths and spelling for those who had received precision teaching. Children in P7 were able to attend a Loch Eil residential. This allowed them to experience a range of outdoor and adventurous activities to develop both their skills and self-confidence. P7 pupils have developed in confidence and resilience.

All children were able to attend 4 swimming sessions and have grown in confidence in the water.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Green Flag

This year we have been awarded our Green Flag by the Keep Scotland Beautiful. We worked hard as a school and with our community to show our dedication to the environment and working in a more sustainable and environmentally friendly way.

#### Young writers

Several of our children had stories published in the young writers' books for their short stories or poetry.

#### Bike ability

P4-7 children all achieved their level 1 and level 2 bike ability award this year.

#### Life guarding

Children in P5 took part in rookie lifeguard training and received a bronze award.

Children from P4-7 took part in the Euro Quiz this term.

#### Community market

The children took part in running the café at the community market in Poolewe. We raised over £600 which is a fantastic achievement. We also joined in the Christmas market where we sold enterprise products and ran competitions to raise money for the Loch Eil residential. These events not only raise money but also develop our DYW skills.

## Comments from learners, families, stakeholders and staff

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

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#### Learners believe that:

We are allowed to learn in the way that is best for us.

We care about our school and our community.

We support each other in our learning.

We respect that we are all different.

#### Staff believe that:

Having learning tailored to individual needs helps build children's confidence.

Having the confidence to be flexible and creative in our approach means we can meet every child's individual needs.

Being able to offer 1:1 targeted intervention increases confidence and achievement.

#### Stakeholders believe that:

The pupils are always happy and engaging and the staff make us very welcome.

Working at Poolewe, as a visiting music instructor, has been a real pleasure. The school has always been very welcoming and accommodating.

The pupils are always hard-working and incredibly polite.

#### Our parents state that:

I think the teaching style at the school is really good and is working very well for my child she has improved in leaps and bounds since she has moved to Poolewe Primary.

The school run café was also a huge success, My child loved doing it and being part of the community really helps her social competence, co-operation and confidence while out in the village.

Overall, I am excited to see the plans progress over the next couple of years at the school and will certainly help as much as I can to see them develop.

I love the idea of growing their own food and cooking what they've grown and using/selling eggs from chickens they look after.

I like the idea of developing more outdoor features so that the children being outside and learning

I like how children are encouraged to enjoy reading rather than it feeling like a chore

The children are exposed to a wide variety of subjects and writing styles which improves their knowledge of the world around them and their place in it

The more opportunities the children are exposed to the more well-rounded they will be, and hopefully they'll find subjects and hobbies they are passionate about.

## 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	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> 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

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Continue to improve literacy and numeracy attainment across the school.  
Improve tracking and monitoring systems across the school and cluster.  
Increase parent and community engagement

## 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 <https://sites.google.com/highlandschools.net/pooleweprimary/home> or by contacting the school office.