

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Shieldaig Primary School and Nursery
HIGHLAND COUNCIL | SHIELDAIG, IV54 8XN

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.

Thomas O'Halloran
Head Teacher
Shieldaig 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
25

Meeting PE Target
Target Met

Pupil Numbers
25

Teacher Numbers
3

Pupil Teacher Ratio
9.9

Shieldaig Primary School is located in a rural, coastal setting serving the local community of Shieldaig, Loch Torridon, and the Applecross north coast in Wester Ross.

There are 25 children attending the school and 7 children in nursery, ranging from N3 - P7. There are two classes – with 14 in P1-2 and 11 in P3-7, and there is a separate nursery for 3 and 4 year olds with 7 children.

The headteacher has overall leadership responsibility for Shieldaig Primary School with a teaching commitment of 2.5 days. The school is connected to the Gairloch High School ASG.

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. 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

We aspire to build an inclusive and creative environment, based upon our shared values, to support children to become successful learners, confident individuals, responsible citizens, and effective contributors.

Kindness - Resilience - Creativity - Initiative

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

Develop a school vision, values and aims to reflect the current school

Purpose:

The vision values and aims were developed before 2016 and are not known by pupils, staff and families. The school has grown from 4 pupils to over 25 in recent years, along with a large scale renovation. The school is developing a strong identity in our local community and we want to secure this with clear values developed by children, families, and staff so that everyone is onboard with the direction of the school. We want to reflect our special place in the West Highland as well as taking in a rights based approach. Our skills based approach follows on from our successful "Food for Thought" project, and the creativity stemming from our annual arts week is to be further developed.

Progress:

- ✓ Recognition by all stakeholders (pupils, staff, families in particular) that the school has changed as is developing an ethos to reflect this. Identified values important to families through surveys, worked with children to identify what they see as important values for Shildaig children.
- ✓ Skills development document developed giving a "Skill of the Month" which is the focus for whole school assemblies.
- ✓ Rights Respecting School journey has begun. Bronze award achieved with a plan for silver award. Steering group formed.
- ✓ Annual Arts Week held at Shildaig Primary included Applecross Primary School.
- ✓ Forest School held for a block in each term for each class. Space in the woods developed and taken ownership over by children.

Impact:

- ✓ Shared ownership of the values we have created, understanding that these reflect what we aspire to be at the school. These have been presented at pupil council and assembly and agreed by all as being representative.
- ✓ Children have taken to learning about skills and are beginning to use them in their language when talking about experiences. Positive feedback from community.
- ✓ Children are aware of their rights and are able to talk about them. Steering group confidently leading assemblies with support of class teacher
- ✓ Arts week a fantastic success, with around 50 adults attending the final celebration concert in the village hall. Children actively connecting with creativity as a skill.
- ✓ Forest School sessions have helped to normalise high quality outdoor learning in the school. Children are developing a connection with nature, and have taken ownership of the outdoor space. Families are visiting the woods in the weekend.

Next steps:

Embed the vision, values and aims through the school and explore for stronger understanding. Achieve Silver award for rights respecting school following plan that has been created.

Purpose:

Children that are confident, motivated readers achieve – let's find pleasure and enjoyment in reading!

Progress:

- ✓ Surveyed children about their reading habits and interest at the start of the year. Found that children weren't necessarily motivated by reading.
- ✓ Termly tracking meetings with teachers with a focus on attainment in reading.
- ✓ Establishment of Epic reading programme in P3-7 class, giving children a focus for reading mileage.
- ✓ Establishment of the village library in the hall – a partnership between the school and the village association. Children worked with class teacher to research and order books they are interested in reading. HT engaged with an expert choosing a broad range of picture books to be used for reading in the classroom.
- ✓ Storytelling session attended twice at Gairloch Museum – term one and three
- ✓ Parents in the school reading to children on World Book Day.
- ✓ Purchase of early reading resource for school.

Impact:

- ✓ Discussion with children and able to plan for improvement with children's voice enabled.
- ✓ Understanding where children are with their reading, quickly able to support any required interventions to boost attainment. Several children working with toe-by-toe as an intervention.
- ✓ Purpose for reading – reward based
- ✓ Children have loved all the new, high quality picture books and have heard more stories than before. They are engaged with choosing picture books for enjoyment and it has become routine in the classroom. We have been visiting the library in the hall and this is another positive experience around reading.
- ✓ Positive experiences based around reading
- ✓ Worked with staff researching phonics programme that would work for the school. Staff empowered to invest time in learning ready for implementation next session.
- ✓ School library bus time adjusted so that it arrives during class time – this has helped children to see this as a necessary part of learning time

Next steps:

Continue positive approach to reading. Class teachers implement new phonics scheme. Next year the focus will move to writing improvement with moderation tasks and professional development planned.

School Priority: 3

Developing Environment for learning across the school and nursery

Purpose: Shieldaig Primary has grown – from 4 children 5 years ago to 30 this year in the school and nursery. This has necessitated a large investment in the school building and facilities by the local authority. This has included a new nursery converted from a derelict school house, as well as the school now having two composite classes. Staff have been thinking about the environment for learning – last year our successful “Grow, Cook, Compost” project developed a school garden, and this year we will continue developing our outdoor space. A successful care inspectorate inspection of the nursery gave us a point of improvement in the lay out of our nursery, and our P1-2 class is developing the environment for play based pedagogy.

Progress:

- ✓ Held a school open day in September with older children guiding visitors through the new school at “tour guides”. Opening Ceilidh held in village hall where children demonstrated traditional dances.
- ✓ Village library developed in the hall, worked together with village association.
- ✓ P1-2 Teacher attended Highland Council training on play pedagogy on a fortnightly basis in Term one and two.
- ✓ Worked with the nursery staff on developing environment for learning. Education Scotland resources shared, support from Highland Council officers on developing space.
- ✓ Built Polycrub with support from local businesses and parents. Has been setup as a multipurpose room with books and plants growing in tandem.
- ✓ Successful starting of Forest School sessions – six week blocks for each class, two terms each. Children are motivated to learn in this play led way.
- ✓ Development of classroom reading spaces; both rooms now have small libraries and dens so children can immerse in a book.
- ✓ Working bee day at the school with parents and children on a Saturday. 20 adults there to support

Impact:

- ✓ Positive celebration of the community achievement of opening the new school. We had 4 previous Head teachers through the school. Children connected with just how important the school is to the community.
- ✓ Buy in and ownership from both children and families.
- ✓ Teacher developing play friendly approaches to learning.
- ✓ Nursery changed around to create an open and approachable environment for children, considering Sobel’s seven principles of design.
- ✓ Children are invested in our lettuce, tomato and cucumber production and we have been supply the kitchen now for three months. A chess club has been meeting in the polycrub on a Tuesday at lunchtime, gaining an additional space.
- ✓ Forest school and high quality outdoor learning are being normalised in the school. This reflects children’s lives in the West Highlands, interacting with the outdoors and nature. Children visiting site in the weekend with families.
- ✓ See priority 2 for general reading progress.
- ✓ Parents built new equipment for play and storage and contributed to the general tidy up of the place. Building community through collective effort.

Next steps:

The environment will always need evaluating and reflecting upon, but we are almost at our expected peak school roll. We have the support of parents in improving our spaces and we would like to continue their involvement, as well as the community.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

| | | |
|---|---|---|
| All children across school celebrate and enhance creativity skills through local artist led Arts week in March. Visit to Eden Court for a performance (pantomime). Transport for visit to Gairloch Museum for storytelling session with a literacy and creativity focus. | 100% children participated Eden Court trip cancelled | Arts Week a fantastic success. Supported social outcomes by inviting local school Applecross Primary School to join us for the week. The Barrow Band performance and workshop with the children attended by 60 parent/ community members. Gairloch Story telling session at the transport museum support encouragement of reading and storytelling. Took P1-7 Children Unfortunately the trip to Eden Court was cancelled due to the weather. We managed to organise a travelling theatre group to the school performing "You Cannae Shove your Granny Aff the Bus" |
| Establishment of a Forest School in the local woods led by qualified Teacher. Nature and outdoor education with a skills and play led focus. Children to increase understanding and connection with nature, enhance play and creativity, and further outdoor learning provision in school. | 100% children participated | Forest school established in local woods. P3-7 class attended for 6 week blocks in Term 1 and 3. P1/2 class attended 6 week blocks Term 2 and 4. Reflections collected by both classes in Weekly Forest School Diaries, shared with families. Many children visiting the site with their families at the weekend. Positive Feedback from families |
| InCAS Assessment | P2-7 children | Assessment tool, teachers able to use in order to diagnose and plan. Will not be used next year as SoFA assessments. |
| Purchase of Read, Write, Ink Phonics programme with focus on improving phonics up take in lower primary school. Training for P1-2 teacher. Purchase of alternative reading scheme for school to enhance breadth of reading. Purchase of new books to promote reading for pleasure in classroom, connecting with village hall library that the school is supporting. | Purchase of resources | Resources purchased and teacher preparing to deliver in 23/24. Focus on reading through the year has led to improvement in reading across the school. P1 – All children Achieved Early P2-7 – 95% within expectation Progress made beyond chronological age increases in most Children. |

Wider achievements

Coileanaidhean nas fharsainghe

- Shinty club with support from HT and Lochcarron Shinty club
- High level of achievement at ASG Cross Country
- Chess club during lunch times led by HT
- 4 pupils attending chanter lessons
- 4 pupils attending fiddle lessons led by a school parent.
- Winner in the Gairloch ASG in Kings Coronation art competition
- P5 attended sailing taster session at Lochcarron Sailing club
- After School Ballet club, as well as active school sessions

Comments from learners, families, stakeholders and staff

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

What does Shieldaig Primary School do well (from the children)?

- Help the community
- Organise great events (Like Ceilidhs, Concerts, Pantomimes)
- Initiative
- Creativity
- Positivity
- Team Work
- Outside learning
- Baking and cooking
- Building and making things with our hands and tools
- Good learning
- Kindness
- Engineering (Technology challenges)

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

Improve attainment in 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 HQ LT&A
- Moderation of Writing across ASG

Achieve Silver Rights Respecting Award and embedding our school as a Rights Respecting School

- Follow Silver Action plan developed by children with class teacher
- Teach the wider school community about rights with engagement 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 <https://shieldaigprimaryschool.wordpress.com/> or by contacting the school office