

STANDARDS AND QUALITY REPORT

AITHISG INBHEAN IS CÀILEACHD

2022/23



CULBOKIE PRIMARY SCHOOL
HIGHLAND COUNCIL | CULBOKIE, DINGWALL IV7 8JH

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.

Ishbel Macleod
Head Teacher
Culbokie 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 96.4%	Average Class Size 20	Meeting PE Target Target Met
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Pupil Numbers 100 (+29 in Nursery)	Teacher Numbers 8	Pupil Teacher Ratio 16.4
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N3 45%	N4 55%	P1 9%	P2 20%	P3 8%	P4 17%	P5 12%	P6 15%	P7 19%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 60-70%	No FSM 30-40%	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	Almost all	Most

We have had no exclusions 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



Vision

Aspire, fly high!

Values

RESPECT

ACHIEVEMENT

KINDNESS

CREATIVITY

HONESTY

FUN

We are in the process of reviewing and developing our aims.

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:

Developing a Curriculum Rationale

Purpose:

Scottish children are entitled to be educated from a coherent curriculum from 3 to 18, This project will support stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum design. A Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. It means that everyone involved with the school can answer the question 'What do we want for our children and how will we work together to achieve this?'

Progress:

- ✓ Established a system of digital profiling and reporting through the use of Google Sites.

Impact:

- ✓ This has taken time for teachers to learn new digital skills for the process of using 'Google Sites' as a class reporting tool to be implemented and embedded in use. The school has a new website which links to the class sites and pupil profiles, and this has been successful

RESPECT ACHIEVEMENT KINDNESS CREATIVITY HONESTY FUN

- ✓ Established a Young Leaders of Learning (YLL) group and pupil citizenship groups. Progress the eco group created a pocket garden, playground leaders used a budget to buy play equipment, the JRSO group engaged with police and raised funds for road-safety banners, the pupil council organised charity and World Book Day events; the YLL group visited local schools and hosted groups from these schools in return.
 - ✓ Staff were trained in IDL (interdisciplinary learning) to develop a skills and enquiry-based curriculum based on the 'Refreshed Narrative'
 - ✓ P1-3 Teachers used the September INSET day to develop the open area and resources were purchased to support improvement of the space
 - ✓ P4-7 Teachers attended Rights to Wellbeing training and all staff were introduced to UNCRC; staff reviewed the Equality and Diversity Policy and the Positive Relationships Policy
 - ✓ Staff looked at curriculum drivers and discussed starter questions for a curriculum rationale
- in sharing information. The profiles have been set up and shared with families and are at an early stage of implementation.
 - ✓ The use of pupil groups has been successful in engaging children and young people, staff, parents and the wider community through charity work, competitions and organising engagement events. Most children have an increased sense of belonging, contribution, enterprise, responsibility, achievements, and their voice being heard.
 - ✓ Increased awareness and engagement with the Curriculum for Excellence in relation to the school context led to the creation of a Skills Passport, more targeted approaches to play pedagogy and the use of questions for IDL. There has been a start made to pupil-led learning.
 - ✓ Engagement with 'Realising the Ambition' focused on spaces and resources to support enquiry-based play. The space is now being used regularly for active learning in most areas of the curriculum, especially in maths, literacy and technology.
 - ✓ The resource has not been implemented but the training and resources have now been shared with staff to be used in the new school year. A new behaviour policy has been implemented based on positive, restorative approaches. The children designed and agreed the 'Culbokie Code' based on our values. This is reinforced through rewards, house points and assemblies.
 - ✓ This discussion provided a basis on which a detailed rationale can be designed.
 - ✓ Very good progress was made in this area.

Next steps:

Review starter questions and design a robust curriculum rationale linked to vision, values and aims. Teachers work collaboratively to review long term planning. Time and support will be given to ensure digital profiles include effective targets, evidence of learning, achievements and feedback. An IDL overview of the year and a relative tracking system will be used to ensure curriculum coverage.

Raising Attainment in Writing

Purpose:

To raise attainment in writing in Culbokie Primary School

Progress:

- ✓ All staff attended 5 sessions and an INSET day of Explicitly Teaching Writing by Stephen Graham
- ✓ Teachers created an IDL overview for the school. This will link with the different types of writing covered in the program.
- ✓ Writing lesson observations were completed in Term One and jotters monitored in Term 2.
- ✓ Black Isle schools met to do training in moderation. This was followed up with a second meeting of stage partners to moderate pieces of writing.
- ✓ Pupil progress Meetings took place with a focus on writing

Impact:

- ✓ Staff actively engaged with the training and applied it to their classroom practice. Children showed enthusiasm for the approach and there is early evidence of improved standards of writing across the school due to clear instruction. This will achieve positive outcomes for all children and young people
- ✓ There is now a plan for writing across the school so writing will be relevant and meaningfully linked to other areas of learning across the curriculum. This is especially important due to composite classes.
- ✓ These provided a starting point for improvement in writing. Teachers were given the opportunity to reflect on strategies and compare them with new models from Explicitly Teaching Writing. Monitoring showed that these are now being implemented at an early stage.
- ✓ There is an improved understanding of the need for consistency although it highlighted the need for further rigorous moderation of data across schools.
- ✓ This was the first year of using SOFAs (online assessment tool) so there was robust data to support teacher judgement on writing. This will help the school to track pupil progress more effectively and support improvement.
- ✓ The overall progress on this priority is very good.

Next steps:

Meetings with ASG schools to be included in the new calendar with a focus on using data for moderation. Implement Explicitly Teaching Writing in a consistent way across the school with links to the wider curriculum
Integrate writing with the 'literacy' as a whole lesson through PM teaching resources.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Supply teacher time was used to take small groups of 8 children for 'Seasons for Growth' sessions. There were two separate groups in Term One (P6/7) and Term Three (P4/5). Additional children were selected for these groups based on referrals from families. The positive responses from children were 100% and over 75% from parents and carers. There was a positive impact on resilience and health and wellbeing outcomes based on the Glasgow Motivation and Wellbeing Profile.

Wider achievements

Coileanaidhean nas fharsainghe

Wider achievements are celebrated at weekly assemblies and on an achievements display board in the corridor. Opportunities have been created for achievements across many areas of the curriculum and outside of school. These include a range of sporting achievements such as the girls' team reaching the semi-final of the Ross-shire Schools Football Tournament and musical achievements such as the strings club performing in The Highland Youth Orchestra. All children are given a turn to celebrate values-based achievements in Head Teachers' Award celebration.

Comments from learners, families, stakeholders and staff

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

Learners

I enjoyed building the pocket garden.
Culbokie is nice because the teachers help you when you need it.
I liked when the pupil groups would come together.
Making learner profiles was fun!
I am proud of myself because I looked after my buddy and did lunch duty.
I really enjoyed the May Fair because we designed it all by ourselves.
I love Culbokie because we have responsible jobs.

Families

The blog is a super way to see what is happening in class
We have loved being able to come back into school regularly again.
The May Fair was fabulous!
My child is happy and well looked after.

Staff

There have been a lot of new initiatives, but we have learned a lot in a short space of time
It is great to have pupil groups up and running
Assemblies and awards have made a big difference
The Stephen Graham writing has been a big success and has made a big difference.

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	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good	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: good.

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

The priorities for future improvement are to embed and build on this year's success. The first priority will be Learning, Teaching and Assessment to make sure that there are consistent approaches across the school and that children have a voice. The second is to develop a creative and future-focused curriculum with consistent approaches to literacy and numeracy across the whole school. As part of this, outdoor learning, values and community involvement will provide relevant contexts for 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 information or by contacting the school office.
<https://sites.google.com/fortroseacademy.org.uk/culbokie-primary-school/home>