



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Pennyland Primary School & ELC



# 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?*<sup>4</sup> 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

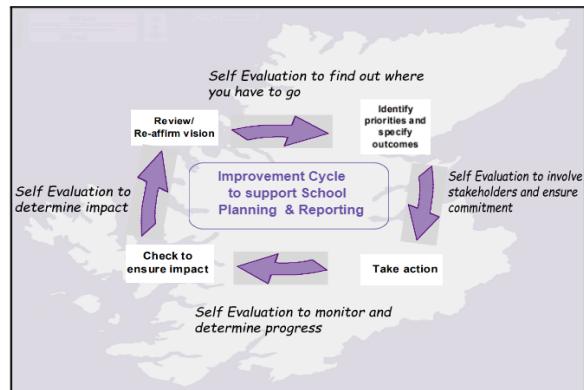
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

Mrs Murray  
Head Teacher  
Pennyland Primary School

# School Profile

## Pròfil 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.

<b>Attendance</b> <b>91.1%</b>	<b>Average Class Size</b> <b>23.1</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>162 (+42 nursery)</b>	<b>Teacher Numbers</b> <b>10</b>	<b>Pupil Teacher Ratio</b> <b>16.2</b>
<b>N3</b> <b>XX%</b>	<b>N4</b> <b>XX%</b>	<b>P1</b> <b>11.7%</b>
<b>P2</b> <b>6.2%</b>	<b>P3</b> <b>12.3%</b>	<b>P4</b> <b>22.2%</b>
<b>P5</b> <b>11.1%</b>	<b>P6</b> <b>18.5%</b>	<b>P7</b> <b>17.9%</b>
<b>SIMD Q1<sup>1</sup></b> <b>0-10%</b>	<b>SIMD Q2</b> <b>20-30%</b>	<b>SIMD Q2</b> <b>20-30%</b>
<b>SIMD Q3</b> <b>40-50%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
<b>ASN<sup>2</sup></b> <b>20-30%</b>	<b>No ASN</b> <b>70-80%</b>	<b>FSM<sup>3</sup></b> <b>10-20%</b>
<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90+%</b>

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile



Our



### Pennyland Promise

1. We listen to people
2. We are kind and helpful
3. We are gentle
4. We look after property
5. We are honest
6. We work hard

We are all on a path to success!

*"It's the Pennyland way!"*

## 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:

#### Raising attainment through curriculum development and moderation

##### Purpose:

We have seen improved attainment outcomes for the majority of pupils across the year groups and aim to enhance the learning experience by further developing our curriculum and moderation strategies.

##### Progress:

Further develop curriculum rationale to raise attainment

- Tracking is in place to record the attainment over time.
- Regular attainment meetings to identify any trends and plan and assess interventions.
- Targeted groups of children have had interventions.
- Transition is in place between partner establishments year on year.
- We monitor pupil's wider achievements through our online platform – this allows parents and carers to contribute comments and feedback.
- Pupils access a developing curriculum based on progressions within some curricular areas.
- IDL builds on prior knowledge and understanding.
- All children are engaging in target setting and acting on feedback from teachers across a range of subjects.
- Targeted deployment of PSA's, ASN Teacher.
- PEF spend in line with national and local guidelines.
- Elaborated curriculum for those who need it.

##### Impact:

- ✓ We have an agreed curriculum rationale which has had some input by pupils and staff which underpins the ethos and organisation of teaching throughout the school. This has helped provide continuity across the classes.
- ✓ During the planning process locations which enhance learning are identified. E.g. Newton Rooms, Caithness Music Festival, HLH Swimming and music provision, Quoybray, library, Loch Eil. This allows pupils to have experiences out with school to further develop skills and enhance learning.
- ✓ There has been an improving trend with literacy and numeracy over the past few years, however ACEL attainment data is coming into line with national comparators.
- ✓ Continued improvement in reading, writing and listening and talking.
- ✓ Most staff are confident in 'drilling down' to identify any gaps in learning.
- ✓ Improving quality of verbal and written peer and self-assessment. Children are continuing to develop the ability to discuss what they are learning, why they are learning and what they need to do to improve.

- ✓ Most children meeting their agreed targets.
- ✓ Older children understand the purpose of their learning and are becoming increasingly skilled in using teacher, peer and self-assessment to improve their work.
- ✓ All children are engaging in target setting and acting on feedback from teachers across a range of subjects.
- ✓ Improving quality of verbal and written peer and self-assessment. Children are continuing to develop the ability to discuss what they are learning, why they are learning and what they need to do to improve.
- ✓ Older children understand the purpose of their learning and are becoming increasingly skilled in using teacher, peer and self-assessment to improve their work.
- ✓ Teaching staff are increasing in confidence at using a variety of assessment methods to inform teacher judgement.
- ✓ SSES gathers reliable data on how well we are doing as a school. Staff engage effectively with self-evaluation and understand how this impacts upon school improvement.
- ✓ Staff day-to-day practice reflects their high levels of commitment to self-evaluation and improvement within learning.

### Engagement with Self-evaluation Summary

- We are implementing a structured programme of self-evaluation.

### Implementation of PM writing within lessons

Recent implementation of PM writing has evidenced that pupils are more engaged in the writing process and has improved attainment in writing.

- ✓ Teachers are becoming more confident in delivering the programme.
- ✓ The implementation of expectations of writing within the school has had an impact on the frequency in which children write and the format within their jotters.
- ✓ Attainment in writing has increased this year from data collated last year.
- ✓ Recent Improvement plans have impacted significantly on teaching and learning of writing.

### Moderation within school and across the ASG

- Teaching staff attended Assessment and Moderation Training in school and with other schools in our Associated Schools Group (ASG).

- ✓ Teachers are becoming more confident in discussing all aspects of learning at these events and enjoy sharing practice with stage partners.
- ✓ Activities around moderation are assisting in building more accurate assessments and judgements on where pupils are within CfE.

### Staff are now engaging with SEEMiS Progress & Achievements when tracking pupil progress.

- We use a range of assessments and follow a planned cycle of data analysis. This allows us to identify groups and individuals who are at risk of falling behind and need targeted support to develop their skills or enhance their learning.

- ✓ Teachers now add their P&A tracking into SEEMiS and are becoming more confident with the system as per the requirement by HC. This has moved us away from our own in-house tracking system.
- ✓ We use a range of assessments and follow a planned cycle of data analysis. This allows us to identify groups and individuals who are at risk of falling behind and need targeted support to develop their skills or enhance their learning.

- Tracking is used to record where all children are within the CfE levels and are decided upon from a triangulation of evidence.
- ✓ We monitor pupil's wider achievements through our online platform – this allows parents and carers to contribute comments and feedback. This needs to be recorded more formally.

#### Implementation of Pupil Profile

#### Implementation of Developing Young Workforce within learning and raising skills awareness

- ✓ Due to absence this year this has not progressed as planned but will remain on the SIP for further development in session 2025/26.

#### Next steps:

- **Further develop the curriculum rational for Pennyland Primary to include partners within our local community, implement progressions in learning across all curricular areas, track wider achievements, develop the use of ICT to enhance learning.**
- **Increase focus on improving outcomes for learners and increasing expectations**
- **Ensure professional learning is shared across the school and has impact**
- **Further develop leadership skills with all stakeholders across the school**
- **Develop an expected standard for lessons within the school**
- **Develop play across the P1-3 classes**
- **Support parents with how to develop learning at home**
- **Develop tracking systems for CfE within ELC**

#### School Priority:

## Health & Wellbeing

**Purpose:** To ensure a modern, inclusive restorative approach is taken when supporting children's wellbeing and ensuring this support is tailored to their needs.

#### Progress:

#### RRSA

- Diversity and multi-faith themes explored explicitly through the RMPS curriculum.

#### Impact:

- ✓ Pupils and staff are becoming more aware of Children's Rights and are discussing these within class lessons and at assembly. Further work needs to be implemented here to embed within the school and develop teacher knowledge and awareness.
- ✓ We are an inclusive school in name and practice as evidenced by our positive and welcoming ethos.

#### Positive Relationships Policy

- Our learners benefit from the quality education which we provide for all children.
- Developing profile for Equality and Diversity.
- Core reading materials reflect diverse cultures.

- ✓ Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations
- ✓ Strong and positive relationships are in place between the staff and pupils.
- ✓ Pupil surveys indicate that the majority of children have someone in school they can if they are upset something.
- ✓ Most pupils feel that the school helps them to understand and respect other people.
- ✓ Most parent feel that their child is safe at school.
- ✓ Almost all parent feel that the school encourages children to treat each other with respect.

- ✓ Staff day-to-day practice reflects their high levels of commitment and the positive ethos of the school.

### Next steps:

- Ensure pupils have a better understanding of bullying whilst working with all stakeholders to establish how we can improve this perception and help children to understand that punishment is not a way to manage situations where children fall out.
- Staff development to take place around RRSA & to be built into our curriculum rationale.

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

- There is continued improvement in reading, writing, listening and talking and numeracy due to interventions put into place by our PEF PSA's. We use targeted interventions and programs such as Accelerated Reading programmes, Nessie, Highland Literacy Progressions, Jolly Phonics, PM writing etc to aid progress and help increase impact for learners. Progress trackers are in place for both literacy and numeracy and are used to identify next steps in learning.

Internal School Tracking Data - PEF	
Subject	2025- Number (percent) of pupils on track (P1-P7)
Reading	34/62 (55%)
Writing	30/62 (48%)
Talking and Listening	45/62 (73%)
Literacy	30/62 (48%)
Numeracy	36/62 (58%)

Internal school data for those eligible indicates those eligible for PEF that the number of pupils attaining age related expectations in all aspects of literacy and numeracy still needs to increase.

## Wider achievements Coileanaidhean nas fharsainge

Class Dojo evidences parent/carer and school recognition of pupils wider achievements, this forms part of pupil portfolios. Next steps are to track wider achievements of all pupils and provide more opportunities for children to experience further opportunities for achievements within our local community.

## Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Recent surveys have highlighted that the most pupils feel staff help them to understand how they are progressing in their school work and that the school helps them to understand and respect other people. Most pupils feel they get lots of chances and opportunities to take part in regular exercise at school. The majority of pupils also feel like they have someone in school with whom they can speak to should they feel

worried about something. A minority of children feel that their views are taken into account within the school.

Recent surveys indicate that most parents feel their children are safe when at school and that their child is treated fairly and with respect. Almost all parents feel that their child is encouraged by the school to be healthy and take part in regular exercise. Most parents feel that their child likes being at school. A minority of parents feel their views are taken into account with regards to changes within the school.

Staff views are contained within the self-evaluation in the above section.

## 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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	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 Priomhachasan airson planadh airson leasachadh

- Follow National and Local Authority Guidance in relation to Raising Attainment and implement requirements accordingly.
- Further develop the Curriculum Rational for Pennyland Primary to include partners within our local community, implement progressions in learning across all curricular areas, track wider achievements, develop the use of ICT to enhance learning, Play Pedagogy within the early years and implement RRSA within the curriculum.
- Staff development to be undertaken with regards to RRSA.
- Stakeholders to become more actively involved in developing school improvement.

## Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.