



# STANDARDS AND QUALITY REPORT 2025-26

## AITHISG INBHEAN IS CÀILEACHD

### PENNYLAND PRIMARY & ELC



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% |

# 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<br>92.7%                              | Average Class Size<br>21.9 | Meeting PE Target<br>Target Met |
| Pupil Numbers (inc nursery)<br>153 (+49 nursery) | Teacher Numbers<br>9       | Pupil Teacher Ratio<br>16.8     |

For schools with a roll exceeding 50

|                               |                   |                            |                   |                           |                  |             |             |             |
|-------------------------------|-------------------|----------------------------|-------------------|---------------------------|------------------|-------------|-------------|-------------|
| N3<br>%                       | N4<br>XX%         | P1<br>11.1%                | P2<br>12.4%       | P3<br>7.8%                | P4<br>13.1%      | P5<br>23.5% | P6<br>12.4% | P7<br>19.6% |
| SIMD Q1 <sup>1</sup><br>0-10% | SIMD Q2<br>20-30% | SIMD Q3<br>20-30%          | SIMD Q4<br>40-50% | SIMD Q5<br>0-10%          | Unknown<br>0-10% |             |             |             |
| ASN <sup>2</sup><br>20-30%    | No ASN<br>70-80%  | FSM <sup>3</sup><br>40-50% | No FSM<br>50-60%  | EAL <sup>4</sup><br>0-10% | No EAL<br>90+%   |             |             |             |

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

|          |          |                       |          |
|----------|----------|-----------------------|----------|
| Reading  | Writing  | Listening and talking | Numeracy |
| Majority | Majority | Most                  | Most     |

<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

Pennyland Primary School is located in a small coastal town setting serving the local community of Thurso on the Caithness Coast.

There are 153 children attending the school and 49 children in nursery, ranging from N3 - P7. P1 - 7 are taught across 7 classes and there is a separate nursery for 2-, 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Pennyland Primary School and Pennyland ELC. Primary School The headteacher is supported by a depute head teacher.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The Majority of 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**

Satisfactory progress

**Listening and  
talking**

Very good progress

**Numeracy**

Good progress

## 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 1: Raising Attainment through Curriculum Development and moderation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| School Improvement Plan Priority 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>COGS</u></b></p> <p>The school has demonstrated a clear commitment to fostering leadership of change through the development of COGS, providing learners with meaningful opportunities to contribute to school improvement. This has been particularly effective within ECO and sustainability initiatives, where learners are increasingly confident in leading aspects of change, influencing others and developing skills for life, learning and work. Practical, real-life contexts such as environmental projects and fundraising have supported learners to engage with relevant issues and understand their role as responsible citizens.</p> <p><b><u>Raising Attainment</u></b></p> <p>The school demonstrates a strong and improving learning culture, with most learners engaged, motivated and actively involved in their learning. Across the school, positive relationships underpin high levels of participation, and the majority of children respond well to clear learning intentions and success criteria which are visible in the majority of lessons. Teachers make effective use of a range of approaches, including, play, active learning and digital technologies, to support engagement. Overall, the school's capacity for continuous improvement is clear, with effective systems and a strong commitment from</p> | <p><b><u>COGS</u></b></p> <p>Moving forward, these actions will support a more strategic and sustainable approach to change, ensuring that all stakeholders are empowered to lead improvements effectively. With these refinements, the school is well placed to strengthen its approaches to leadership of change, resulting in more consistent, measurable impact on learners' experiences and outcomes.</p> <p><b><u>Raising Attainment</u></b></p> <p>Moving forward, the school is well placed to build on its strong foundations by:</p> <ul style="list-style-type: none"> <li>• Increasing consistency in differentiation, feedback and assessment practices</li> <li>• Strengthening learner ownership</li> <li>• Enhancing challenge and depth in learning for all learners</li> <li>• Further embedding a shared, robust approach to moderation and standards</li> </ul> <p><b><u>Skills for Learning, Life and Work</u></b></p> <p>To build on current strengths, the school will:</p> <ul style="list-style-type: none"> <li>• Continue to embed the Tree of Knowledge meta-skills framework, ensuring all 12 skills are consistently developed and applied across learning contexts.</li> <li>• Extend opportunities for learners to apply skills in real-life and interdisciplinary contexts, including enterprise activities and IDL learning.</li> <li>• Further develop the use of career education resources, including Positive Footprints and DYW materials, to strengthen Enhance and sustain partnerships with local employers and the wider community</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                     |
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| <p>staff to continue raising attainment and improving outcomes for all learners.</p> <p><b><u>Skills for learning, Life and Work</u></b></p> <p>Pennyland Primary School demonstrates a strong and developing approach to supporting learners in acquiring the skills required for life, learning and work. A clear strategic focus on meta-skills, career education and partnership working is evident within P7.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>•</li> </ul> |
| <p><b>Impact</b></p> <p><b><u>COGS</u></b></p> <p>Senior leaders and staff have created a culture where pupil voice is valued and encouraged, and where learners are beginning to take ownership of identified priorities. There is evidence of collaborative working between staff and learners, with early implementation supported effectively through joint planning and facilitation. As a result, most learners have experienced opportunities to contribute to decision-making and to develop leadership skills within a supportive environment.</p> <p>The school's self-evaluation is honest and reflective, clearly identifying areas where approaches to leading change require refinement. In particular, the current structure of COGS groups has limited the pace and consistency of change. Groups have often been too large and broad in age range, making it challenging for all learners to engage meaningfully or lead effectively. As a result, the impact of change is variable across the school, and in some areas, outcomes are not yet sufficiently measurable or clearly aligned to strategic priorities.</p> <p>There is also recognition that staff capacity and planning time have impacted on the sustainability of change, with variability in leadership and clarity of focus across groups. In some cases, improvement activity has been too broad, limiting the ability to demonstrate clear impact. This has reduced the effectiveness of change processes and the extent to which learners can confidently lead and evaluate improvements.</p> <p>Senior leaders have identified clear, proportionate next steps to strengthen leadership of change. These include restructuring groups to ensure greater focus and manageability, improving alignment with school improvement priorities, and enhancing the clarity of intended outcomes. There is a strong focus on building leadership capacity at all levels, particularly by developing more defined roles for learners and supporting staff to facilitate high-quality, focused improvement work.</p> <p><b><u>Raising Attainment</u></b></p> |                                                     |

Staff are increasingly confident in using assessment evidence—including observations, jotter work, SNSA and SOFA data—to inform planning, track progress and identify targeted interventions. Regular tracking and monitoring processes are embedded and support a clear understanding of progress over time. Most children benefit from feedback and are able to demonstrate improvements in their work.

There is clear evidence of reflective practice, with staff engaging in professional dialogue and self-evaluation to improve learning and teaching. The use of questioning, (including higher-order questioning - P7 only), is developing well and supports learners to think more deeply about their learning.

The school recognises that the next stage of improvement is to ensure greater consistency in high-quality practice across all classes. While differentiation is evident, it is not yet consistently explicit or sufficiently targeted to meet the full range of learners' needs, particularly in providing appropriate challenge for higher-attaining pupils. Approaches to feedback, planning and assessment require further alignment to ensure a shared understanding of standards and expectations across the school.

Learner participation is developing, and most children contribute to classroom discussions confidently. However, opportunities for children to take greater ownership of their learning, including setting targets and understanding their next steps, are not yet fully embedded.

### **Skills for Learning Life and Work**

Learners are highly engaged in developing meta-skills through the Tree of Knowledge framework, which is becoming increasingly embedded within learning and teaching. This structured approach is supporting children to better understand and articulate the skills they are developing, within P7.

The Raising Aspirations programme in Primary 7 has been successfully implemented, with all pupils completing the programme and demonstrating meaningful progress in their understanding of future pathways.

The school has provided a range of opportunities for learners to develop awareness of the world of work, including participation in careers education initiatives such as the Raising Aspirations programme and a Careers Carousel event. These experiences are strengthening learners' understanding of different career pathways.

Strong partnerships have been established with local employers and organisations. Collaboration with Developing the Young Workforce (DYW) coordinators at Thurso High School and the local Chamber of Commerce has enhanced the relevance and authenticity of career-related learning.

### **Impact and Evidence**

There is clear evidence that children are increasingly able to identify, discuss and apply key skills within their learning. Learners can articulate the skills they are using in class and understand their relevance beyond the classroom.

Primary 7 learners demonstrate increased confidence and awareness of their own skills and strengths through their engagement with structured career learning. Participation in the Raising Aspirations programme, including completion of associated workbooks, has supported learners to reflect on their abilities and consider their future pathways.

Learners show a growing awareness of the breadth of career opportunities available, including the skills, qualifications and personal qualities required for different roles. They can express informed opinions about potential career interests and demonstrate an understanding of progression routes.

Direct engagement with employers has further enriched this understanding. The Careers Carousel event, involving seven local employers, provided valuable real-life insights into the world of work. Feedback and follow-up writing activities indicate high levels of engagement and a positive impact on learners' aspirations and understanding.

## School Priority 2: Feis Rois – Traditional Music Curriculum Development P1 & P4

### School Improvement Plan Priority 2

#### Summary of progress

During session 2025–2026, the school engaged in a partnership with Fèis Rois to deliver traditional music experiences across classes. This initiative aimed to enhance the quality of music provision, increase learner engagement, and build staff confidence in delivering music as part of the wider curriculum.

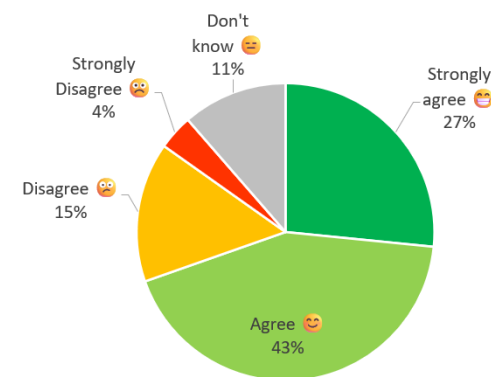
#### Next steps

- 📌 Continue partnership with Fèis Rois and the Paul Hamlyn Foundation into Year 2
- 📌 Extend music provision further across the curriculum, ensuring all classes engage regularly in music learning
- 📌 Increase the range and availability of instruments to support whole-class participation
- 📌 Embed staff-led delivery of music sessions to ensure sustainability
- 📌 Develop clear progression pathways and assessment approaches in music

#### Stakeholder Views

##### Pupil Survey Results

Q7. My school is helping me to become confident



|  |                                                                                          |  |
|--|------------------------------------------------------------------------------------------|--|
|  | <p>Enhance use of digital technology to support recording, reflection and evaluation</p> |  |
|--|------------------------------------------------------------------------------------------|--|

## Impact

Learners have demonstrated high levels of engagement and enthusiasm during Fèis sessions. Almost all children participated actively in musical activities, including singing, playing instruments, and collaborative performance.

Most learners:

- Show increased motivation and enjoyment in music
- Demonstrate improved confidence in performing and sharing their skills
- Engage successfully in active and experiential learning approaches
- Develop skills in listening, copying, repeating and creating music

Children increasingly take ownership of their learning and respond positively to opportunities to experiment and be creative with instruments. In one class, digital technology has been used effectively to support recording and reflection, further enhancing pupil understanding and engagement.

Learners report that they look forward to sessions and value working with the specialist tutor, indicating a strong positive ethos for learning.

## Quality of Learning, Teaching and Assessment

The quality of learning and teaching within the project is consistently strong. Effective collaboration between the Fèis tutor and class teachers has ensured that learning experiences are:

- Well-planned and progressive
- Appropriately paced
- Inclusive and accessible to most learners

Staff and tutor work together to deliver coherent and structured lessons, ensuring that all children experience high-quality musical input. Relationships between staff, tutor and learners are positive and supportive, contributing to a purposeful learning environment.

Active learning approaches are evident throughout, with children engaged in practical, hands-on experiences. There is emerging evidence of effective use of digital tools to support learning and assessment.

A minority of sessions highlighted challenges in maintaining consistency of experience within the classroom setting. This will be a focus for ongoing improvement.

## Impact on Staff and Professional Learning

Staff confidence in delivering music has increased over the course of the project. Teachers are developing their ability to:

- Integrate music into the wider curriculum

- Use a broader range of instruments
- Apply pedagogical approaches modelled by the Fèis tutor

This collaborative model has supported capacity building, ensuring that skills and knowledge are being embedded within the school. Staff are increasingly able to transfer these approaches into their own classroom practice.

#### Impact on Attainment and Achievement

There is clear evidence of improvement in learners' musical skills, particularly in:

- Rhythm and timing
- Listening and response
- Repetition and recall
- Creative composition

Children are increasingly able to perform with confidence and accuracy, showing progression over time. The quality of learner output and performance has improved, demonstrating a positive impact on achievement.

Participation in the project has contributed to wider achievement by providing opportunities for children to develop confidence, teamwork and creative expression.

#### Strengths

- High levels of pupil engagement, motivation and participation
- Strong partnership working between staff and specialist tutor
- Effective use of active and experiential learning approaches
- Improved learner confidence and musical skill development
- Increased staff capacity to deliver music within the curriculum
- Inclusive opportunities ensuring most children can participate fully.

| School Priority 3: Play Pedagogy P1,2 & 3                                                                                                                                                       |                                                                                                                                                                                                                    |                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 3                                                                                                                                                              |                                                                                                                                                                                                                    |                                                                                                      |
| Summary of progress and impact                                                                                                                                                                  | Next steps                                                                                                                                                                                                         | Stakeholder Views                                                                                    |
| The school demonstrates a clear and developing commitment to improving learning and teaching through play pedagogy, supported by a structured programme of professional learning and reflective | Planned next steps are well aligned with national guidance and include completing Education Scotland modules, engaging in collaborative learning visits, and refining approaches to assessment and tracking. These | Stakeholders were not consulted in relation to this as we are at the early stages of implementation. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                 |  |
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| <p>practice. Staff engagement in high-quality CLPL, including Play Scotland training and national Play Pedagogy modules, has strengthened understanding and confidence in delivering play-based approaches across the early stages.</p> <p>The school is making good progress in developing play pedagogy, with early evidence of positive impact on learners' engagement and experiences. To achieve further improvement, the school should now focus on strengthening evidence of impact, developing robust tracking systems, and enhancing leadership of change at all levels.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>actions position the school well to move from the current exploratory phase towards embedding and sustaining high-quality play pedagogy.</p> |  |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                 |  |
| <p>There is emerging evidence of positive impact on learners, particularly in increased engagement, independence and collaboration. Most children are now more actively involved in sustained play, with early indications of improved integration of literacy skills, including writing within play contexts. Children are increasingly moving from parallel to more cooperative play, supporting the development of communication and social skills.</p> <p>Self-evaluation processes are honest and reflective, with the school accurately identifying key barriers including pace of change, staffing challenges, and limitations in space and resources. This provides a credible foundation for ongoing improvement. Strategic planning is appropriately focused on developing a shared vision for play across P1–P3, ensuring greater consistency and progression in practice.</p> <p>The school recognises that approaches to tracking and monitoring learners' progress within play-based learning are at an early stage of development. While professional dialogue and classroom practice are evolving, there remains a need to strengthen the use of robust, measurable evidence to demonstrate impact on attainment and achievement. Current evidence is largely participation-based, and the school is appropriately prioritising the development of clearer systems to track children's progress in literacy, numeracy and wellbeing within play contexts.</p> |                                                                                                                                                 |  |

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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- 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 programme, Nessie, Highland Literacy Progression assessments, Phonological Awareness Assessment, spelling, phonics & numeracy programs have all aid progress and help to raise attainment 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                             | 24-2025- 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 Tracking Data - PEF |                                                      |
|-------------------------------------|------------------------------------------------------|
| Subject                             | 25-2026- Number (percent) of pupils on track (P1-P7) |
| Reading                             | 39/52 (75%)                                          |
| Writing                             | 32/52 (62%)                                          |
| Talking and Listening               | 44/52 (85%)                                          |
| Literacy                            | 39/52 (75%)                                          |
| Numeracy                            | 35/52 (67%)                                          |

Overall, each curricular area detailed above from session 2024/25 to this session demonstrates an increase in percentage of PEF identified pupils attaining within Literacy & Numeracy:

Reading 55% to 75% increase of 20%

Writing 48% to 62% increase of 14%

Talking & Listening 73% to 85% increase of 12%

Literacy overall 48% increased to 75% increase of 27%

Numeracy 58% increasing to 67% increase of 9%

The largest increase was literacy overall with an increase of 27%.

### Wider achievements

### Coileanaidhean nas fharsainghe

Class Dojo evidences wider achievements of pupils. These are submitted by parent/carers, as well as this the schools recognition of pupil wider achievements are also contained within pupil portfolios.

## Comments from learners, families, stakeholders and staff

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



### Pennyland Primary School Self-evaluation 2025/26

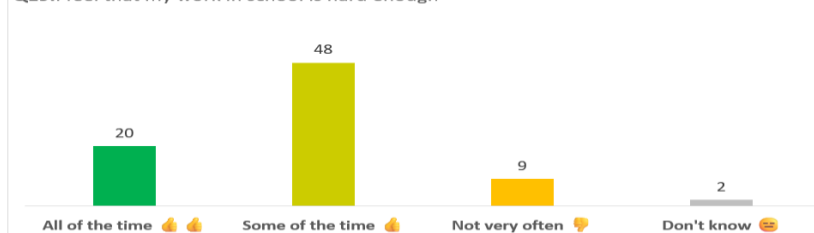
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| <p>What did we do? What did we learn about?</p> <p>'It's tricky, we don't have money' - Ewan M<br/>'The playground is still the same' - Hunter</p> <p>Working with others and with the little ones, being buddies.<br/>Reviewed the toy shed equipment - 'we checked them, it's helped us understand what we have and don't have'<br/>We have asked for help through letters. We have researched on the Chrome books.<br/>Litter picking<br/>Played playground games<br/>Teamwork and listening to others.<br/>Having a say/ share ideas</p> | <p>What did you enjoy doing in the playground group?</p> <p>'I Liked not doing class work and also working with the other group' - Jack<br/>'Being with my friends and playing games' - Rhianna<br/>'Everyone joins in on COGS' - Coby</p> <p>Working with people<br/>Playing the tag games and other games<br/>Litter picking</p>                                                                                                                 |
| <p><b>Playground Group Evaluation</b></p> <p>Primary 4-7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Litter picking made the school cleaner.<br/>We have started to look at how to make play safer.<br/>Spent time with the little ones, helping them to join in.</p> <p>Who did we help? How did we help the school?</p>                                                                                                                                                                                                                                                                                                                      | <p>Get more toys for the sheds such as hoops etc.<br/>New/ fix the trim trail<br/>Music outside<br/>Paint the outdoor classroom &amp; toy sheds<br/>New benches and plant boxes.<br/>Rip out the weeds<br/>Fix the stones down the side of the <del>Poly Club</del> (brushing stones of the wooden parts)<br/>'Stop people fighting' - Aria Mac<br/>ensure pupils are respecting school property</p> <p>What can the Playground Group do next?</p> |



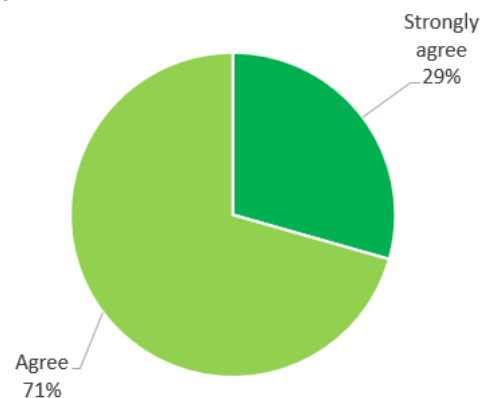
### Pennyland Primary School Self-evaluation 2025/26

|                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>How are we doing?</p> <ul style="list-style-type: none"> <li>- We are doing well but I think we could do better</li> <li>- We finished article 31 and we are working on article 15</li> <li>- We need to look at more rights</li> </ul>                                                                                                               | <p>How do we know?</p> <ul style="list-style-type: none"> <li>- made busting with one of the rights drawn on it</li> <li>- drew around our hand and wrote how to be a good friend on each finger. We turned this into a friendship flower</li> <li>- went outside and wrote kind messages with chalk so people could see it</li> <li>- joined up with the playground group and played games</li> <li>- created a love heart so we know how to treat each other in the group</li> <li>- made kindness posters and put up in the school</li> <li>- cut and stick jobs about what was bullying and what was not bullying</li> <li>- had some fun doing drama stuff</li> </ul>             |
| <p><b>Rights Respecting Group</b></p> <p>Silver Pioneers</p> <p>Mrs Parnell and Mrs Gemmill</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- some people think there's less bullies in the school</li> <li>- some people are being more mindful about the need to be kind</li> <li>- it's taught people to include others in the playground</li> <li>- some people are more helpful and kind</li> </ul> <p>What difference has it made to us/our school?</p> | <ul style="list-style-type: none"> <li>- Encourage people to think before they do something</li> <li>- Do an assembly about the impact bullying has on people or an assembly on how to be kind and why we need to be kind</li> <li>- Make a spot in the playground for people who are being bullied to go then an adult will see and help</li> <li>- Remind people about the kindness posters</li> <li>- Be a good role model for the younger children so you don't teach them bad habits</li> <li>- Everyone needs to follow the Pennyland Promise</li> <li>- Bring back the tree that had leaves for when people followed the <del>COGS</del></li> </ul> <p>What will we do now?</p> |

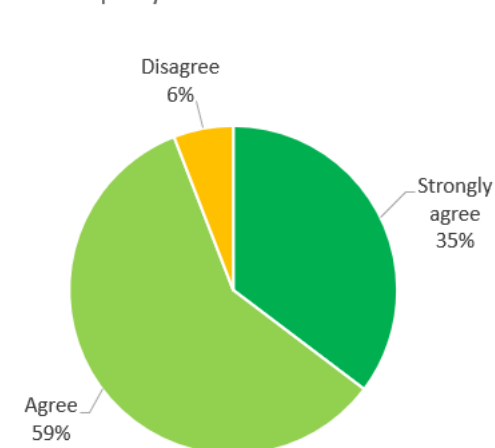
Q19. I feel that my work in school is hard enough



Q10. My child is making good progress at the school



Q4. The school helps my child to feel confident



## 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><br>Leadership of change                                            | Good | Satisfactory |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Satisfactory |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Satisfactory |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | Satisfactory |
| <b>Other QIs reviewed</b>                                                        |      |              |

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

- Raising Attainment through the development of Learning, Teaching & Assessment.
- Literacy Development
- Play Pedagogy P1/2

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 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.