



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Poolewe Primary School



Respect Kindness Creativity Friendship

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%	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

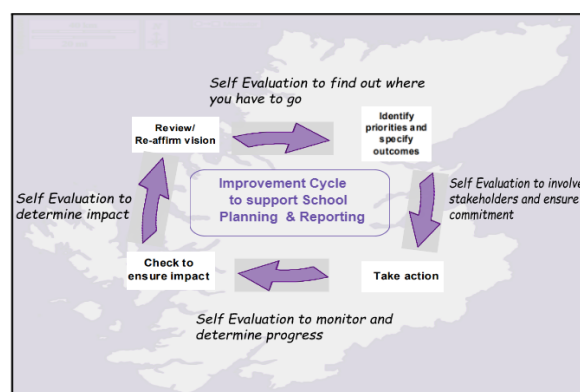
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jennifer MacIver
Acting Head Teacher

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
90.32%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
10 (+0 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
1:10

Poolewe Primary School is located in a rural, coastal setting serving the local community of (Poolewe, Naast, Inverasdale and Cove catchment areas) on the West Cost of Scotland.

There are 10 children attending the school and no children in nursery, ranging from P3-P7 and are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Poolewe Primary School and Bualnaluib Primary School and both school's Nurseries (currently inactive). The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Poolewe Primary we strive to be a friendly and welcoming school, where all those involved with the school, work as a team which aims to help each child to achieve their personal best in their learning.

Aims

- Our school/nursery will be welcoming and inclusive to everyone.
- We will promote a positive school ethos and culture where all partners work together to create a school, we are all proud of.
- We will provide a broad and balanced curriculum which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.
- We will learn through active learning styles throughout the curriculum with an emphasis on outdoor and co-operative learning.
- Our curriculum will respond to individual needs, aptitudes and talents and give each young person increasing autonomy of their own learning – exercising responsible personal choice.
- We will encourage pupils to have respect for themselves and others as well as the world they live in.
- We will develop good relationships between home and school by always having an open system of communication.

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:

Our School and Community: Improving pupil and parental voice and inclusion in our school

Purpose:

We have achieved our Bronze Award for Rights Respecting Schools and are working towards our Silver Award. We want to continue to include our pupil voice and increase our parent and community voice in terms of inclusion and all aspects of learning and teaching.

Progress:

- Positive progress to achieve Silver – likely to achieve towards Dec 2025 (this is later than expected due to changes in staffing.)
- Children researched charities and chose who to raise money for.
- Increased use in variety of sharing learning with home – Digital Profiles. High Quality Assessments shared on Digital Profiles.
- Pupil involvement in planning learning opportunities (including fund raising)

Impact:

- Children have deeper understanding of the UN Rights of the child and can link them to their learning and experiences.
- Children linking the rights beyond their immediate community, thinking nationally and internationally.
- Very good progress made in use of Digital Profiles and Snapshot jotters to share learning with families. All families like one or both

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- Inclusive classroom including features like beanbags, fully adjustable desks, ear defenders, wobble cushions, coloured overlays.
- Member of Staff is a Promise Ambassador.
- Children involved in creation of Class Charter.
- Children involved in a review of our Vision and Values, this is an ongoing project which will be completed in session 25-26.
- methods. Staff requested only 2 snapshot jotter sessions increase use of Digital Profiling.
- Method and approach to profiling has been shared with other primary school in the Associated School Group, including their nursery.
- Children feel involved in school decisions, their opinions recognised and respected.
- Children have a space where they feel comfortable learning.
- All staff in cluster have been trained on The Promise.

Next steps:

- Apply for Silver RRS Award.
- Visits/Visitors to/from a range of cultures, representations of disabilities (visible and invisible), dance/drama/music from a range of cultures.
- Finalise and embed Positive Relationship Policy and share with wider community.
- Develop further Staff Continue Professional Development on Inclusion.
- Develop Digital profiles further to include/increase parental voice/feedback.
- Children to develop skills in profiling through use of Book Creator to give even greater autonomy.
- Ongoing review of approaches to profiling and reporting to parents/carers as part of our ongoing self-evaluation cycle.
- Continue to teach by The Promise.
- Review Class Charter.

School Priority 2:

Improved our use of the moderation cycle, and pupil involvement in this

Purpose:

Working with Associated Schools Group (ASG) on moderation of Literacy and Numeracy. Link with Gairloch High School to help aid transitions and understanding of levels across the establishments. Make better use of the Moderation tile available to Highland Staff.

Progress:

- Moderation Meetings with Associated Schools Groups including one with High School.
- Professional dialogue around attainment of levels between teachers within the cluster. Analysis of SOFA, SNSA and diagnostic testing.
- Collegiate staff time looking at approaches to writing and sharing of Learning Outcomes and Success Criteria.
- Moved to have High Quality Assessments on Digital Profiles.
- Children completing paper trackers for literacy and Numeracy skills.

Impact:

- Increased awareness of the moderation cycle, opportunities for staff to share best practise and professional judgement.
- Any gaps in learning identified and strategies put in place to help close the attainment gap.
- Lessons have clearer focus for children and how they can achieve successfully the learning outcomes.
- Parents have digital access to their child's High-Quality Assessment, built up over a year and can be viewed in future for comparison and evidence of progress.
- Children have a greater understanding of a level and their next steps/targets. Children have greater autonomy in setting their own targets.

Next steps:

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- Continue moderation with the Associated Schools Group – starting with Listening and Talking as a focus. Include looking at schools out with our Associated School Group.
- Link in with High School more to help with transitions and methods of teaching in primary.
- Develop digital trackers further with a view to children utilising.
- Consider parent access to digital trackers.
- Continue to build on learning conversations within the digital profiles – making greater links to Meta Skills.
- Utilise skills of returning member of Staff, from Secondment as the Numeracy Development Officer, on Numeracy and moderation.

School Priority 3:

Focus on Raising Attainment in Literacy

Purpose:

Embedding use of the resources purchased in 2023-24 to ensure they are consistently accessed and embedded in all levels, linking to a coherent literacy program running from Early to Second Level.

Progress:

- Maintain very good attainment of Literacy area for all pupils.
- Handwriting intervention undertaken.
- Literacy Audit of both schools across the cluster.
- Children have been learning how to identify the skills they have used in their learning.
- Visual Learning Routines taught to pupils to aid own understanding and autonomy of learning and teaching.
- Comprehension Training attended by Staff, increasing range of strategies taught.
- Children involved in choosing reading materials for school library – especially at higher levels.
- Phonics based reading material purchased for Early Level/First Level readers.
- Purchased the Five Minute Box phonic resource.
- Focus on Learning Intentions and Success Criteria for writing lessons – planning and assessment.

Impact:

- All P4 and P7 pupils attained relevant levels for stage.
- Literacy progression trackers used consistently by staff throughout the year. Evaluation of tracker and use of digital version undertaken, still to be agreed for use next session.
- Parents happy with handwriting intervention, improvement seen and wish for it to continue.
- Greater in-depth learning conversations and self- evaluations/reflections on learning is seen within almost all children.
- Not all live comprehension sessions were available, only 75%. Resources available on Literacy tile for staff to make use of and share across Associated School Group.
- Greater engagement in reading for enjoyment from the children.
- Greater links made between decoding and encoding of phonics due to new reading scheme in early/first levels.
- Direct one to one teaching of phonics to fill any gaps identified from phonological awareness screening.
- Pupils making greater connections between the learning outcomes and assessment of whether they are successful.
- Greater confidence demonstrated from pupils in all areas of literacy.

Next steps:

- Decide if digital version of the literacy tracker is to be used – to promote autonomy of use by the pupils.
- Precision teaching to continue to maintain/improve progress for individual pupils. Use 5 minute box to support learners.
- Develop a Pupil Group to promote reading in the school, including Peer and Buddy Reading, Reading Challenges.
- Monitor literacy to ensure continued attainment.
- Look into becoming a Reading accredited school via Scottish Book Trust.

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- Listening and Talking – link into moderation cycle within Associated School Groups.
- Develop Peer Assessment to aid further understanding of achievement of a level.
- Continue to engage in Everyone is An Artist – looking at using expressive arts to teach the curriculum.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Fund (PEF) was used to purchase 1 hour per week of PSA allocation to aid with Precision Teaching in Literacy. Identified pupils have shown continued progress in attainment, with those targeted achieving or making progress towards achieving relevant next level of CfE.

PEF was also used to provide activities that pupils would not normally have access to in a rural area. Also, resources for an afterschool club were purchased which aided pupils' experiences outside of school and Health and Wellbeing opportunities. The pupils have asked for this club to continue next session.

Wider achievements

Coileanaidhean nas fharsainghe



Pupils within Poolewe Primary experience a wide range of activities via visitors coming to the school, or with the school visiting local area attractions.

Pupils engaged in two blocks of music with visiting traditional music specialist Feis Rois.



Pupils and staff are part of a 2 year project with Eden Court Theatre in Inverness, funded by the Paul Hamlin Foundation. Workshops are being carried out covering predominantly covering Drama and Technology. Pupils have engaged in making their own animation.

P6 and P7 pupils participated in a weeklong adventurous residential trip to Loch Eil. Pupils are involved in fundraising for this trip, helping to organise bingo nights, selling crafts at local markets and hosting a soup and pudding lunch.



Poolewe pupils join together with their cluster school, Bualnaluib, at various point in the school year to engage in a variety of different learning opportunities. Working together as a cluster, as well as helping provide opportunities for both schools to link but also helps us to enter competitive events, for example the Annual Primary Mathematics Enterprise competition, The Small schools Football Tournament and the Ross-Shire Small Schools Cross Country event.



Pupils visited the Newton Rooms experience in Gairloch, where they were learning coding skills. Both schools took part in Forestry award work, building scarecrows and bug hotels, as well as learning about native trees, invasive species and weather.



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Both schools attended a VE/VJ activity morning run by local community members and included a chance to speak to someone who was a little boy during the war.



Pupils wanted to learn more about the history of Poolewe, they conducted research, interviewed people from the community, then produced a museum within the school and invited the community to visit.

Pupils took part in the Associated School Groups Cross-Country event and held their own indoor sports afternoon due to bad weather stopping the inter-school event.

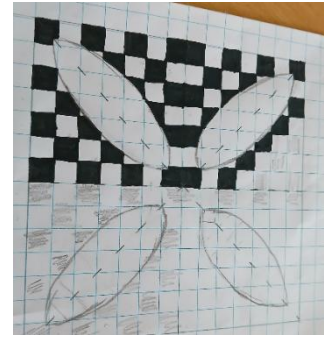
As part of our work towards our Silver Award for the UN Rights



of the child pupils researched the Red Nose Day Charity, finding out about the work they do and how this links with the UN Rights. The children held a fundraiser.

Pupils take part in an after-school art club. The children have entered the local Highland Gathering Art competition.

Pupils took part in designing and making panels for a community quilt panel about climate change, run by our local museum.



Pupils led Charity and School fundraising opportunities by hosting a MacMillan Coffee Morning and entering the local Christmas Tree Competition, coming first!

Comments from learners, families, stakeholders and staff

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

Comments from Learners: 'It's great being able to read books in our style', 'I like how we can design our classroom.', 'We have options and choices, which is good.' 'I love our school!'

Comments from Parents: Parents speak positively about the school, about the passion and dedication of staff to ensure children are able to be themselves and supported to meet their potential. Parents have enjoyed the variety of experiences that have been offered to the children but also to them, particularly enjoying coming into the school for events such as the museum.

Comments from Staff: 'There's a lovely team approach to working in Poolewe and the cluster. Children are encouraged to be themselves, learning is tailored to meet the needs of all children, and everyone is treated as an individual.'

'Although Poolewe is a small school we are a strong part of the community, the support from the community in helping fundraise for the residential trip was amazing – donations of prizes for raffles and bingo events, offers of baking and attending the events was fantastic.'

'Poolewe Primary may be considered a very small school, but each child has a different personality which I really enjoy getting to know during my work with the children.

They have a wide range of interests, and at school they are encouraged to take part in many different activities which are organised for them.

Currently, they are all enjoying playing football after 2 of them took part in the Ross-shire small schools Football Tournament. We have bought a pair of football nets after consulting with the children and they all take part at break time and lunchtime.

Because there are so few children, we get to know their likes and dislikes and we all do our very best to bring out the best in all of them!'

'Poolewe is a warm, welcoming, and inclusive school where everyone is valued and respected. Children fully emerged in all aspects of school life and it is lovely to be part of a team where everyone is involved in getting it right for every child.'

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
QI 1.3 Leadership of change	Choose an item.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	Very good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Very good

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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

Priority 1 – Numeracy – Improving learning, teaching, moderation and assessment

Priority 2 – Rights Respecting Schools, Equalities and Diversity

Priority 3 – Curricular development – Review current IDL approaches and look to linking learning to Expressive Arts and the Everyone is an Artist Project and greater links with child led learning opportunities.

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 on our website

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