

Standards and Quality Report

2021/22



Auchtertyre Primary School and Nursery
HIGHLAND COUNCIL | AUCHTERTYRE IV40 8EG

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Auchtertyre Primary has a roll of 51 pupils and the Nursery has a roll of 10 pupils. The school catchment includes the village of Auchtertyre itself as well as several outlying villages and rural glens and is part of the Plockton High School ASG. Only five children walk to school and others arrive by minibuses or by parents' cars. Twenty percent of pupils come from out with the catchment area. The school is located beside the busy A87 road but is in a rural setting enjoying a large playground which has diverse play environments. The Nursery is situated 100m up the road in the centre of the village, in the old school building. This last year the nursery had its internet updated with wifi installed. There were ten children enrolled for the 2021-2022 session. The school had a successful HMIE visit in November 2021 and have been signed off; a follow-up progress report in November 2022 to be submitted by Highland Council.

Our School Vision, Values and Aims

Vision: Improving learning for the future with everyone Ready, Respectful and Safe.

Values: We value our children having opportunities to learn, play, investigate and explore in a healthy outdoor environment with close ties to nature.

We value all children having equal opportunities.

We value our children's voices being heard.

We value parent and wider community involvement with the school.

We value good examples of behaviour and being respectful and responsible.

We value a healthy eating policy and opportunity for active lifestyles and sporting challenge and achievement.

Aims: that all pupils, parent and staff team alike –

Promote health, wellbeing and happiness throughout our school community by supporting equal opportunities and inclusion but also by ensuring all feel welcome, safe and valued as individuals by all being kind, embracing diversity and encouraging excellent behaviour.

Embrace new learning and teaching ideas, continuously updating our knowledge, skills and confidence so that we are 'developing the young workforce' and preparing for life beyond our school.

Value everyone's opinions and seize some of the regular opportunities for citizenship and decision making through programmes of work, pupil council engagement, eco-committee work, Rights Respecting School activities, charity events and a range of enterprise and environmental projects.

Help each and every one learn to celebrate their achievements, recognise individual successes, develop resilience and promote self-esteem and ambition so to realise their full potential.

Deliver an innovative, engaging, stimulating and challenging curriculum both indoors and outdoors, ensuring all needs are met hence raising attainment.

Reviewed in consultation with pupils, parents and staff in Nov 2019

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Using local features - the children shared what they like about our school and what is working well.

The Sea Shore

I like the sea because it is nice just like the school

A calm day at the school just like the tide going in and out, sometimes I find learning easy other times harder.

I like the school and I like the beach.

A winding road going up and down the steep hills; lots of different challenges but the reward at the end is the sea-shore.

A Bubbling Stream

The school helps us to relax and calm ourselves when we feel anxious

School is like a stream because when the work is easy it is calm, but when it is challenging it is bubbling.

A Winding Road

I can work at my own pace

School can be fun and the work challenging.

A winding road changes direction, sometimes we work on our own, sometimes in classes and sometimes in our houses. I like the variety and I like learning outdoors.

A Fast Road

School and learning can be fast and fun.

An Adventure Woodland

School helps me to feel independent.

Sometimes learning something new can be scary, but the teachers try to make it fun so we can remember.

I like working and learning together.

Other Comments

The woodland learning area and our gardens help me learn and problem solve.

I like doing practical things and problem solving, especially outside.

I like doing whole school learning days in our Houses. We problem solve and help each other.

When we do things together in our Houses it helps us connect our learning.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

"We would like the play equipment to be installed"

"More learning outdoors"

"More whole day learning activities in our Houses"

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Teacher and practitioner professionalism

Year of Project: 3

Purpose:

Develop mutually respectful relationships between teachers and children in which there are high expectations of learning and behaviour.

Progress and impact:

- ✓ Learning and teaching is now underpinned by high-quality respectful relationships between all adults and children. There is a warm, welcoming ethos conducive to learning and almost all children are purposefully engaged and happy in class. High expectations of behaviour are maintained and children work well with each other in class and outdoors.
- ✓ In the nursery class, relationships between practitioners and children are consistently positive. This is supporting children to feel safe, secure and ready to learn. They happily and confidently engage with visitors. They demonstrate respect for each other, talk about teamwork and show a sense of responsibility towards the nursery resources and their environment. Child's voice is increasingly captured, for example through the use of learning walls, narratives on displays and in 'learning journey' folders. HMIE

Next steps:

Maintenance

- As a next step, senior leaders should continue as planned to help children evaluate their experiences and contributions to school life in a meaningful way.
- Practitioners in nursery should continue to develop ways of consulting with children to ensure that their views contribute to the ongoing improvement agenda.

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 3

Purpose:

As an important priority, develop a clear strategic direction to guide improvements, high standards and well-paced change as a responsibility of all. All staff should be making robust and regular use of self-evaluation. This should lead to a shared understanding of what the school is doing well and needs to improve.

Progress and impact:

- ✓ Senior leaders now ensure school improvement priorities are informed by self-evaluation. They are increasingly using data proactively as a tool for improvement. The headteacher and staff are aware of local and national priorities, applying these appropriately for the context of the school. Senior leaders have introduced robust and systematic activities to measure the outcomes of change and the positive impact of school improvement planning is now evidenced.
- ✓ All staff take responsibility for improving their own learning and practice. The headteacher has established a structured approach to professional reflection and empowers staff to lead tests of change in their classrooms. This is having a positive impact on children's learning and wellbeing. HMle

Next steps:

Maintenance

- Continue to develop self-evaluation as planned to build on the positive changes established.
- Continue to strengthen self evaluation strategies in the nursery in order to identify the impact of the professional development and changes on practice.

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 3

Purpose:

As a high priority, develop the curriculum to meet national expectations. This should ensure that children build appropriately on their knowledge, skills and understanding as they move through the school. Children need to be more aware of their own progress and next steps in learning.

Progress and impact:

- ✓ The headteacher has worked well to develop a clear overview of where the school is, with regard to curriculum, and is eager to develop this further. She has considered the refreshed CfE narrative and contexts for learning with staff in both the school and nursery. They are more regularly considering how well children are developing across the four capacities.
- ✓ Literacy and numeracy skills are being developed appropriately through real-life contexts such as participatory budgeting, writing to local people and being responsible for keeping accounts.
- ✓ Technology is now increasingly being used to enrich children's learning and to support the development and application of skills. (HMle)

Next steps:

Partnerships / IDL / Numeracy & Literacy / extending children's experiences

- Ensure all children have appropriate levels of challenge to get the best out of these experiences.
- Continue to develop outdoor learning as part of their core curriculum.
- Ensure that the outdoor experiences offer children sufficiently progressive learning opportunities.
- Nursery staff should continue to use their improved digital skills to make connections with other nursery provisions to help share and develop practice.
- There is considerable potential for the further development of the outdoor learning environment as a curricular resource for both school and nursery.
- Agree and develop a clear, shared rationale for the early level curriculum at Auchtertyre as well as careful consideration of coherence across first level.

Improvement Project 4:

Primary focus: Curriculum and assessment

Year of Project: 3

Purpose:

Ensure a more strategic approach to improving learning, teaching and assessment, with teachers taking more responsibility for ensuring high-quality delivery. This should result in the learning needs of all children being met, including those who require specialist support.

Progress and impact:

- ✓ Overall, the school is making good progress in embedding strategic approaches to improve learning, teaching and assessment. As a result, the learning needs of all children are being better met, including those who require specialist support.
- ✓ Staff are becoming more confident in their role supporting all children in their class. The changes to learning and teaching approaches, such as the introduction of play, are meeting a wider range of needs in class. Both nursery and early primary classes show an increased focus on using open-ended resources which are supporting children’s curiosity, creativity, inquiry and investigation skills.
- ✓ The headteacher gathers relevant data to track children’s progress more closely and is sharing this with class teachers. This currently focuses on literacy and numeracy. HMLe

Next steps:

- More opportunities for children to apply their skills in new challenging contexts should be planned.
- Continue to develop further and embed staff’s shared understanding of what effective learning, teaching and assessment looks like. This will support staff in meeting the needs of all children, including those who require challenge, across the school and nursery.

Improvement Project 5:

Primary focus: Performance Information

Year of Project: 3

Purpose:

Ensure prompt and structured action to raise children’s attainment in literacy and numeracy, as well as in other areas of learning. This should focus on helping children make the best possible progress.

Progress and impact:

- ✓ The headteacher is providing a clear strategic lead and staff demonstrate a better understanding of their role in maximising attainment. Evidence provided by the school shows children’s
- ✓ Systematic tracking and monitoring has now been introduced, impacting positively on the pace of children’s progress.
- ✓ Clearer outcomes and measures are being introduced to ensure gaps in learning can be identified and steps taken to address issues more quickly. (HMLe)

Next steps:

- Continue to develop and embed moderation
- Develop tracking meetings to include more regular predictions of progress and reviewing of interventions.
- Develop the quality of children’s writing.
- Further develop the profile and promotion of literacy and numeracy in the nursery environment.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory

3.2 Raising attainment and achievement Satisfactory

Our children and young people believe we have made the following progress this session:

Theme 1 Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 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.