



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Auchtertyre Primary and Nursery



Introduction: Local and National Context

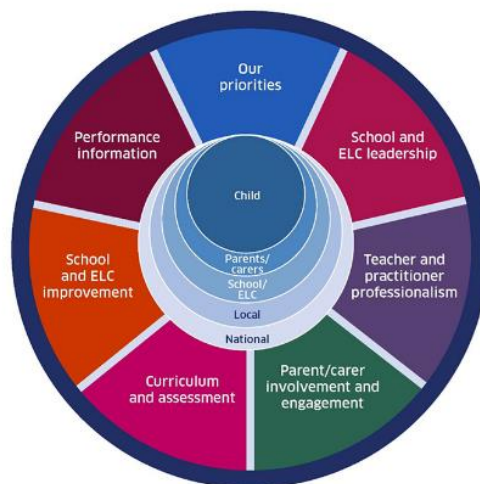
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 90% | 75% - 90% | 50% - 74% | 15% - 49% | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Alison MacLennan

Head Teacher

Auchtertyre Primary and Nursery School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
93%

Average Class Size
22

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
44 (+8 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
12.1

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Majority

Listening and talking

Most

Numeracy

Majority

We have had no exclusions this year.

Auchtertyre Primary is located in a rural, coastal setting serving the local communities of Balmacara, Achmore, Auchtertyre, Sallachy and Dornie in the Lochalsh area.

There are 44 children attending the school and 8 children in nursery, ranging from N4 - P7. P1-4 and P5-7 are taught together in a two multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has had overall leadership responsibility this year for Auchtertyre Primary School and Shieldaig Primary School. 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 satisfactory. 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 towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ready, Respectful and Safe

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 2023 as part of creating our learning and teaching values

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

Continue to embed the curriculum to meet national expectations. (Focus on updated HC Literacy progression)

Purpose:

This continues to ensure that children build appropriately on their knowledge, skills and understanding as they move through the school. Children are aware of their own progress and next steps in learning(YLOL).

Staff effectively plan for Literacy and English – meeting children's needs through intentional and responsive planning.

Progress:

- ✓ In Early Years - Practitioners are continuing to review and develop their approaches to planning with support from the Principal Teacher. They plan across early level through intentional and responsive planning, the 4 capacities, 4 contexts for learning and realising the Ambition - taking children's interests into account. The PT and practitioners make use of the local authority early years resources progression framework to track and monitor children's progress as well as observations using the 4 Capacities.
- ✓ Teachers ensure assessment information is integral to planning approaches. Teachers are developing High Quality Assessments in literacy as part of the planning process using national benchmarks and milestones well to support their overall assessment of how well children are making progress supported by observations, photographic evidence and questioning.
- ✓ The Head Teacher and Principal Teacher work effectively with staff through the support and challenge process to ensure they know how children are progressing with individual targets over time. They have established termly tracking and monitoring meetings across the school year..

Impact:

- ✓ This makes learning experiences meaningful and relevant and going forward practitioners should further develop this use of this informative data to ensure that next steps for all children are planned for ensuring high quality experiences in literacy, numeracy, health and well-being.
- ✓ These approaches help teachers understand the progress children are making in learning. They also support staff to plan better both intentionally and responsively. Children are more confident in understanding and sharing their progress with staff and parents through the 4 capacities "Know and Show" learner statements.
- ✓ These meetings allow staff to consider evidence of focused support and challenge input and to discuss how to improve outcomes for children. This is providing senior leaders and teachers with valuable information about how well they meet the support and challenge needs of all children again through both intentional and responsive planning.
- ✓ Good process is being made in this area.

Next steps:

In line with Primary Strategic work group priorities

Embed the use of P&A Dashboard

Ensure consistency and quality of planning for progression using updated Highland Council Numeracy and Literacy programmes

Simplify the School mid and short term Planning process through the use of 4 Capacities and 4 Contexts – further developing effectiveness of planning intentionally and responsively

Re – introduce and update the use of a Digital Profiles (P4/5-7)

School Priority: 2

Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Literacy and Writing)

Purpose: *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:

- ✓ School staff show a high level of commitment to their own professional development and to leading improvement within school through the Teaching Sprint approach using Bruce Robertsons Power Up Your Pedagogy (First 4 strategies).

Impact:

- ✓ SMT protects time for collegiate and professional learning to plan for, carry out and evaluate effectively the positive impact of change on learners and the teachers' pedagogy.

Ready, Respectful and Safe

- ✓ Across the school and nursery , staff demonstrate a strong ethos of teamwork. Senior Management supports staff well to develop effective, consistent approaches to planning children’s learning through the support and challenge approach to progression meetings.
- ✓ They evaluate the impact of learning on children’s progress and attainment carefully through the support and challenge meeting process. This is helping teachers to ensure they identify children’s next steps and build upon what children already know.
- ✓ This is also helping to meet the needs of almost all learners.
- ✓ As a result, teachers hold valid information about children’s progress over time. This is helping them to track children’s individual progress towards achieving Curriculum for Excellence (CfE) levels.
- ✓ The school is making good progress in this area.

Next steps:

School to continue with the “Teaching Sprint Approach” to develop, use and review High Quality Research based pedagogy.

School Priority: 3
Embed prompt and structured actions to raise children’s attainment in literacy - Focus on Moderation and Assessment across ASG
Moderation of Writing

Purpose:

This should focus on helping children make the best possible progress. (Focus on Writing)

This should help focus on developing staff confidence and understanding in using the assessment and moderation process (Focus on Writing) to support consistent judgements across the ASG.

Progress:

- ✓ Almost all teachers engage in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by 2 QAMSOs, one from Auchtertyre
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers’ increased confidence in making more accurate professional judgements on children’s progress within a level.
- ✓ In Auchtertyre Primary, good progress was made in this area .

Next steps:

- ASG to continue with Focus on Moderation of Writing
- ASG to develop moderation of High Quality Assessments

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Targeted Support and Challenge combined with Teaching Sprint Planning and Review meetings based on the first 4 research based strategies in Bruce Robertson’s book Power Up Your Pedagogy support staff to effectively plan learning and better meet pupil needs. The focused support and challenge meetings have in turn stabilised learning with children, Writing, Spelling/Reading ages by more than 6 months and 1 year as well as targeted interventions for improving school attendance.

Wider achievements

Coileanaidhean nas fharsainghe

- Intergenerational Art Project with Aird Ferry (Dornie) – Nursery and School
- ASG Lochalsh Community Survey through Art – displayed at Lighthouse Centre in Kyle
- Balmacara Community
- ASG P7 Residential Trip to Raasay
- Showcasing Learning from IDL days.
- Easter Fun Day with input from COOL
- FEIS / Kodaly Music input
- HLH - Active School Sports input from Danny Steele – leadership and fair play in team games (football)
- Christmas Concert
- ASG Sports Festivals at Plockton HS – Basketball, Football, Games
- Piping , Drumming and Strings Instrumental tuition
- Farm Visit.
- Focus Groups – Eco group, Rights Respecting Schools Group and Pupil Council
- Working towards Reading Schools Award.
- Pupils have the opportunity to (and do) attend out of school clubs such as -Young Carers, Art Club on a Saturday, Corry Capers, Kickboxing, Shinty Academy, Football Training, String Group, Environmental Activities at The Plock and Lochalsh Junior Pipe Band.

Comments from learners, families, stakeholders and staff

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

What one thing do you feel Auchtertye does well?

- Creating a safe environment for the kids to socialise and work together.
- Understands where my child is academically and encourages them to achieve.
- Takes the children's interests into consideration when planning lessons.
- Understanding the needs of children – good teachers
- Art classes and my child enjoys the English and Maths
- The teachers are fab and really care for the kids
- Staff are supportive of children's needs
- It cares about the individual child.
- Caters for different abilities
- They are adaptive to the children's needs
- Makes them feel safe
- Art and outdoor learning
- The schools opening times.

What one thing could we do to improve Auchtertyre Primary and Nursery?

- An app like Class Dojo or similar to share learning photos / achievements more frequently and easier to access than Google Classroom
- Be more forthcoming about a child's weaknesses so that parents can support that area of learning at home.
- More choice of outdoor activities at playtime to encourage team work.
- Another PSA would benefit the teachers and pupils.
- Keep children safe from bullying of all kinds.
- Put the nursery into the school grounds.
- Learn more foreign languages
- Continue to develop outdoor areas.
- Make the playground better.
- More outdoor activities
- Have lunch at the nursery

- 74% of pupils feel cheerful about things
- 84% of pupils have been getting on well with people
- 68% of pupils enjoy what each new day brings
- 86% of pupils say they have been in a good mood.
- 71% of pupils have been feeling calm
- 79% of pupils manage to complete learning activities at school
- 83% of pupils think there are many things they can be proud of.
- 76% of pupils feel there is an adult in the school everyday they can talk to.
- Every child has identified and named at least one adult (in school) they can talk to if needed.
- 65% of pupils think lots of people care for them.
- 78% of pupils think they are good at some things.
- 85% of pupils can find lots of fun things to do.
- 57% of pupils have been able to make choices easily.
- 63% of pupils have always told the truth.
- 73% pupils think good things will happen in their lives.

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 | Good | Good |
| QI 2.3 Learning, teaching and assessment | Good | Good |
| QI 3.1 Wellbeing, equality and inclusion | Good | Good |
| QI 3.2 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

Prìomhachasan airson planadh airson leasachadh

1. Continue to embed the curriculum to meet national expectations. (Focus on updated HC Literacy / Numeracy Tiles progression)
2. Develop and embed a more strategic approach to improving learning teaching and assessment – Focus on Literacy and Writing through Teaching Sprint approach to Presenting /Content / Practice / Differentiation from Bruce Robertson's Power up your Pedagogy
3. Embed prompt and structured actions to raise children's attainment in literacy and numeracy, as well as other areas of the curriculum (Focus on Moderation and Assessment across ASG) Moderation of Writing and HQA

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 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.