



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Bualnaluib Primary School 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.

Louise Taylor
Head Teacher
Bualnaluib Primary School and Nursery

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
92.4%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
32 (+ 5 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
2:16

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

Reading

Almost all

Writing

Almost all

Listening and talking

Most

Numeracy

Almost all

Bualnaluib Primary School and nursery are located in a rural, coastal setting serving the local community of Aultbea and surrounding villages.

There are 32 children attending the school and 5 children in nursery, ranging from N3 - P7. There are two classes P1-4 and P5-7. There is a nursery on a separate site for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Bualnaluib Primary School, Bualnaluib (also known as Aultbea) Nursery, and Poolewe Primary School is Louise Taylor. The headteacher is supported by two principal teachers. 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 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

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Bualnaluib Primary and Nursery 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/nursery.

Purpose:

Since the Covid 19 pandemic engagement with parents and the community has reduced greatly. It has been increasing recently and has been welcomed by all stakeholders. We have begun our Rights Respecting Schools and are working towards our Bronze Award. We want to increase pupil voice and inclusion in all aspects of learning and teaching.

Progress:

- ✓ The school and nursery have achieved their Bronze Award for Rights Respecting Schools.
- ✓ All learners have a better understanding of the HWB indicators and can relate them to their experiences.
- ✓ Colour Monster is used in Nursery to help children express their emotions (this has been altered slightly inline with Zones of Regulation)
- ✓ Some work has been done to increase pupil voice within the school however, some plans

Impact:

All learners have a better understanding of their rights and how they can be used. Most learners understand that everyone has these rights. This is leading to an even more inclusive environment within the school. Children are able to talk about how they feel and there is a clear progression from ELC to P1.

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| <p>proved unsustainable and need to be revisited next session.</p> <ul style="list-style-type: none"> ✓ All pupils have developed their risk management awareness to some extent (SAFE). ✓ developing a Healthy Eating Policy was discussed by staff but it was decided that this may place too much pressure on parents and pupils. Instead, we began having 'pop-up' snacks to allow pupils to prepare/bake a variety of different snacks in school. ✓ The school has worked with a variety of outside agencies to give pupils experiences of outdoor learning e.g. ranger, Whale and Dolphin Trust (ACTIVE). ✓ Children have worked in digital pairs to extend their digital profiles. (ACHIEVING). | <p>Pupil voice in the school has increased and most pupils feel listened to.</p> <p>Pupils have a better understanding and can talk about how to stay safe and keep others safe in school/playground.</p> <p>This has allowed pupils to explore different foods, prepare and eat them within school.</p>
<p>This has increased the pupils' learning experiences outside and added breadth to the curriculum.</p>
<p>This has given older pupils the chance to hone their skills by becoming digital leaders and younger children the opportunity to learn how to develop their profiles. It has also provided opportunities for learning conversations between pairs and pupils/staff.</p> |
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Good Progress was made in this area.

Next steps:

The HWB curriculum will be extended to the wider life of the school community:

- ✓ all pupils will have developed a greater risk management awareness (SAFE).
- ✓ Learning for Sustainability Friday's will provide opportunities for all children to explore different foods, what they can do for us and their sustainability. (HEALTHY).
- ✓ all primary staff will engage, where possible, in professional learning to ensure that meaningful outdoor learning lessons will be part of the termly timetable. Links will be made with the larger community. (ACTIVE).
- ✓ the school will have gained its Silver Rights Respecting Schools' Award and be working towards Gold (NURTURED).
- ✓ all children will have greater ownership of their Digital Profiles and can discuss these with their families (ACHIEVING).
- ✓ sustainable processes and systems will be in place so that all children can have a voice (RESPECT).
- ✓ more school decisions will be child initiated and directed, including the development of new school aims and values (RESPONSIBLE).
- ✓ the school's 'Positive Relationship Policy' will have been reviewed and updated (INCLUDED)

School Priority:

Our learning and teaching: Improving tracking, monitoring, and reporting (incl. moderation within the ASG).

Purpose:

In 2022-23 there was no calendar for self-evaluation and moderation. There are gaps within the whole school tracking and a lack of consistent approach across the school/cluster. Moderation was a priority for the ASG last

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session, but it was not fully realised, and there is scope for further in this area. This has been agreed at an ASG level. There are three QAMSOs across the ASG, and we want to utilise their expertise and that of other staff to raise attainment for all learners. We must raise teachers' confidence in their professional judgement when assessing a level. Parents have shared that they do not always know/understand what their child is learning, if they are achieving a level, and what they can do to support them.

Progress:

- ✓ The school, cluster and ASG have worked together to moderate reading, writing and numeracy.
- ✓ There is a whole school tracking system to show progress over a session, and over time.
- ✓ Families have been invited into the school so that learners can share their learning. Snapshot jotters provide an example of the different learning that takes place over the course of a week.
- ✓ There has been increased transition opportunities between ELC and P1.

Impact:

- ✓ There is a greater, shared understanding of what Early, First and Second levels look like. Greater staff confidence and awareness of where a learner is within a level.
- ✓ This allows a learner's progress to be tracked and areas of concern identified quickly, which allows support to be put in place.
- ✓ Families have a clearer understanding of what the pupils are learning.
- ✓ This has made the step up from nursery to P1 smoother. The nursery children have had the opportunity to experience P1 before the start of the new session. P1 teacher and EYPs have had the opportunity to share information to ensure smooth transitions.

Progress in this area has been good.

Next steps:

- ✓ Structured and consistent moderation across the school, cluster and ASG to ensure that teachers have a shared understanding of levels.
- ✓ By June 2025, data will show that all staff are using the tools to support moderation and inform learning and teaching.
- ✓ By November 24, all staff will have analysed NSA and SOFA data and have planned interventions for those children not on track.
- ✓ By June 2025, school tracking data will indicate increasingly accurate judgements in overall Literacy and Numeracy across the schools involved.
- ✓ By June 25, almost all staff report improvement in teacher confidence in making ACEL judgements.
- ✓ A whole school tracking system to show progress over a session, and over time.

- ✓ Pupils have a clear understanding of where they are in their learning and how they got there. They have an active involvement in assessing their learning and setting next steps.
- ✓ Families have a clear understanding of what the pupils are learning, where they are with their learning, what support is needed and what their next steps are.
- ✓ There are clear links between ELC and P1 progressions to ensure smooth transitions.

School Priority:

Our learning and teaching: Focus on Raising Attainment in Literacy.

Purpose:

Since Covid 19 we are seeing children taking longer to achieve a level in Literacy. Some pupils are reaching a plateau in their diagnostic and baseline testing, indicating a need for a precision teaching approach to try and move on within a level. We need to evaluate throughout the year to monitor progress and move children on further once a target is reached.

Writing output from the infant pupils is low, teacher observations include difficulty with physical act of writing, and difficulties with phonics which is impacting on spelling. Reading levels at lower end of the school are not where we would like them to be – there is progress across the board, but it is not at the level it has been in the past. More work is required in phonics, blending and decoding leading to encoding.

Progress:

- ✓ Opportunities to moderate reading and writing with colleagues across the ASG were built into the self-evaluation and monitoring.
- ✓ Increased transition between ELC and P1.
- ✓ A new reading scheme has been introduced into Early/First level.
- ✓ Teachers and practitioners will have had the opportunity to lead change within literacy.
- ✓ EYPs use development overviews to record progress in nursery children and have begun to record the Es and Os that are being developed in the planning floor book.

Impact:

There is a greater, shared understanding of what Early, First and Second levels look like. Greater staff confidence and awareness of where a learner is within a level.

This allowed P1 teachers to have a greater understanding of where the nursery children were in their literacy learning.

This has allowed a greater cohesion between phonics, reading, spelling and handwriting in Early/First Level. This has improved attainment. The P1-4 teacher has been leading this change, as well as taking part in training on listening and talking, and is now able to extend to the rest of the school where appropriate. The P5-7 teacher has been exploring a new spelling resource and is ready to extend this to the rest of the school. Literacy is being tracked in ELC so that progression and/or areas of concern can be identified.

Progress in this area has been satisfactory.

Next steps:

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- ✓ Improved attainment in literacy for pupils.
- ✓ Teachers, practitioners, and PSAs will have greater confidence in teaching/supporting literacy.
- ✓ Staff expertise has been used effectively to support staff in ensuring all ASL children in cluster access learning.
- ✓ Practitioners will have continued to build on literacy within the nursery and will have had opportunities to work with Early Level teachers to build links and share expertise.
- ✓ Literacy progressions will be used consistently throughout the cluster.
- ✓ High Quality Assessments will be embedded into the planning process and staff will have opportunities to moderate them with colleagues. ASG meetings are built into the self-evaluation and monitoring calendar.
- ✓ A coherent literacy policy will be in place from Early Level to Second Level (and third level where appropriate).

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF went towards securing 5 hours of additional Pupil Support Assistant time for the whole session. This allowed us meet individual learner needs.

Wider achievements

Coileanaidhean nas fharsainghe

The school took part in the ASG Sports Day and Cross-Country. All the pupils tried their best and had personal successes. Some of the pupils achieved individual medals.

The nursery performed a dance routine for members of the community, after which the school pupils put on a performance of 'The Gift of the Nile'. Both performances were very successful and received 'rave reviews' from members of the community.

The P5-7 class sang at the local Nursing Home.

The P5-7 class helped to run a well-attended community Pop-up café.

All pupils have engaged with a variety of different agencies which has helped extend their learning experience e.g. the local Ranger, Whale and Dolphin Trust

Pupils entered artwork into the Gairloch Gathering. Some of the pupils received prizes.

The nursery children and P1-4 class have had poems published as part of a competition.

The school and nursery achieved the Bronze Rights Respecting Schools Award.

Comments from learners, families, stakeholders and staff

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

Learners: When asked to comment on some of the things that we do well at Bualnaluib Primary School and Nursery they answered – working together/teamwork, children's rights, creativity, our voices, play and

outside. Areas to improve - although they felt listened to this now needs to be taken further, and connections between the cluster schools.

Parents: They have commented on the fact that they like the physical nature of the snapshot jotters, and they show a range of work and how their children is progressing through the session. They have enjoyed the parent open afternoons and seeing the children's learning. The newsletters have given a good overview of what is happening in the nursery/school. They feel more involved with the school. Nursery parents like the digital diary that goes home and the open afternoons. Areas to improve – parents would like further information about where their child/ren is within a level and what they can do at home to support. Whilst the open afternoons have been successful, they would like the opportunity for more parental voice.

Staff: there have been greater connections and opportunities to work together within the cluster and staff expertise is used to good effect. Rights Respecting Schools and the work on SHANARRI has been successful and highlighted areas for improvement. Areas to improve recording and using assessment data needs to be refined, communication still needs some improvement, more opportunities for staff to evaluate throughout the session.

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	Very good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Satisfactory

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. Our School and Community: Improving pupil and parental voice and inclusion in our school/nursery.
2. Our learning and teaching: Improving our use of the moderation cycle, and pupil involvement in this, to make increasingly valid and reliable decisions on learners' progress towards, and achievement of, a level.
3. Our learning and teaching: Focus on Raising Attainment in Literacy.

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 bualnaluib.primary@highland.gov.uk or by contacting the school office.

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