



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Pennyland Primary & ELCC



Introduction: Local and National Context

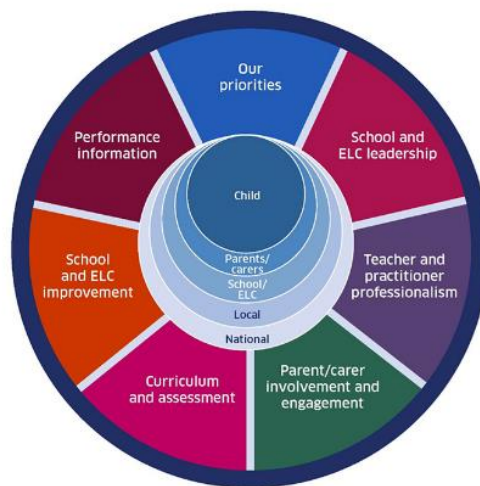
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

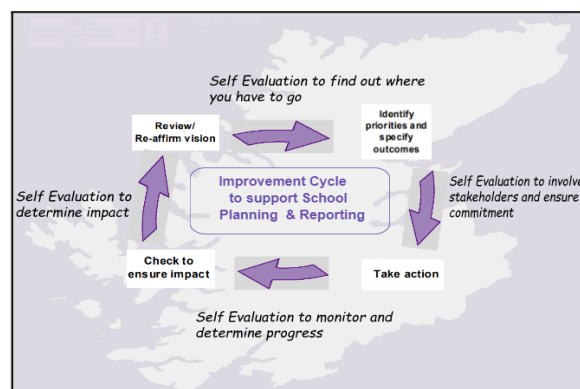
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Laura Murray
Head Teacher
Pennyland Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 89.9%	Average Class Size 22.5	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 173 (+41 nursery)	Teacher Numbers 11	Pupil Teacher Ratio 17
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N3 XX	N4 XX	P1 7.2%	P2 11.1%	P3 20.6%	P4 10%	P5 16.7%	P6 16.7%	P7 17.8%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 20-30%	SIMD Q4 40-50%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Most

Pennyland Primary School is located in a coastal setting serving the local community of Thurso and the surrounding areas of Forss and Scrabster.

There are 173 children attending the school and 41 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a mix of composite and single stage class and there is a separate nursery for 3 and 4 year olds.

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

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. 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	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

With stakeholders we are currently rewriting our Visions, Values and Aims to reflect our current practice, linking this to our Rights Respecting Schools and Children's Rights.

Pennyland Primary School is a welcoming, nurturing, and fun place to learn. We work in partnership with parents and the wider community to ensure our pupils experience a broad, engaging, challenging and relevant curriculum that fosters an appreciation for life-long learning. Learners feel supported and encouraged to do their best; we are committed to school improvement in attainment, attendance and health and wellbeing for all stakeholders.

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:

Sustaining Attainment through Curriculum Development and Moderation

Purpose:

Internal and external data indicates that the progress of pupils needs to be accelerated in both writing and reading.

Progress:

1. Create a Curriculum Rationale based on Literacy & Numeracy that takes into account views of all stakeholders.
2. Use the School Self Evaluation Summary document to reflect on the quality of provision at the school. As well as Care Inspectorate indicators within the ELC.
3. Teachers engaging in CPD focussed on writing (Stephen Graham).
4. Observations of learning and teaching focussed on developments within the literacy curriculum. As well as peer observations between staff.
5. Monitoring Jotters focussing on writing.
6. Develop a process that allows learners to be involved in planning learning both within the school and ELC.
7. Ensure consistency in a robust procedure for pupils to peer and self-assess.
8. Engage with writing moderation within school and the ASG

Impact:

1. First draft complete and shared with staff. This will be rolled out for next session and amended or added to for each curricular area before completion.
2. SSES have been used throughout the year to assess Learning, Teaching and Assessment as well as writing as a stand-alone. This has helped to gather the views of all teaching staff and inform next steps. Within ELC the staff are more aware of the importance of CI Self-evaluation and throughout the year this has improved and changed.
3. Initial data gathering has identified an improvement in ACEL data within writing. Staff and children have engaged with it well and children are more enthusiastic to engage in writing.
4. Classroom visits identified strengths within the school such as good relationships between teachers and pupils, focused L&T and pupil engagement. It also identified areas for development which will feature with SIP for 2024/25. These include a consistent approach to LI/SC within all classrooms and to support children to self and peer assess and support children to develop skills within their learning. Observations of learning within the ELC are supporting learning and development and helping to inform next steps.
5. Strengths and areas for development identified. This led to the production of a whole protocol for writing which has been rolled out to all classes.

6. Childrens self-evaluation identifies that they like being part of the planning process and more teachers have adopted pupil voice within the planning process. Within the ELC the childrens voice is at the heart of learning, we are able to evidence this through floor books, my learning journeys this informs our practice and gives the children ownership of their learning.

7. This has been adopted with most classes and children are becoming more aware of the terminology and how to self-assess their own work using LI/SC. Within the ELC the childrens voice is recorded on the Learning Step upon achievement of their target.

8. This has helped staff gain confidence in marking writing against the benchmarks and CfE and staff are marking writing at a similar level.

Next steps:

- Curriculum Rational - Further develop IDL planning and include progressions for H&W as well as pupil profiles which include wider achievements from home and pupil/parents comments.
- Embed PM writing within the Pennyland Curriculum.
- Support pupils to identify skills development, Self/peer assessment and develop learning conversations through profiling both within school and ELC.
- Further develop moderation within writing and include moderation for reading and maths through ASG moderation.
- Within the school and ELC there will be a focus on recording E&O coverage throughout the curriculum. We will also be tracking pupil progress within the ELC.

School Priority:

Health and Wellbeing

Purpose:

The school collectively acknowledges that positive health and wellbeing must come before raising academic attainment and the effects of the health crisis of 2020-22 still has significant impact for some.

Progress:

1. Ensure robust Personal Care Plans for pupils in ELC (reflecting local authority and national guidance).
2. Progress towards Rights Respecting School Silver (linking with UNCRC and pupil voice) Raising the profile of diversity and equalities across the curriculum – resources that reflect protected characteristics. Both within the school and ELC.
3. Refresh and implement Positive Relationships Policy – working with School Educational Psychologist and continuing Paul Dix training. Both within the school and ELC.
4. Pupils to engage in workshops with Mikeysline in relation to H&W.
5. Build a culture that supports staff well-being. Work with Mikeysline for a programme of work

Impact:

1. Process reviews and audited throughout the year. PCP are robust and contain all pertinent information and are reviewed by parents. This is in line with HC Policy.
2. Children and staff are more aware of Childrens Rights and how they link with every day life in school. Children and staff are beginning to link learning and to the world they live in.
3. A first draft of the policy is under review and staff are implementing this. It links to Positive Relationships and Restorative Practice. There is a need to fine tune protocols and restorative questions.
4. Pupils are more aware of their emotions and feelings with most pupils beginning to recognise

focusing on team building and support and supervision. Both within the school and ELC.

how they should respond and act to those emotions appropriately.

5. **Staff wellbeing has improved.** This is a result of actions put into place within other areas of the school other than a direct intervention with Mikeysline.

Next steps:

- Continue to progress and embed RRSA throughout the school and within planning.
- Implement Positive Relationship Policy and review periodically throughout the year. Provide further staff training around Paul Dix and Restorative Practice.
- Support pupil and staff H&W.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding and interventions have supported our pupils through H&W as well as academic achievements within session 2023/24. It has helped children progress within writing through individual, group or in class support from a PEF PSA as well as progress within reading. There has been a combination of support provided to all our identified PEF pupils as well as other children who would benefit from the intervention. The children are more confident within their learning and have made academic progress. In addition, our PEF funding has funded one of our PEF PSAs to provide a breakfast club for children who benefit from a soft start to their day. It has helped them to engage in their learning and meet their basic needs socially emotionally as well as provide a healthy breakfast. The numbers have increased for breakfast club from the previous session, it is well attended, and children are happy and chat to staff within the times. It is very much a social time with children having the opportunity to play with other children.

Wider achievements

Coileanaidhean nas fharsainghe

Whole school Christmas Show, Caithness Music Festival, Science workshops at the Newton Rooms, ASG Football and Netball Competition. Local trips to the cinema, businesses, facilities such as the playpark, visiting specialists for the Caithness International Science Festival, swimming lessons for P4,5 & a select of P6 & P7 Pupils. The children have also had workshops delivered through Mikeysline to support the understanding of Understanding Emotions (P1-3) & with P4-7s workshop focusing on self-esteem and positive affirmations. Rock Kidz with the key messages of self-esteem, anti-bullying, aspiration and inclusion. Attendance at the local Church for religious festivities. Young Leaders Awards. Visit to local library.

Comments from learners, families, stakeholders and staff

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

Our children and young people identified the following about our school:

What is going well	Could be better
<ul style="list-style-type: none">- The playground- Class reading, maths learning, Reading time/personal reading, Learning new things- Wellbeing path	<ul style="list-style-type: none">- Football- Listening- Friendships- Bad language

<ul style="list-style-type: none"> - Class charter/following the Rights - Burns Supper - Daily Mile - School trips eg. Cinema - Lanyard, Fun 31 - Communications about bullies - Netball Team, Sports Day, PE - Class - Chromebooks - Teamwork - Fundraising - Being healthy - Assembly - Pennyland Promise – for most, safe happy place - Class projects - Fun lessons - Teachers - The quality of school - Nice Classrooms 	<ul style="list-style-type: none"> - Litter - Swimming for P7s - Class trips/Trips to Naver/Toy sheds - Mixed playgrounds on a Friday - PE in Naver in the Summer - Music lessons in class - Bullying - Assembly seating chart - Treat everyone with respect - Name calling - Being pushed off the path - Including - Lining up quicker and quietly - Having Chromebooks at Fun 31 - More time outside when learning - Indoor break – not eating in the classroom - Less time in school/half day on a Friday - More Fun 31 time
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During our parents evening event in November, we invited parents to have a cup of tea and a biscuit and tell us what they thought were the strengths of our school. Here are some of the things they had to say:

- Great staff, communication is good with regular updates.
- Lovely friendly teachers throughout the school.
- Rewarding positive behaviour with lanyard treat and dojo points and house points.
- Teaching the kids.
- Attentive. Staff pushing kids to achieve individual goals.
- Class dojo and google forms are a great communication tool and has regular updates from the school and from class teachers. Great way to see how the kids are doing.

In Feb the parents said:

- The staff, events and care of students.
- Close community, consistent teachers, school representation at important events.
- Small, family, friendly.
- Emphasis on wellbeing, I feel my child's needs are met.
- Caring class teachers, extra-curricular sports, focus on reading.
- Quality of teaching, fundraising, and being approachable.
- Community, opportunities, positive learning
- Community, trips, Mr McAlonan
- Friends, Teachers, communication
- Communication is good, friendly, approachable.
- The teachers, the children, the values
- Inclusive, caring teachers, location
- The staff, the location and the links to the community.
- The Pennyland Promise, Creative Learning Environment, Great interaction with teachers.
- Fun approach to learning, health and wellbeing are important, everyone that works there.
- Hard working, dedicated staff, school community events, range of books within local library.

Things parents would like to see or improve on:

- More outdoor trips and not using screens.
- More communication on a short-term basis. Newsletters, feedback about visitors to the school, general school updates, what happened in assembly.
- I want them to understand everyone is different and that we do not all believe or understand all the same things. It is okay to have your own opinion.
- Parents and school must work in partnership to give our children what they deserve and for us to have the future we want for everyone.
- Give all staff a pay rise.
- Homework for pupils
- Better outdoor garden for nursery

- Better outdoor activities more football nets
- Access to music lesson
- Modern languages
- Class participation in the music festival
- Girls football
- New outdoor toys
- More trips – walking distance
- Ensure child comes home with a reading book suitable to their reading level

Our teachers said:

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	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Good

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Sustaining Attainment throughout the curriculum
Health and Wellbeing

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.