



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

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 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

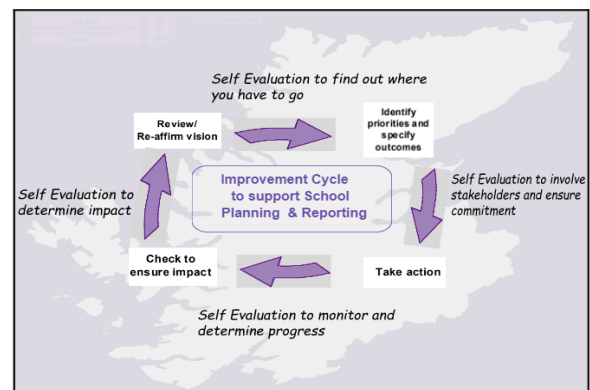
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
Poolewe Primary 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
94.45%

Average Class Size
8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
8

Teacher Numbers
1

Pupil Teacher Ratio
1:8

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

Reading

Writing

**Listening and
talking**

Numeracy

All

All

All

All

Poolewe Primary School is located in a rural, coastal setting serving the local community of Poolewe and surrounding villages.

There are 8 children attending the in one multi-composite class P1-7.

The headteacher who has overall leadership responsibility for Poolewe Primary School, Bualnaluib (also known as Aultbea) Nursery, and Bualnaluib 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

Writing

**Listening and
talking**

Numeracy

Very good progress

Very good progress

Very good progress

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Respect Kindness Creativity Friendship

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/nursery.

Purpose:

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.

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. However, there have been many opportunities in school where the pupils have

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.

All pupils are able to talk about how to keep safe in different circumstances.

Opportunities to explore different foods both as part of class and during lunchtimes has enabled to explore different foods and make choices about what they eat and why.

been involved in cooking and baking a variety of different foods.

The school has worked with a variety of outside agencies to give pupils experiences of outdoor learning e.g. ranger, Whale and Dolphin Trust Children took part in community events which they had planned themselves including a Easter bake off and a summer fayre. (ACTIVE).

This has increased the pupils' learning experiences outside and added breadth to the curriculum.

Children work in pairs on their school Blog. (ACHIEVING).

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.

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

Through community and HWB sessions we 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. Children will also begin to assess their own learning against the bench marks to enhance learning conversations. (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:

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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 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.

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.

Progress in this area has been very 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.

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 children were struggling with basic skills and needed consolidation in key areas. Younger children were struggling with stamina and the ability to demonstrate their learning independently. Handwriting was proving to be an area of challenge particularly among younger children.

The older more able children were facing a lack of breadth and challenge in reading material in order to progress their understanding further,

Progress:

Precision teaching has been used in numeracy

Wider range of reading materials available to children at higher levels

Children to be more involved in learning conversations.

Daily focused handwriting sessions for younger children with a focus on letter formation and size.

Impact:

Children working at age related expectations

Children making progress in comprehension and engagement in reading

Children starting to become involved in identifying what is good in their work and what they need to do next.

Significant impact on presentation and handwriting among 75% of the children and highlighted the need for further intervention in some areas.

Progress in this area is very good.

Next steps:

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).

Children will begin to use trackers themselves to identify where they are in learning and what next steps, they need in order to move forward.

Precision teaching to be used to help pupils who struggle with spelling.

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Precision teaching to continue to maintain pace with basic facts progression.

Handwriting intervention to be implemented where needed,

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF went towards providing activities that pupils would not normally have in a rural area, and towards providing additional reading materials. Books have been purchased which take into account higher ability and also the interests of the children.

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 school performed a Christmas Carol for family and friends.

The pupils made and helped sell a range of craft items and a Christmas Fair and at a Summer Fair.

Children organised and ran a family Easter bake off.

They entered the Gale Centre Christmas Tree competition and came

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.

The pupils entered the 'What would you do if you were an engineer competition?'. All the children received a certificate and some of their entries were Highly Commended.

The school achieved the Bronze Rights Respecting Schools Award.

The children take part in an after-school art club every week. Through this they entered an art club and several children had their art work published.

Children took part in the maths challenge along with other children in the cluster.

Comments from learners, families, stakeholders and staff

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

Learners: The pupils have said that they like the new look of the classroom. They have new, individual tables, a new calming rug and beanbags. They feel that they have a good pupil voice and take part in the school council.

Parents: Parents spoke positively about the school. They have enjoyed the various engagement activities at the school and feel like they are involved in their child/rens learning. They like seeing what the pupils are doing through the Snapshotters. Some parents expressed concerns about the Digital Profiles and whether they would be easily accessible with limited Wi-Fi in the area.

Staff: Feel that the precision teaching that has been possible through PEF is helping individuals to improve. The professional learning around nurture and inclusion in the classroom is having a positive impact across the cluster.

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

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