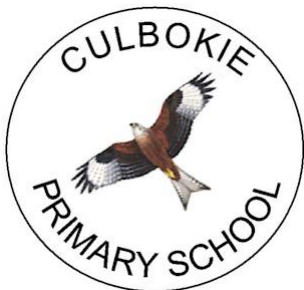




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

CULBOKIE PRIMARY SCHOOL



RESPECT ACHIEVEMENT KINDNESS CREATIVITY HONESTY FUN

Introduction: Local and National Context

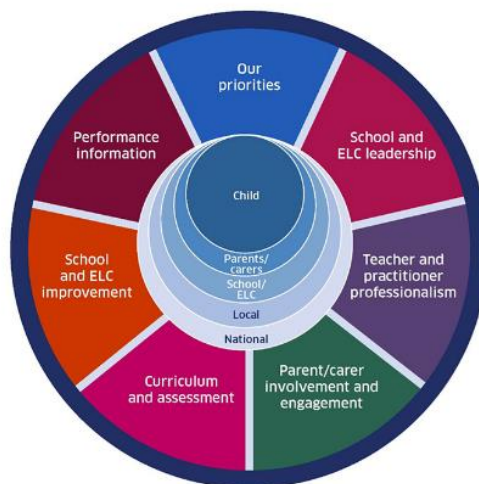
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Ishbel Macleod
Head Teacher
Culbokie 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 94.3%	Average Class Size 19.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 96 (+23 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 13
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N3 28%	N4 72%	P1 12.5%	P2 9.4%	P3 19.8%	P4 9.4%	P5 17.7%	P6 15.6%	P7 15.6%
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SIMD Q1¹ -10%	SIMD Q2 -10%	SIMD Q3 -10%	SIMD Q4 +90%	SIMD Q5 -10%	Unknown 0%
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ASN² 30%	No ASN 70%	FSM³ 80%	No FSM 20%	EAL⁴ -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
Almost all	Almost all	Almost all	Almost all

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

ASPIRE. FLY HIGH!

RESPECT Encouraging **respect** of ourselves, our school community and environment.

ACHIEVEMENT Supporting pupils to **attain** their **full potential** throughout their learning journey.

KINDNESS Nurturing pupils through building **positive relationships**.

CREATIVITY Developing **creativity** through critical thinking and enquiry.

HONESTY Fostering **openness** and **integrity**.

FUN Providing **engaging** and **playful** learning experiences.

Review of progress for session

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

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:

Learning, Teaching and Assessment

Purpose:

There is an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation.

Progress:

Content:

- ✓ Pupil leadership groups involving all pupils from P1-P7 established and meet fortnightly: Pupil Council (Community); Fantastic Fundraisers; Rights Respecting schools; Eco Group; Games Masters; Reading Schools
- ✓ Digital profiles for P1-P7 pupils have been created and shared with all parents/carers. These are updated by pupils and teachers, following learning conversations, to show academic progress and achievement.
- ✓ Holistic assessments are now completed in each term to show depth of knowledge and application in literacy and numeracy.
- ✓ All teaching staff trained in the psychology of learning and a few teachers attended the Co-operative Learning refresher day.
- ✓ Play pedagogy embedded in P1 and links started with ELC.
- ✓ Teachers trained in the teaching 'reading comprehension' strategies. Reading Schools Core Award achieved; reading is celebrated, encouraged and supported in the ethos and life of the school.

Impact:

- ✓ All pupils are involved in the life of the school through leadership groups. These groups have each created an action plan and arranged events (eg. Children in Need, Pets as Therapy, Waste-free Wednesday, Coffee and Carols, May Fair) which have been successful in engaging children and young people, staff, parents and the wider community.
- ✓ Digital profiles are used across the school, leading to improved engagement as all children have ownership of their online profiles and all parents/carers have continuous access.
- ✓ Staff have a tool to assess children termly to inform next steps in learning and teaching
- ✓ Some co-operative-learning strategies and methods for support, pace and challenge are evident in a majority of lessons.
- ✓ Almost all children in P1 achieved or exceeded age-and-stage levels in literacy and numeracy. Gaps in phonological awareness tests were met by almost all children by the end of the year. Improved transition and more collaboration with all ELC staff on improvement across 'Early Level'.
- ✓ A majority of children and families are more engaged in the benefits of reading for pleasure for literacy and wellbeing. Reading comprehension is part of all literacy lessons at first and second level.
- ✓ Good progress was made in this area.

Next steps:

- Further improve classroom practice by extending co-operative learning strategies across the school.
- Improve use of data to inform planning; linking 'Explicitly Teaching Writing' with reading and 'Highland Literacy'
- Improve pedagogy in maths and numeracy through problem solving and application.
- Children set own targets following learning conversations with class teachers.

School Priority:

Curriculum**Purpose:**

Further develop curriculum design to fit the school context and meet children's personal learning needs. Link curriculum to skills for learning, life and work through opportunities for enquiry, creativity and digital skills.

Progress:

- ✓ Staff were trained in 'Rights to Wellbeing' and they then supported all teachers to run the programme with classes from January to March.
- ✓ UNCRC 'Rights Respecting Schools' programme started, led by PT.
- ✓ P1 Class Teacher led series of 'Philosophy for Children' lessons for P4-7 children in February, linking RME with literacy.
- ✓ Teachers started using the Highland Literacy Progression and Framework to plan lessons and to track progress in literacy.
- ✓ All staff collaborated to draft and create a curriculum rationale.
- ✓ All staff re-evaluated our profiling and reporting system.

Impact:

- ✓ The programme helped to improve positive 'health and wellbeing' outcomes for all children and young people who took part (P2-7).
- ✓ All children have a basic understanding of their rights. 'Bronze' Award achieved and progressing towards 'Silver'.
- ✓ All P4-7 children used listening-and-talking skills to communicate with each other and engaged in class debates to embed these skills.
- ✓ Staff have improved understanding of levels to measure children's attainment and have used this knowledge to plan learning.
- ✓ Curriculum Rationale is in place to support curriculum development for learning and teaching.
- ✓ HQATs shared with parents/carers in digital profiles, allowing parents to view their child's learning in real time.
- ✓ Good progress was made in this area.

Next steps:

- Apply for 'Reading Schools' Award and 'Rights Respecting Schools' Award by embedding each into the curriculum.

- Develop learner agency by extending opportunities for personalisation and choice in curricular areas through enquiry.
- Highland Numeracy and Literacy Progressions and Frameworks used consistently for planning and progression.
- Plan effectively for effective curriculum coverage at all stages.

School Priority:

ELC

Purpose:

After a year of intense support from a SEYP and implementation of Planning in the Moment, the identified focus was to continue and embed good practice independently as an adapted team, improve transitions with P1 through collaborative working and use of Early Level benchmarks. A redesigned Curriculum Rationale across the school and ELC was required.

Progress:

- ✓ ELC staff worked with class teachers (P1 and P6/7) to improve transition experience and ensure effective learning and assessment in Early Level.
- ✓ Training needs and improvement priorities were adapted to meet the needs of the new staff team.
- ✓ P1 teacher visited Cawdor PS and Nursery to observe good practice in transition.
- ✓ Staff used Realising the Ambition as a guide to improving the learning environment.

Impact:

- ✓ Children had an improved transition through short weekly sessions in P1 and in the library with P6. This allowed pupils to become familiar with the school setting and build relationships with the buddies who would support them.
- ✓ EYESO delivered training in observations and self-evaluation. As a result, staff engaged with self-evaluation and the process of reviewing quality of provision.
- ✓ The transition programme has improved and was made more robust to ensure seamless continuation of learning.
- ✓ The environment and resources within it are more conducive to children's learning such as the reading area and numeracy games.
- ✓ Good progress was made in this area.

Next steps:

- Continue to build upon effective practice in transition and establish protected time for school and nursery staff to meet and discuss transition needs of children in Early Years.
- Establish a clear transition plan to include learning, assessment and wellbeing outcomes for children.
- P1 teacher to lead Play-and-Enquiry project across the school, from nursery through to P7.
- Embed self-evaluation practice with the new ELC staff team to ensure impact.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Junior Forester Award, led by Forest Schools Trained Teacher

All children scored over 80% in the Glasgow Motivation and Wellbeing Profile. A scored over 90%.

All children gave improved before/after ratings on the SHANARRI Wellbeing Web, with almost all giving 10 in most indicators after the programme.

Attendance monitoring showed improved attendance for target children.

Pupils showed increased awareness of their place in the world, their Rights and impact on nature expressed through dialogue and digital skills.

Junior Forester Award achieved by all in target group. All children showed:

- willingness to learn
- listening skills
- co-operative skills
- safe use of tools
- awareness of environment
- satisfaction with their own personal success

Jammin' Fitness: Readers as Leaders

All children in P5-7 gave positive feedback to the sessions and participated with enthusiasm.

Dance sessions allowed all children to be active and practise leadership skills by modelling the lesson to another class.

Practical Skills Group, led by PSA

There was a significant improvement in attendance and attitude towards school for target pupil.

100% positive feedback from pupils, parents and staff.

EAL pupil able to read instructions and converse in English with confidence.

Improved bands in numeracy and literacy for all children in the group.

Wider achievements

Coileanaidhean nas fharsainghe

UHI Enterprising Maths Challenge – Poster Winners

Rights Respecting Schools Bronze Award

Reading Schools Core Award

Sport – hockey club local tournaments, Ross-shire Boys and Girls semi-finalists, Baillie Cup Winners,

Ross-shire Cross Country Winners,

Music – Choir participation at the Fortrose Winter Concert and the P&J Primaries Concert; strings and woodwind groups perform at school events

Child-led lunchtime clubs, May Fair enterprise and community choir event

WOW – all children participate in 'Walk to School' endeavour with 'Walking Wednesdays'

Whole-school participation in charity fundraisers: 'Blythwood Box', Sharing Shed, Children in Need.

Participation in MFR School of the Week

John Muir Award Achieved by P6/7 children

Junior Foresters' Award achieved by PEF group

Young Engineers Award – all achieved certificates and four achieved with 'Distinction Shortlisted'

Comments from learners, families, stakeholders and staff

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

Learners:

- "We can have a say in things when we do our pupil groups"
- "It was fun to plan our stall for the May Fair"
- "Our teachers listen to us."
- "The Science Show made me realise that science is exciting. I want to do more of it!"

Families:

- "It has been really good to be able to come in more and see what the children are doing"
- "We love the class blog. I can see what they are doing in class"
- "It is helpful to have the online calendar so we know what is coming up."

Stakeholders:

- "I enjoyed coming in to the school for the show."
- "Thank you for your support with the saring shed."

Staff

- "The pupil groups have been good for the children to mix with others from different stages."
- "The children know and use the Culbokie Code."
- "Class sites are useful for sharing things with parents."
- "Play has worked really well this year in P1 and it has been good to link with nursery."
- "Stephen Graham Writing has made an enormous difference to children's levels in writing".
- "Assemblies help the children to remember the values."

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	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	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.

We have appointed new teaching staff to our team for next session.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Learning, Teaching and Assessment
Curriculum Pathways

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/fortroseacademy.org.uk/culbokie-primary-school/home>

or by contacting the school office.