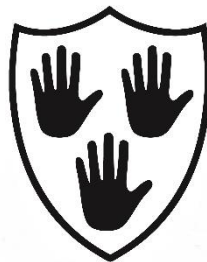




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Plockton Primary School
Bun Sgoil a' Phluic
Sgoil Àraich a' Phluic**



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We are kind, respectful, resilient and hard-working.*

Introduction: Local and National Context

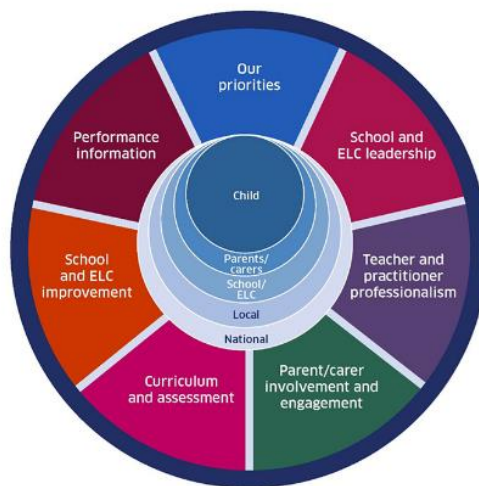
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

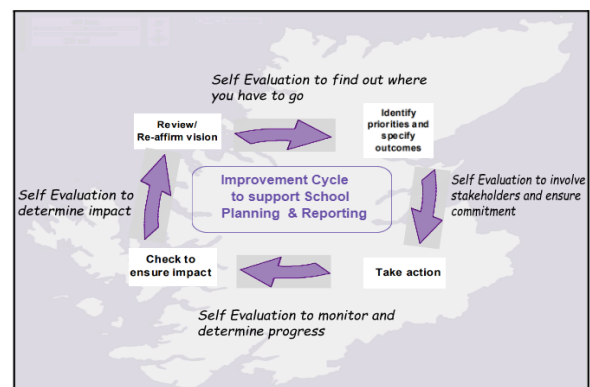
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jo Scott-Moncrieff

Head Teacher

Plockton Primary School – Bun Sgoil a' Phluic – Sgoil Àraich a' Phluic

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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
17

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
52 (+14 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
13

Plockton Primary School/Bun Sgoil a' Phluic is located in a rural, coastal setting serving the local community of Plockton and surrounding area (English Medium) and the wider communities covering catchment areas for Plockton, Loch Duich, Auchtertyre, Kyle and Kyleakin Primary Schools for Gaelic Medium.

There are 52 children attending the school and 14 children in nursery, ranging from age 3 - P7. P1 - 7 English Medium are taught together in a single multi-stage class and there are two Gaelic Medium Classes, currently GM1-3 and GM3-7. There is a separate Gaelic Medium Nursery for 3-4 year olds.

The Head Teacher has overall leadership responsibility for Plockton High School and Plockton Primary School/Bun Sgoil a' Phluic. The Head Teacher is supported by a Depute Head Teacher (High School) and a Depute Head Teacher (3-18) who is also the Nursery Manager and has day to day responsibility for the Primary School.

In March 2024 the Primary School was temporarily relocated to a wing of Plockton High School and the Gaelic Nursery remains in the original Primary School building.

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. Almost all 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

Gaelic Medium (delete if not relevant):

Gaelic reading

Good progress

Gaelic writing

Good progress

Gaelic listening and talking

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

During Session 23/24 parents, pupils and staff were consulted on a refresh of the Vision, Values and Aims for Plockton Primary School/Bun Sgoil a' Phluic, and Sgoil Àraich a' Phluic to create a new Vision, Values and Aims for the 3-18 Campus.

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

- we value learning, ourselves and each other
- we have an ethos of high expectations and ambition
- we have pride in ourselves and our learning community

Values

We are:

Kind: we use our words and actions to help others.

Respectful: of ourselves and of others. We treat others as they want to be treated.

Resilient: we keep going when faced with challenges and ask for help.

Hard-working: we try our best and take responsibility for our actions.

Aims

To achieve our vision our aims are to:

Encourage and support everyone to be the best version of themselves and achieve all that they can.

Celebrate our successes.

Encourage and support engagement in our local languages, culture and community.

Foster an ethos where we look after each other.

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:

Understanding & improving assessment & moderation strategies within BGE, across ASG.

Purpose:

In small schools with small numbers of teacher, moderation taking place within the school setting can be limited. Working across the ASG will ensure consistent judgements for Achievement of a Level.

To develop Teacher confidence in planning and using High Quality Assessments.

Progress:

- All teaching staff took part in moderation activities with other local schools
- GME Teaching staff took part in the new West Area GME Moderation Group

Impact:

- Almost all (91%) of pupils had found it a useful part of school to apply and show their learning through the High Quality Assessment Tasks, (27% of those said very useful). 100% said that completing the tasks was enjoyable.

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- Teachers took part in HQA input provided by Collaborative Lead Officer and planned and delivered four HQA tasks for pupils in P1-P7
- Teachers found using the HQAs was useful in making ACEL judgments across the curriculum.
- Regular Tracking Meetings evidence teachers' confidence in making ACEL judgments.
- Exactly half of parents/carers who completed a survey (42% responded) felt that the High Quality Assessments did not contribute usefully to their overall understanding of where their child is in their learning in the subject areas covered, 28% found that it was useful and 21% were neutral.
- Satisfactory progress was made in this area.

Next steps:

Teachers in GME will take part in the West Area Gaelic Medium Moderation Collaborative, further extending opportunities for moderation and embedding good practice with GME colleagues across the West Area.

Teachers in EM will take part in Year 2 of the local Associated Schools Group Moderation Project, with the same aims as the GME specific group.

As an ASG all schools will consider their practice in using High Quality Assessments and learn from each other's practice. Plockton Primary will work with parent volunteers to establish the format that parents would find most useful, and this work will form part of our Sharing Our Learning Project in Session 24/25.

School Priority:

To raise attainment in Writing through the implementation of high quality learning and teaching across P1-P7

Purpose:

As a school, we have closely examined the school's performance data in Writing and 23/24 was Year 2 of a project to improve writing. In Year 1 all teachers attending Talk for Writing training.

Progress:

- Talk for Writing fully implemented and being used consistently in all classes.
- GME pupils have access to a wider range of quality texts in Gaelic
- Teachers are using the agreed scheme for handwriting and teaching this regularly
- PEF funding was used to provide additional support for identified pupils

Impact:

- Teachers have expressed that they are confident in using Talk for Writing as a method of teaching writing.
- Teachers say that in GM TfW is supporting language acquisition and that learners benefit from the structure, which gives them confidence. Younger children can re-tell a story in Gaelic.
- In our multi-composite classes, teachers like that TfW gives opportunities for some whole class teaching, where older children can create and write independently and younger children can benefit from more scaffolding.
- Teachers say that TfW is helping children to understand and remember key aspects of different genre.
- Almost all children are on track in writing, or making good progress towards individual targets.
- In GMP1-3 children hear and interact with a different Gaelic story each day. In the GM3-7

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class they have accessed and interacted with a wider range of quality Gaelic texts which were purchased this session.

- The GM3-7 class has not had a full time fluent teacher and this has impacted on this to an extent. On days when the fluent teacher is not in there have been weekly visits from fluent speakers, including a Gaelic author.
- Fios air Fuaimean scheme has supported the development of children's phonological knowledge in Gaelic. Teachers said that it is helping build learners' confidence in blending and reading, and it links sounds more clearly
- Monitoring of handwriting by Pupil Council shows that the improvements made have been sustained.
- Observations of learning and teaching and focus on writing in tracking meetings shows that the children are writing quality is continuing to improve.
- In the GM3-7 class the teachers had not received the training and this impacted on the confidence of delivery and quality of writing.
- Better moderation in place now will aid teacher judgment about writing and better evidence improvements and areas for improvement.
- Satisfactory progress was made in this area.

Next steps:

In order to maintain momentum and continued improvement;

Embed the use of the Fios air Fuaimean scheme in GM

Continued focus on writing for SMT observations of Learning and Teaching

Focus on evaluation of writing for Pupil Council/Pupil Improvement Group

School Priority:

Develop the Gaelic Community and Culture

Purpose:

Parents of children in Sgoil Araich and Bun Sgoil a' Phluic have asked for opportunities for them to learn and hear Gaelic, our audit of Gaelic provision told us that pupils in GME in Primary and Secondary would benefit from more opportunities to hear Gaelic spoken in the community and to speak Gaelic at community and cultural events.

Progress:

- Pupils and staff in GM and Music, across the Primary and Secondary organised a Gaelic Coffee Morning as part of Seachdain na Gàidhlig.
- Children in EM and GM across Primary and Secondary were involved in Seachdain na Gàidhlig events.

Impact:

- Parents, pupils and local Gaelic speakers gave very positive feedback about the Gaelic event as an opportunity for the children to hear and speak Gaelic.
- Sourcing Gaelic speakers to support workshops etc meant that immersion could be maintained

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- Visits to the GM3-7 class from fluent local speakers, including an author.
- Gaelic speakers supported events, eg 3Rs workshops, Dunvegan Castle Trip.
- In the re-design of the 3-18 Vision, Values and Aims, Gaelic community and culture was central.
- We were unable to secure fluent Gaelic speakers for roles of EYP in Sgoil Àraich and Teacher in the GM 3-7 class. Gaelic learners were employed on a temporary basis and attendance at SMO was supported. Other Gaelic speakers were engaged to support the settings.
- Regular monthly videos for parents were not manageable in the context of this session. Instead regular Gaelic vocabulary with links to online lessons were provided in the Newsletter.
- One of our GM Teachers completed and MEd level course at Sabhal Mòr Ostaig Gàidhlig airson Luchd-Teagaisg 1/Gaelic for Educators 1
- Satisfactory progress was made in this area.

Next steps:

Continue to build the Gaelic community around the school and to provide more opportunities for learners to hear and speak Gaelic in social and community settings.

Continue to support and encourage GM Foundation Apprenticeships across the 3-18 campus.

Explore methods and opportunities to support parents learning in Gaelic.

School Priority:

Ensuring quality observations and planning of learning in ELC (GME)

Purpose:

Self-evaluation and feedback from the Care Inspectorate has highlighted the need for consistency of individual learning observations and for these to feed into intentional and responsive planning. Children had begun to be involved through the use of the floor book and this needs to be extended and embedded.

Progress:

- EYPs engaged with Bite-size Realising the Ambition materials on observations of learning and attended a shared training event with another local ELC focussing on planning, including floor books and responsive and intentional planning.
- Early Years Education Support Officer has supported EYPs since April 2024 with regular visits focussing on recording observations and using these to inform planning.
- A schedule of observations was agreed but EYPs found it difficult to maintain.
- Annual overview of Gaelic Vocabulary associated with each term is in place.

Impact:

- Learners are more involved in recording and planning their interests and learning in the floor book.
- A Care Inspectorate visit in September 2024 confirmed that progress has been made and that a continued focus on next steps in learning being identified and recorded consistently should remain a focus.
- Following recent CI visit, Sgoil Àraich has been allocated an additional 30 hours Support Worker for session 24/25 by Highland Council.
- EYPs have recently returned to using paper folders rather than the SeeSaw app as learning journals and are using SeeSaw to share moments with parents rather than observations and next steps.
- Satisfactory progress was made in this area.

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Next steps:

Work with the Early Years Team to continue to develop EYPs skills, knowledge and confidence in recording observations of learning and using these to plan next steps for children.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Overall, identified learners made significant progress in Literacy in English or Gaelic, as appropriate.

The children receiving support have made good progress across Literacy, as evidence by tracking meetings, jotters and Scottish National Assessments and other assessment data. A few children made very good progress.

Where Reading Age or Spelling Age has not increased by the 8 months plus that was aspired to, there was still improvement in almost all cases.

Children's enjoyment of reading has increased, and they have told us that they are reading more.

Feedback from parents has been very positive, they appreciate the work of the PEF/SFL teacher and tell us that they can see where the interventions are helping their children and improving their skills and confidence. (Parent comments at Parent Contact, Parent Council and other opportunities).

Wider achievements Coileanaidhean nas fharsainghe

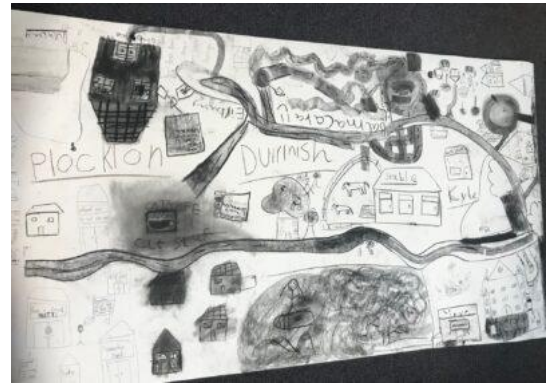


This session learners took part in the **Local Community Plan project** and worked with local artist Sarah Longley and independent planner Nick Wright. They worked on arts activities which encouraged the children to use art to share their ideas for the future of their communities. The activities put the UN Rights of the Child into practice by giving young people meaningful influence over their future. Their drawings and ideas were immensely valuable to share with adults at the community drop-in and to inform the draft Plan.

As well as helping the young learners understand that they have a role in shaping the future of their community, they all had an opportunity to work together as a team by creating a huge piece of art using a new artistic medium that most of them hadn't used before.

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This session the children, through Pupil Council, **planned their new playground space** in our new accommodation at Plockton High School.



Charity fundraising is very important to the children at Plockton Primary School. This year they organised a Gaelic Coffee Morning to raise funds for Downs Syndrome Scotland, and a Healthy Eating Coffee Morning to raise funds for Roy Castle Lung Cancer Foundation. The charities are nominated by all children and Pupil Council select the charities based on the information provided in the nomination forms. We also supported MacMillan, as we do each year, and took part in the Blythswood Shoebox Appeal.



Comments from learners, families, stakeholders and staff

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

Families Comments

The school worked really hard on being able to fill a teaching role in Gaelic Medium and to put in place other supports when finding a fluent speaker wasn't possible. The school managed the move really well for everyone, it was a very smooth transition for the pupils.

My son loves coming to school, he particularly enjoys Maths and thoroughly enjoys his experience. He really likes the lunches in the big canteen.

Really liked the recent wellbeing survey; lessons covering diversity, equality, inclusivity would be welcome, ie racism, holidays from around the world, black history month.

As we get towards the end of the school year, I just wanted to say how glad I am to have been able to help the children make use of the astroturf during their lunch break. I am aware the move to the new location at the high school would have taken a lot of organisation but you're great at that and very aware of the children's safety. It has all worked out well and I hope to continue to help next school year.

Learner Comments

The lessons are good because the teachers know what level we are on.

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It is fun getting house points when we work hard.

Good learning: Passion Projects, lots of work, a fun teacher who does lots of work.

It is helpful when we uplevel a bad example and this helps to decide the success criteria together.

We do quite a bit in groups and a bit of whole class stuff, for example our asteroid experiments. My work is at the right level for me.

The teachers sometimes teach us different ways like lattice or Italian sums and we can choose the way that suits us best.

Tha an Sgoil againn snog agus aoigheil. Tha an raon-cluiche math agus chuidich A' Chomhairle Sgoilear le bhith a' taghadh uidhed machd nan raon-cluiche.

Chòrd e rium a bhith cuideachadh le tachartasan carthannais ann an Comhairle nan Sgoilearan.

Staff Comments

We were really well supported with the move of premises.

All the staff are very friendly and I enjoy working here.

I think we work well as a team in a friendly, caring environment.

It has been a challenging year with the move to the High school. August 2023 feels like a very long time ago! This year I have gained so much from seeing the children's Gaelic develop, rapidly in some cases, and I'm indebted to the support of colleagues and class teachers as I work to improve my practice. I am looking forward to developing stronger relationships with High School staff next year.

Gaelic Development:

This year I have undertaken an MEd module – Gàidhlig airson Luchd-Teagaisg. The module targets four language skills reading, writing, listening and talking, to promote accurate Gaelic Language use for leading learning in the classroom or in a professional setting. This course covered a lot of theory and best practise relating to teaching Gaelic Immersion, emphasising grammatical structures and correcting common mistakes.

This year I have also done work in engaging with the wider Gaelic speaking community in Lochalsh to try to strengthen bonds with the community and foster stronger relationships with Gaelic speakers. We have run a coffee morning, and engaged with guests to support the GM3-7 class. I have also supported the GM3-7 teacher with her Gaelic skills.

Promoting Positive Relationships:

This year I was the lead representative for the Positive Relationships working group in Plockton 3-18. This involved working with the High School team to engage and generate pupil and parent voice in creating a PPR policy. I enjoyed the opportunity of working more closely with some of my High School colleagues and look forward to seeing where this work develops in the future.

I found that staff at Bun Sgoil a' Phluic were welcoming. There were opportunities for me to familiarise myself with the class and resources before starting as class teacher and the other teachers were all helpful while I was getting settled into the role.

I have enjoyed my year working at Plockton Primary School. I have felt very supported by leadership and the wider school team. I was made to feel welcome and have enjoyed getting to know the pupils, staff and wider community. It has been a busy year and I am looking forward to a more settled year next session!

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I think that this year has been a bit of a challenge with the troubles we have had with our school building, particularly the first part of the year when much was unknown about if and when we would be relocated. I also think that having such a strong and supportive team here has helped us navigate this successfully. I'm looking forward to beginning a new session in which we can focus on our teaching and learning now that we are settled in our new space.

Stakeholder Comments

YMI - I very much enjoyed working with both the P5-7 GME class and the P1-7 English medium class at the school. Both classes made me feel very welcome, and the pupils engaged well with the Gaelic singing and music I brought to them over two 4-week blocks of YMI. They learned a song by Donnchadh Bàn MacIntyre which had been prescribed by Fèisean nan Gaidheal to commemorate 300 years since the birth of Donnchadh Bàn, one of Scotland's finest environmental bards. We had the opportunity to talk about the songs and themes connected to them, growing their knowledge and interest in Gaelic culture and heritage as well as learning about music, practising rhythm and learning about musical instruments. I was also very pleased that some pupils came and asked to sing Gaelic songs they'd heard and were interested in learning.

Community Plan - The pupils seized the opportunity with gusto! They worked first in small groups to brainstorm their ideas for the future, with lots of ambitious but practical ideas!

I thoroughly enjoyed working on this project with Nick and the three Plockton Primary classes. I found the children to be very enthusiastic and willing to participate. There was a lot of conversation throughout the sessions, and important discussion about what they would like for their area. I was very impressed at how well the children came together to work on the collaborative big map drawing. They quickly got the idea that this was a shared picture and were able to work together very effectively as a team with no bad tempers. The children embraced the expressive charcoal approach and seemed to really enjoy it. The results are wonderful.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Continued focus on moderation of writing, with a distinct focus on Gaelic Medium and English Medium.
- Review how children's learning is shared with parents.
- Continue to build a Gaelic community around the school and to give learners in GM opportunities to hear and speak Gaelic in different settings.
- In ELC, continue to build skills, knowledge and confidence in recording observations of learning and using these to plan next steps for children

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](#) or by contacting the school office.