



Standards and Quality Report 2019-2020

Name of school

Carradale Primary School And Elc

Context of the school

Including some or all of the following:

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

Carradale Primary School and ELC is a small school, located within a village community. The school role for the 19/20 academic session was 17. We had 7 children in our P1-3 class and 10 children in P4-7. In addition to this we had one full time pre-school child enrolled in our ELC and one part time 3 year old. We are part of a 3 school shared headship.

During this academic session, we refreshed our Vision, Values and Aims following a self-evaluation process. This involved all staff, pupils, parents and partners. Our revised VVA: We strive to give our children the best possible start to their school life by providing a nurturing and engaging environment, that encourages self-regulation and successful learning, through community links, exploration and effective use of outdoor spaces. We value togetherness, respect, individuality and kindness

We aim to:

- Provide learning opportunities that allow our learners to feel a sense of connectedness to their community and the wider world.
- Equip our learners with skills that will allow them to flourish in an unknown future.
- Build strong children by providing opportunities that challenge and extend our learners, encouraging perseverance and resilience.

Our principal teacher resigned in January 2020. While we were quickly able to recruit a new PT, we were left with a class teacher vacancy that had to be filled using a long term supply job share.

Review of SIP | Priority 1

Progress and Impact:

Initial self-evaluation with all staff, led us to revise our Curriculum Design, before focusing on our planning cycle. All pupils, staff and parents were invited to share their views on what makes our curriculum unique and what we value. This led to our new Curriculum Rationale and VVA. These discussions are evidenced within our floorbook and illustrate a clear understanding of the social and cultural context of our school as well as a shared understanding of what we value.

Our revised Curriculum Map takes account of community and culture and links to our new progression planners for all areas of the curriculum. These were developed collegiately and include clear progression across levels, to support differentiation, pace and challenge, and a consistent tracking system. They have been successful in promoting a range of approaches to assessment, observed during learning walks and they facilitate a shared understanding of standards.

We began to refresh our approach to monitoring through the use of learning walks and work sampling. These allowed us to assess pupil engagement, learning and teaching strategies and breadth and depth across literacy and numeracy. Clear next steps were provided for teachers and these were monitored. It was noted that changes to the Primary 1-3 learning areas in the Autumn term had resulted in pupils being engaged in more regular creative play. In addition, a more structured P4-7 classroom with flexibility through learner choices, resulted in good levels of independent, focused learning.

We began the 'Guided Approach to Pedagogical Enquiry' in the Spring term. Based on recent learning walks and next steps within work sampling, we initially decided to focus on self and peer assessment. From micro-observations, led by our deputy, it was clear to see that the learners had a deeper understanding of how to give considered, specific feedback and what to do with this when they had received it. From this we were able to draft a whole school approach to peer and self assessment that will feed directly into our Learning and Teaching Policy.

Next Steps:

Fully implement our new planners in August 2020 and monitor the impact of these.

Ensure that our curriculum rationale is truly embedded within practice and observed in all areas across the school and ELC.

Continue our Guided Approach to Pedagogical Enquiry, gradually developing a full Learning and Teaching policy through practitioner enquiry.

Embed a consistent method of assessing learner engagement through the use of the Leuven scales. Work collegiately to analyse these assessments and develop interventions to address engagement needs.

Embed our monitoring system to ensure there is a breadth and depth of learning opportunities and a variety of learning and teaching strategies, including innovative practice.

Use our new progression planners to ensure greater continuity in children's progress in literacy and numeracy over time.

Review of SIP | Priority 2

Progress and Impact:

Diagnostic assessments for literacy and numeracy were carried out for all children identified as having an additional support need. From these, personalised support plans were written with clear outcomes and success criteria. A recent review illustrated that the majority of targets had been reviewed, updated and achieved across the year.

All Child's Plans were updated at the start of the year and a review in June illustrated that almost all new targets had been achieved.

Advice was sought from Educational Psychology, Occupational Therapy and Speech and Language throughout the year, when deciding on the most appropriate interventions for individuals. Interventions were regularly reviewed and adapted by class teachers to ensure that learners continued to make progress in identified areas. Interventions used successfully this year include Speed up Handwriting, Fizzy, Social stories and social sentences, Dandelion Readers, SEAL and Emerging Literacy.

Our Depute investigated support interventions for children with additional support need and support has been successfully enhanced as a result.

Next Steps:

Child's Plans and Support plans will continue to be regularly reviewed and updated.

A bank of successful interventions to be created for easy access for all staff.

Explore Giglets as a resource to support literacy progression.

Continue to broaden our range of resources and strategies used with the aim of closing the attainment gap.

Review of SIP | Priority 3

Progress and Impact:

Focus A: Our Primary 1-3 teacher and depute attended the full day Emerging Literacy Training in August, before carrying out the Phonological Awareness Screener with identified pupils across the school (we had no Primary 1 pupils this year so used EL as an intervention strategy). From this, target areas for individual pupils were identified and resources prepared using the Highland Literacy website.

Interventions were implemented by class teachers and classroom assistants over set timescales. Follow up assessments illustrated that almost all pupils had made progress in identified areas and next steps were clear, using the continuum.

We began classroom transition visits for our new Primary 1 in January. These were planned in line with the foundation stages of Emerging Literacy.

Our depute was able to access further training throughout the school year. This was delivered to Primary 1 teachers from our mini cluster and focused on handwriting. We were at the early stages of implementing this before school closures.

Our depute led a training session for our feeder ELCs in our mini school cluster. ELC staff from Carradale attended. Subsequent observations showed strategies to support the foundation skills in place. This training was in February so only limited impact could be observed before closures.

Focus B: All adaptations required for the provision of 1140 were complete for starting in August. As we had no uptake at this stage, there was no need to explore staffing and resources further.

From January 2020, we had uptake for 2 full days and were able to staff and resource this effectively.

We began work on our outdoor area, setting loose parts zones and areas for woodwork/fires. This requires further development next session, however, learner evidence shows a huge range of high quality outdoor learning experiences both within and outwith the school grounds. The area not being complete has not impacted on the quality of learning experiences provided.

We began ELC links with Campbeltown Nursery Centre and Drumlemble Primary ELC. These have extended the social and interaction experiences for pupils in all settings.

Next Steps:

Focus A:

Ensure our probationer is fully trained in the use of Emerging Literacy for August/September.

Embed the use of Emerging Literacy strategies as an intervention for learners at stages throughout school.

Embed the use of Emerging Literacy strategies in the ELC.

Explore the use of whole school approached advocated as part of Emerging Literacy.

Focus B:

Explore opportunities for our ELC learner and P1 learner to collaborate and play together in the new academic session.

Continue to explore opportunities for joining larger ELC groups to support social and emotional development.

Continue to develop our outdoor area and the ways in which this is used.

Review of SIP | Priority 4

Progress and Impact:

Focus A: Review of hardware complete and new Chromebooks purchased. These have further supported the development of digital literacy skills across the school, consolidating the use of Glow and Google platforms. This has improved employability skills.

Frequently used resources (most notably apps) and subscribed sites were shared amongst all staff. This had greatest impact on our ELC and our pupil with one to one support as they were opened up to a wider range of resources. These were accessed and supported progress in literacy and numeracy.

Our Digital Committee was formed and received training from Argyll and Bute's digital learning team. We were able to borrow resources for extended periods to allow our committee to teach all other pupils how to programme and code in different ways. This was further supported by a whole school topic on computational thinking. The impact of this was evident in problem solving skills across the curriculum and pupils were enthusiastic and engaged throughout.

Google Classroom was used very successfully throughout the school closure period. The majority of learners engaged in this and tasks set provided breadth and depth of learning. Individualised feedback ensured challenge and a personalised approach to learning. We ran successful Google Meets and used this as an additional transition tool.

Focus B:

French has been taught from P1 to P7. The previous Principal Teacher was also introducing Gaelic to the school. She left the school during the 19/20 school session. The Languages provision needs further review to identify the language that will be taught as Language 3 from 20/21 onwards.

Next Steps:

Focus A: Work with the 20/21 Digital Committee to create a 3 year Digital Vision for our school and a 1 year digital plan to support this.

Carry out a needs analysis with staff to identify any training needs for the 20/21 session.

Use digital literacy more effectively for targeted interventions - exploring the use of additional resources such as Giglets and research based apps.

Focus B:

Identify language to be taught as Language 3 and to ensure progression is in place for all Languages teaching.

Review of SIP | Priority 5

Progress and Impact:

We completed an initial parental engagement survey at the beginning of the year and found our feedback to be generally very positive. We identified our strengths as being approachable and welcoming to all parents and keeping parents up to date with personalised information regarding their children's learning.

As areas for development, we focused on increasing opportunities for parents to visit school throughout the school year and reviewing our approach to social media. We have since started our public school Facebook page and our closed ELC group. In addition to this, we have held parent drop in sessions regarding the curriculum and scheduled these to suit parents who work, as well as those who do not.

During the closure period, we feel confident that we kept in regular communication with all of our families through a mixture of Google Classroom, Groupcall, Facebook, phone calls and home deliveries of resources. Being situated in a small village, we were able to make socially distanced visits to vulnerable families to check in and we used Google Meets successfully for parent council meetings and to check in with the children. Parents have commented that this period has given them a far greater insight into their children's learning and how they can support this.

Next Steps:

Continue to build on the strong relationships that we further developed during the closure period by maintaining close contact with vulnerable families and continuing to capitalise on our extended range of communication methods.

Continue to actively look for opportunities for inviting parents into the school building (physically or virtually). This could be to share children's learning or opportunities for providing feedback on school improvement developments.

Continue to explore our use of social media and how this can be used to enhance our home learning links.

Complete the audit of parental engagement and the writing of a school Parental Engagement Strategy.

Review of SIP | Priority 6

Progress and Impact:

Teaching staff were more involved in self-evaluation throughout the school year.

In-service Days were used to enable whole school evaluation relating to learning and teaching and school achievements.

The school's Vision, Values and Aims and Curriculum Rationale were reviewed with the involvement of parents and pupils.

A shared understanding of the features of good practice in learning and teaching was established.

A Learning and Teaching Planning Cycle was established, in which teachers were more involved in sharing and evaluating practice, for example, through work sampling and learning walks.

Next Steps:

Leadership Team to create a Strategic Plan that set out the reviewing and refreshing of all school improvement and self-evaluation structures over a three-year period.

Continue to use and refine the Learning and Teaching Planning Cycle.



Attainment Data

We are a very small school with small numbers in each stage. We do not, therefore, share attainment data in this report for stakeholders in order to avoid the identification of individuals' or small groups' data.

Overall quality of our learners' wider achievements

Highlights of session 2019-20

Learners Wider Achievements in 19/20

Involvement in Active Schools Young Leaders Training, Tag Rugby Sessions, Young Sports Leaders' Club, Virtual Games Club.

Grab Trust Beach Clean and Workshop.

Shared Learning visits to Drumlemble Primary.

Aardman Animations Workshop.

World Porridge Day, link to Mary's Meals fundraising, involving community.

Visit to Elderberries seniors group.

Save the Children Jumper Day.

Christmas Concert.

Swimming and Fitness Sessions.

Burns Lunch, involving members of the community.

Take One Picture, Creative Learning Network Art Workshops.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

All pupils have been involved in a consultation about the school's Vision, Values and Aims, leading to a full review and re-writing of the VVA and the school's Curriculum Rationale.

Pupils have been involved in the Digital Committee, which has contributed ideas to the future development of digital literacy in the school and has taken part in joint digital literacy workshops with pupils from Castlehill and Drumlemble.

Parents have been involved in full discussions about the leadership structure across the three schools and about the blended model for learning, which has been in preparation for use if needed after the return to school.

Parents are also keen to be involved in the continuing development of the outdoor area, now that capital works have been completed focused on an internal upgrade but also involving some repair and renovation of the ELC outdoor learning area.

Parents have been invited in to school to see how the curriculum is developing, for example after the World Porridge Day event.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Empowerment has been evident as follows:

Pupil contributions to whole school discussions about the Vision, Values and Aims and to Digital Committee discussions.

Support staff are encouraged to be involved in training relevant to their roles and to contribute to discussions about school development in regular whole staff meetings.

The three schools Depute Head Teacher has extended the capacity of the leadership team and further opened up opportunities for connected working and professional learning.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

Pupil Equity Funding has been used to provide additional resources to stimulate active role-play in P1-3 and to support literacy and numeracy for pupils requiring additional support. iPads have been purchased moving for providing additional targeted support moving into 20/21.

Active role-play was targeted to ensure engagement in learning across the curriculum was being enabled.

There are no concerns regarding attendance and no exclusions made.

Attainment will be targeted in 20/21 by providing a small amount of teacher hours to provide skilled 1 to 1 or small group support.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	<p>All teaching staff are involved in a collaborative approach to self-evaluation, particularly in relation to learning and teaching.</p> <p>All teachers use tracking data to inform their planning.</p> <p>We are focused on enabling children to make progress and to achieve more broadly.</p>	<p>Staff meetings, learning work observations, work sampling show staff involvement. Regular whole staff meetings are held.</p> <p>Termly assessment data and support planning show use of current data.</p> <p>We are developing the sharing of wider achievements in assemblies and displays.</p>	3
1.3 Leadership of Change	<p>All stakeholder groups are fully involved in the development of the Vision, Values and Aims.</p> <p>As a leadership team we plan strategically to develop the school, taking into account national, local and school priorities.</p> <p>Change is a fundamental part of the development of the school, particularly through its links with partner schools.</p>	<p>We have reviewed and refreshed our VVA and Curriculum Rationale during 19/20 to make them more relevant and unique to Carradale.</p> <p>The Learning and Teaching Planning Cycle was introduced this year. Next year a substantial strategic plan will be created.</p> <p>Change has taken place through the Learning and Teaching Planning Cycle, in work on Child's Plans, in terms of Digital Literacy, and in curriculum planning.</p>	3

<p>2.3</p> <p>Learning, teaching and assessment</p>	<p>We are committed to enhancing learner engagement through an ongoing focus and long-term commitment to exploring a pedagogical enquiry model.</p> <p>Teaching is enhanced through the use of environment to encourage creative play and outdoor learning. We have a revised structured approach to planning and a strong interest in implementing innovative approaches.</p> <p>We use teacher judgements and standardised assessment to inform next steps in class and support planning..</p>	<p>Initial work on Leuven Scales has taken place, and will be continued in greater depth.</p> <p>Through the professional dialogue pedagogical enquiry, teachers are developing approaches to planning and teaching.</p> <p>Our termly class tracking records and support plans show teachers' consistent approach to assessment and its use.</p> <p>New subject planning documents have been created and trialled.</p>	<p>3</p>
<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>We are committed to providing a safe environment for children to feel secure and happy in.</p> <p>We follow all local authority guidelines and codes of practice.</p> <p>We look for opportunities to extend children's knowledge of the world and their understanding of equality and diversity.</p>	<p>Pupils have been involved in discussions about the rights of the child and about Shanarri wellbeing indicators.</p> <p>All staff are observed providing pastoral support to pupils.</p> <p>We complete detailed Child's Plans and Risk Assessments as required.</p> <p>Children have had the opportunity to learn to about organisations that provide support for others.</p> <p>Our new curriculum map ensures pupils are given the opportunity to explore diversity and</p>	<p>3</p>

		discrimination, including different religious and moral beliefs	
3.2 Raising attainment and achievement	<p>Through consistent tracking of pupil progress we ensure that individual pupils' attainment is monitored and raised in line with their potential.</p> <p>We have systems in place to monitor pupils' progress and to provide interventions to support pupils with Additional Support Needs or who require a boost in their learning.</p> <p>All pupils experience success and develop confidence through their participation in group and whole school activities.</p> <p>We provide an open and caring environment for all learners to ensure that they all participate fully in school life.</p>	<p>Teachers are involved in regular professional dialogue about pupils' progress and attainment, through moderation meetings and pupil progress meetings.</p> <p>Learners are celebrated regularly through Star of the Week and Respect Heroes awards.</p> <p>We promote all pupils' work and contributions to school life at open sessions for parents and the community.</p>	3