



Standards and Quality Report 2020-2021

Parents/Carers

Name of school

Carradale Primary School

Context of the school

Carradale Primary School and ELC is a small school, located within a village community. The anticipated roll for 2021/22 is 10 for the school, and 4 for our ELC.

For 2021/22 we will have a single P1-7 class, led by our Principal Teacher and our part-time teacher, who also provides Pupil Support Teacher support within school.

Our location provides excellent opportunities for outdoor learning both within the school grounds and the local area which has both beach and forest elements in it.

Our vision, values and aims are as follows:

Vision

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.

Values

Our values are togetherness, respect, individuality and kindness

Aims

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.

Review of SIP | Priority 1 – Digital Literacy

Progress and Impact:

The purchase of new interactive class (Prowise) screens has enhanced digital learning opportunities:

- P1-3 have used the board consistently, for example, for number talks, warm-ups, daily timetables, group organisation, and links for teaching resources.
- P4-7 have used it, for example, jamboard, quizzes, presentations, videos.
- The whole school have benefited from using it for Scottish Engineering virtual meetings and shared digital learning with Drumlemble Primary pupils.

The targeted use of iPad apps has benefited all pupils, particularly in these ways:

- The use of apps to enable access to learning for pupils with additional support needs.
- The pupil friendly access to Sumdog, which along with the personalised feedback to pupils that can enable them to make progress at their own speed.

All pupils have been able to access home learning through Google Classroom, which enabled there to be continuity of learning for pupils through the school closure period.

The use of Seesaw has been initiated this year. Learning and, in particular, end of topic presentations have been shared with parents, helping to maintain continuity in communication with parents while their access into the school building has restricted this year.

Next Steps:

Continue to develop the use of all aspects highlighted this year to maintain digital inclusion for pupils and to give them digital literacy skills for the future:

- Prowise screen – to enhance learning and teaching in the classroom
- Google Classroom – to maintain knowledge of a home learning medium
- Seesaw – to maintain sharing learning links with parents
- iPad and Chromebook apps – to provide individuals with devices that can help to remove barriers to learning.

Review of SIP | Priority 2 – Health and Wellbeing

Progress and Impact:

All staff completed online trauma training. Teachers and support staff work closely to support the emotional wellbeing of pupils. The Emotionworks programme was purchased to provide a structure to support the emotional health of all pupils, and has provided a valuable resource for stimulating discussion and helping to develop children's understanding and use of the language of emotional literacy.

A wellbeing questionnaire completed in June 2021 indicated positive responses for a number of wellbeing indicators: safe, healthy, achieving, active and respected. We will focus on the language and understanding of the more complex concepts of nurtured, responsible and included across all stages.

During the school closure periods of the last 18 months, and during the intervening in-school periods, staff have worked hard to provide pastoral support for pupils, individualised programmes where required, and means of communication to support pupils' ongoing engagement in their learning. During the school closure period this year, staff maintained the pattern of weekly online staff meetings to discuss ways of supporting engagement, resulting in communication with parents and pupils in a variety of ways. Engagement in home learning was monitored with communication maintained with 100% of families and good levels of engagement consistently from 88% of pupils.

Next Steps:

Raise pupils' understanding of aspects of wellbeing, respected and included.

Use Emotionworks programme to continue to develop pupils' emotional health.

Refresh mechanisms for celebrating pupils' achievements in the whole school.

Review Anti-bullying, Behaviour and related policies, e.g. ASN/Inclusion.

Review of SIP | Priority 3

Progress and Impact:

This year we spent the first term learning about setting different types of trails for people to follow. When we returned to school we learned about different ways of telling stories in nature. During the summer term we are working on developing a range of outdoor skills like making paint from charcoal and whittling as well as working on our teamwork and communication with others. In addition, the Scout Association led two days of activities which included den building, fire-lighting and team-building. All staff included outdoor learning opportunities in their planning on a regular basis, such as spelling work, maths activities, science, art and storytelling.

Pupils were interviewed in focus groups of four and asked questions about what they had enjoyed in outdoor learning, what skills they had learned in outdoor learning and what they would like to do in future lessons. They were also asked about other lessons when they learned outdoors.

All pupils said they enjoyed outdoor learning. They cited a range of the activities undertaken as being favourites, with the Easter egg hunt, den building and creating the marked trail proving popular. Activities that involved creating and making were also popular, with pupils saying they enjoyed making mandalas, charcoal paint and telling stories. Some pupils also stated that they had enjoyed the games we played as part of outdoor learning, both those which are active like scavenger hunts and also creating smaller board games from natural items. Working with the Scouts was universally popular.

Pupils recalled they had developed team working skills and listening to one another. Some raised safety and survival skills areas in which they had developed.

All pupils said they enjoyed spelling work outside and re-called lots of occasions when they have worked with chalk on mental maths or times tables. PE was also mentioned by all groups, too.

Outdoor learning has been enjoyed by all the pupils. They clearly all value the outdoor lessons and skills they have been learning. They had lively suggestions for future learning and were keen for lessons to continue.

The following list of suggestions was made for future lessons:

- make up their own games
- more den building and exploring in the woods
- make shelters and bird feeders, plant lots of flowers, gardening, make more paint in different colours.
- make bug houses
- explore Crow Wood more
- explore further high into the forest.

The Parent Council contributed significantly, liaising with the leadership team, to the enrichment of the outdoor learning area. Items were purchased and donated to provide different stimuli for children's

learning and play: tyres, planters, chalk boards, games equipment, outdoor mats, and, in the process of being acquired, a moveable trail and climbing frame, and decking for an outdoor class platform.

Next Steps:

Continue to develop the outdoor learning curriculum, both to develop outdoor learning skills and to enhance areas of the curriculum.

Continue to develop the outdoor learning area, by identifying zones and equipment needs, and by continuing to involve parents and pupils.

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 2020-21

Although 20/21 has provided more challenges than usual for families and children to be involved in extra-curricular activities, children are known to have been involved in the following community clubs and activities, family activities, and activities linked to school tuition (music) which all reflect their wider achievements:

- Sailing
- Paddleboarding
- Horse riding, pony club
- Guitar
- Golf
- MMA (Martial Arts)
- Farming

In addition activities that in school that have widened children's opportunities and interests, and which can be used or lead to new interests out of school, have included:

- Bikeability – all children
- Pupils entering Scottish Engineering design competition
- Links with Culture Street organisation to record pupil responses to local Anthony Gormley statue: GRIP
- Sumdog local authority maths competition P4-7

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.

Our Parent Council have been very actively involved in a number of areas, for example:

- Developing our outdoor learning environment, with significant progress made in the provision of equipment.
- Fundraising creatively through the selling of Tote Bags with pupils' pictures of the local area and of Recipe Books with recipes provided by parents and staff.
- Gathering feedback from parents about the change made to a dining centre arrangement for school meals.

Pupils have been involved in discussions about how to develop the outdoor learning area and about further activities they would like.

They have also been asked to give their views how they feel in terms of their wellbeing and about broader aspects of school.

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

Pupils have been involved in decision-making about their learning and school activities in the following areas:

- The Outdoor Learning Pupil Committee expressed an interest in Eco-schools
- The Digital Literacy Pupil Committee have been consulted on which hardware should be purchased.
- The use of the Emotionworks programme has involved the active sharing of ideas, linking to how all children should interact with each other.
- Pupils are regularly asked to contribute ideas for the direction in their learning, and are encouraged to share their experiences from out of school.

Staff have been involved in a range of ongoing training opportunities. Training has meant individuals refresh their practice and share their new learning:

- Support Assistant Professional Development Award
- Early Years Social Studies
- Probationer enquiry
- Acceptance on to Education Scotland Leadership in Teaching

Support staff are encouraged to participate actively in:

- Whole Staff meetings
- Pupil Support planning
- ELC self-evaluation floor books.

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

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

Pupil Equity Funding was directed at the provision of teaching time to support individual pupils who have been identified as disadvantaged. For the pupils identified:

- Attendance was good.
- Good progress in literacy and numeracy has been made.
- There have been no exclusions.
- Engagement in learning has improved during the year, with engagement being positively supported during the school closure period.
- Pupil participation and motivation in school and out of school activities has improved, with good support from external agencies.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	We involve stakeholders in self-evaluation and in our approach to improvement. We regularly reflect on approaches to learning and teaching, and collate and analyse assessment data. We evaluate the progress children make in their learning and adapt the curriculum to include and engage pupils.	Teacher staff meetings, whole staff meetings and Parent Council meetings, Pupil voice. Staff meetings, assessment data. Planning for classes and individual pupils. Improvement priorities for 20/21 focused on areas that had an impact across the curriculum.	3
1.3 Leadership of Change	We are committed to ensure that our school ethos enables all individuals to have success. We have a long-term, strategic plan for improving the school and linking to our partner schools. All staff and stakeholders are engaged in reflecting on areas for development and initiating and implementing change.	Vision, values and aims refreshed in 19/20. Strategic plan in place, linking development of three schools. ELC floor book, Parent Council input into outdoor learning	3
2.3 Learning, teaching and assessment	We are committed to involving pupils in making choices in their learning. Teaching colleagues work closely, having regular dialogue about the curriculum and learners' needs. We regularly track and assess pupil progress.	Pupil surveys. Planning records. Support planning. Assessment records.	3
3.1 Ensuring wellbeing, equality and inclusion	Staff are all committed to the care, guidance and support of all pupils. We undertake our statutory duties with regard to safeguarding and taking responsibility for providing support. All learners, including pupils with significant needs, are included in all activities.	Staff meetings. Staff's daily support of all pupils. Support planning and records.	3

<p>3.2 Raising attainment and achievement</p>	<p>Learners make good progress in literacy and numeracy. Consistent curriculum planning and programmes are leading to sustained pupil progress. Pupils contribute to the life of the school and experience a broad, varied curriculum. Support is differentiated and individualised for pupils with additional support needs.</p>	<p>Assessment records. Planning records Pupil contributions to self-evaluation. Support planning</p>	<p>3</p>
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