



## Standards and Quality Report 2021 – 2022

### Parents/Carers

#### Name of school

Carradale Primary School and ELC

#### Context of the school

Carradale Primary School and ELC is a small school, located within a village community. The roll for 21/22 has been 14 for the school and three for our ELC. The anticipated roll for 2022/23 is 12 for the school, and 4 for our ELC.

For 2022/23 we will have a single P1-7 class, led by our Principal Teacher and our part-time teacher. A Pupil Support Teacher will also provide support one day a week.

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.

We have links to Castlehill and Drumlemble Primary School through the Shared Head Teacher and Depute Head Teacher arrangement across the three schools. The associated secondary school for Carradale Primary is Campbeltown Grammar School in Campbeltown. Carradale Primary is part of the South Kintyre Cluster of schools.

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.

Our Vision, Values and Aims were refreshed in the 2019/20 session and we will review them as we move forward with our planned Rights Respecting Schools initiative in 2022/23.

## Review of SIP | Priority 1 – Learning and Teaching

### Progress and Impact:

Our target for 2021/22 was to embed the key features of a learning and teaching cycle and to involve teachers in the process and the development of ideas through a sharing practice approach.

#### 1 Planning

Our planning approach has been embedded:

- We have a coherent 4 year plan, which can be adapted for one or two class arrangements.
- Each subject is broken down into yearly plan
- Coverage of our P1-3 and P4-7 curriculum is ensured through shared planning, particularly of interdisciplinary learning
- Use of local area has enhanced our planning: e.g. in life cycles and art inspiration topics.
- We engage with partners such as the Scottish Engineering and Message in a Bottle Top competitions and Scotland's Year of Stories to support learning and to develop lifelong skills.
- We ensure physical activity is a strength in our curriculum, e.g. through links with Active Schools Rugby in Virtual Games and Boccia sessions and through whole school swimming sessions.

#### 2 Assessments

Assessment is individualised through the use of:

- Seesaw
- Planning based on review of progress in work
- Tracking and monitoring document updated regularly
- End of term evaluations for individuals or groups
- Assessments to identify pitching of subjects
- Phonics teaching based on end of year knowledge
- ELC information to base planning for P1 on.

Moderation and feedback is ongoing through:

- Termly Assessment (XBRA) discussions
- Maths and Literacy work scrutiny
- Targets set and discussed with P4-7 pupils in writing
- Ongoing discussions with pupils
- Traffic light self-assessment by pupil and teacher
- Constant feedback during lessons
- Children being able to say what their targets are
- Pupils working on reflection journal weekly and recording their next steps

Pupils have opportunities to reflect and recognise their progress against their targets. Star of the week recognises progress in work as well as against school values.

#### 3 Pupil Support

Pupil support is integral to learning and teaching:

- Individual support plans are in place to support pupils in terms of literacy, numeracy and their health and wellbeing.
- Staff work closely across school and ELC to ensure support is flexible and personalised.
- Extended transitions from ELC to school.
- Feedback from Speech and Language Therapy has been fully integrated into support programmes.
- All of the children have been learning Makaton to support their communication.

A number of pupils require support to develop key skills in Listening and Talking, Reading, Writing and Numeracy. Teacher assessment across the school shows that these children are working towards being on track to achieve appropriate levels. Support is individualised so that children can make good progress.

#### 4 Learning and teaching strategies

Effective strategies have been consolidated and initiated as follows during the year:

- The teaching of Number talks has been effective in enabling children to develop a number of strategies and have preferences for individual strategies
- SEAL has enabled P1 and P2 pupils to develop their use of vocabulary in their use and explanation of strategies.
- Individualised approaches have been adopted for all pupils
- Play-based practice has been adopted and will be further developed for P1-3.
- Integration of technology – skills have been improved in word processing and presentations.
- Google classroom, Jamboard, Education City and Sumdog are all used to support and extend learning.
- Outdoor learning is accessed regularly and purposefully.

#### Next Steps:

- Continue to focus on individualised learning and support.
- Embed and strengthen the use of SEAL and Number Talks to develop children's confidence in their use of mental maths strategies.
- Provide focused teaching of spelling, punctuation and grammar skills and opportunities for children to apply skills in independent writing activities for different purposes across the curriculum.

## Review of SIP | Priority 2 – Health and Wellbeing

### Progress and Impact:

Nurture has been a key feature of the school’s ethos during 2021/22 and in recent years. Staff all work together and communicate about pupil’s needs and about how they present as nurturing adults.

Assembly times, led by the Depute Head Teacher, have been important opportunities for staff to meet to discuss ideas for developing within the school, displays and enrichment activities.

Through the Assemblies, the Depute Head Teacher, has led the embedding of the school’s Positive Behaviour Policy, focusing on the High 5 for Respect school rules, developed with the children.

Stars of the Week certificates and constant individual feedback to children have developed an ethos of trust and respect, based on positive relationships.

Yoga and mindfulness sessions, led by a Classroom Assistant, have been run to provide nurture and support for pupils’ emotional health.

As part of our approach to evaluating our provision for Getting it Right for Every Child, pupils are given the opportunity twice-yearly to indicate on wellbeing webs how they feel in respect of the wellbeing indicators for feeling Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included in school.

Given the relatively low numbers of pupils in the school, the percentages can be skewed by individuals’ responses but the results indicate a consistent picture of how children feel. The results in the higher end of the scale used for May 2022 and November 2021 were as follows:

	Nov21	May22
Safe	89%	92%
Healthy	78%	84%
Achieving	78%	83%
Nurtured	89%	71%
Active	89%	75%
Respected	78%	75%
Responsible	78%	84%
Included	75%	84%

There is variation in the responses, reflecting individual choice and understanding of the indicators. The overall view is positive, with areas to focus on both in terms of children’s understanding and in terms of supporting children.

In terms of Nurture, staff consider that it is a strength in the school. Staff identified that the children should view them as nurturing adults and have worked with the children on understanding what the key characteristics of a school nurturing adult are. There is further work to be done in developing pupils’ understanding of nurture as a term.

**Next Steps:**

- Develop children's understanding of their rights through a Nurture and Rights Respecting School approach, a key part of the School Improvement Plan for 2022/23.
- Develop children's understanding of the term 'nurture'.
- Restore and develop community links and curriculum enrichment activities through Covid Recovery aspect of School Improvement Plan for 2022/23 to provide enhanced opportunities for social interaction and breadth of experience of skills.

## Review of SIP | Priority 3 – Outdoor Learning

### Progress and Impact:

Outdoor learning has been developed so that it has been an integral feature of planning and learning and teaching.

Changes have been made as a result of adapting planning and activities, adding equipment to the school site and following the principle of exploring formal, non-formal and informal opportunities in line with Argyll and Bute's progression for outdoor learning.

The children worked together to build a den in the woods. They have had lots of opportunities to explore and develop their communication skills through creative play in the den.

The local area has provided excellent opportunities for STEM activities, enabling a hands-on approach to problem-solving, such as measuring the speed of the water in the local stream and experimenting with dam-building.

The local area has also been used to inspire art, including creating mandalas, sand sculptures and tree bark art.

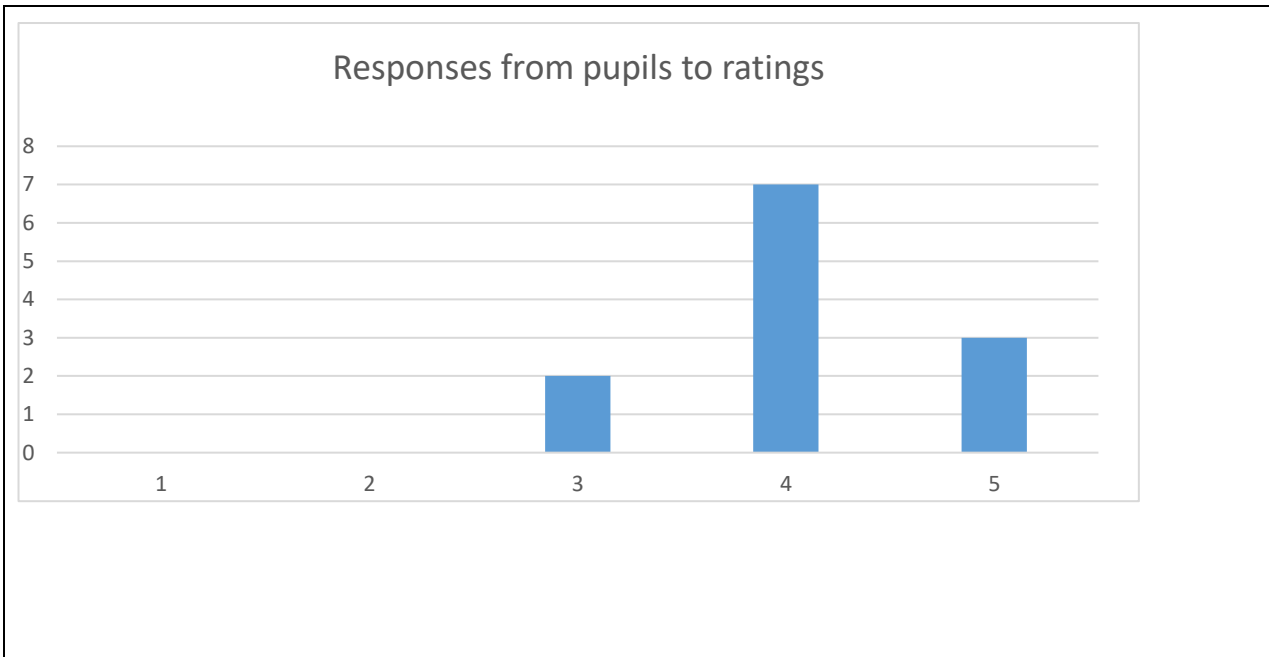
Both ELC and school visit the beach and the local forests to extend their learning. The ELC pupils spend lots of time in their outdoor area playing, growing flowers, exploring insects and cooking over a safe fire.

Pupils were asked to give a response to the changes in outdoor learning and identified

1. 'in the garden we are doing more with plants and spending time outside'
2. 'I like when we go outside more. More moving around'
3. 'Number work outside, outside every day and watering plants'
4. 'liked going and catching tadpoles'
5. 'liked going forest walks, sand sculptures, painting and going to Crow wood'
6. 'the more focus we have on mindfulness'
7. 'being to go into the forest now where we can explore and play'
8. 'There is now a climbing frame'
9. 'Playing at the park. Doing health and wellbeing'

Pupils were asked to measure the changes and their responses indicated that they are aware of the changes to the approach to the curriculum.

- 1- Nothing has changed
- 2- There has been little change
- 3 – There has been some change
- 4 – There has been a lot of change
- 5 – everything has changed



**Next Steps:**

All staff were consulted about what they felt was going well during 2022/23 and outdoor learning was considered a major strength. In terms of next steps, the following areas were identified:

- Extending the use of the local area to include visits to Campbeltown.
- Ensuring opportunities to make use of key aspects of Carradale’s local area, including local art and history.
- Inviting the local community in more.
- Working with the community garden.
- Developing the school’s outdoor learning policy.

## 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 2021 - 2022

Pupils' wider achievements include:

- Involvement in Golf Club
- Involvement in family interests
- Taking up personal interests including learning musical instruments (guitar, keyboard), singing, dancing, horse riding, swimming

The school have extended opportunities for pupils through involvement in:

- The Scottish Engineering Award
- The Message in a Bottle Top art and craft competition
- Scotland's Year of Stories.
- Music tuition (chanter).



## 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.

Children are involved in discussion about school matters in fortnightly assemblies led by the Depute Head Teacher. These assemblies serve as Pupil Council Meetings. During these assembly times, staff hold staff meetings at which they can contribute to discussions about how well the school is doing and make suggestions about next steps. Discussions have included topics such as the implementation of the school's Curriculum Rationale and about what it means to be a nurturing adult.

The school held an open afternoon for parents and families, at which all of the children were given responsibilities to demonstrate aspects of learning to the adults, including number talks, arts and crafts, boccia, and numeracy apps.

Our Parent Council were able to hold a Summer Fayre at the end of the term which gave the community the opportunity to be involved in a school event again.

Involvement in the Message in a Bottle Top and Scotland's Year of Stories have also involved connections with the local community again.

During the Summer Term, the school and ELC also visited Drumlemble Primary to share in Sports Day and STEM activities and to re-start the sharing of activities with our partner 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](https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1)

Staff are empowered to contribute to the learning and wellbeing of all pupils. Support staff contribute ideas very actively to support pupils with additional support needs and ELC pupils.

Classroom Assistant has led yoga and mindfulness activities for pupils.

ELC staff have contributed to the development of play-based learning in the P1-2 classroom and have liaised with school staff regarding extended transitions for ELC pupils.

Pupils are empowered to make choices in their learning in units of work and in leading their own project and having a display space of their own in the school hall.

### 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 targeted teacher support for individual pupils, focusing on engagement, attention, key reading skills, and emotional and self-esteem support.

The impact of the support has been:

- The attendance of the pupils supported has been good.
- Participation and engagement of the pupils have been good, as the pupils are able to interact well and with more confidence with their peers.
- The pupils are making steady progress in their learning and require ongoing support to enable them to overcome the barriers to their learning.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	Self-evaluation and school improvement are integrated into the daily life of the school as staff work well together in creating a caring ethos and looking for opportunities to add interest and to individualise learning.	Staff meetings during assemblies Teaching staff meetings Professional dialogue involving teachers, support and ELC staff.	4
1.3 Leadership of Change	Staff take on leadership roles at all levels. The curriculum is being developed with a strong sense of the school's environment and community.	Three schools arrangements Leading role of Depute Head Teacher in developing 3 Assets Curriculum Rationale and nurturing ethos Staff adopting leading roles within and exceeding own remits	4
2.3 Learning, teaching and assessment	The learning and teaching provision is coherent, relevant and individualised. Pupils are involved in self-assessment. Teacher assessment accurately identifies progress and attainment.	Clear learning and teaching cycle Jotters and displays Standardised assessments Active use of outdoor area and digital resources Development of play-based learning	4
3.1 Ensuring wellbeing, equality and inclusion	The school's ethos is very caring and nurturing with all adults able to contribute to the wellbeing of the pupils. Activities are varied and promote children's decision-making and cooperation.	Support Plans Focus on nurture Observations of pupil interactions and confidence Positive communications with parents Displays relating to ethos and curriculum rationale	4
3.2 Raising attainment and achievement	Pupils are making good progress. Where barriers to learning are identified, additional support is provided in order for pupils to attain more highly.	XBRA and ACEL assessments Standardised assessments	3