

Standards and Quality Report 2022 - 2023

Parents/Carers

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| Name of school |
| Carradale Primary School and ELC |

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| Context of the school |
| Carradale Primary School and ELC is a small school, located within a village community. Carradale’s local industries include farming, forestry, fishing and tourism.  The roll for 22/23 started at 10 pupils but has grown to 15 over the year and our ELC began with 2 pupils but has grown to 5. The anticipated roll for 2023/24 is 16 for the school, and 5 for our ELC.  For 2023/24 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 began to review them as part of our Rights Respecting Schools initiative in 2022/23. |

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| Review of SIP | Priority 1 |
| **Progress and Impact:** Nurture and Rights Respecting Schools |
| This year saw a wide range of strategies to promote and embed our nurturing culture and being a genuine Rights Respecting School.  We have achieved bronze RRS status and are now working towards Silver.  We were awarded the A&B Bronze Nurture Committed Award.  Assemblies have been used to further the RRS agenda, collect evidence and plan forward with the children.  Both Nurture and RRS have been given a high status in the school and ELC with clear displays which form the basis of conversation and review.  A safe space was created following feedback from the pupils.  Pupil feedback and discussion reflect increased awareness and understanding about nurture and RRS.  The Building Hands reward wall continues to be used and valued by the children.  Staff development time was used to develop our nurturing approach.  There have been no incidents of peer relationships being escalated to SLT.  Wellbeing Web feedback shows an increase of 12% of pupils feeling respected in school – now 87%.  ELC staff signpost the rights throughout the environment and raise rights at given opportunities as appropriate. Work has been developed in responsive planning and the right to choose activities and children planning their own learning. Modelling best practice in nurture occurs at all times with constant instances of this being adopted practice of the children. |
| **Next Steps:** |
| Further embed Nurture principles through developing peer buddying and support – particularly important for our new P1s as they transition from ELC.  Continue in our work on RRS, maintaining its high profile across the school and ELC.  Aim to achieve Silver awards for both RRS and Nurture.  Explore opportunities for sleep and rest in ELC.  Work on developing children’s understanding the links between nurture and leadership. |

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| Review of SIP | Priority 2 |
| **Progress and Impact: Covid Recovery** |
| This has been an important aspect of the school’s development this year.  Parents have been consulted and continue to be consulted about their views and desired focus in this area.  Two open sessions were held for parents in which children shared their learning, modelled teaching approaches and performed for their parents. One was a numeracy focus, the other a literacy one. The literacy event was also linked with World Book Day for which a live author visit was arranged.  Seesaw has been updated regularly with information about literacy, numeracy and learning across the curriculum.  A shared visit with Drumlemble was arranged in June and a shared transition programme across the three schools with a maths focus ran during the Spring term. Furthermore, Bikeability was shared with Castlehill in the Summer term.  Further opportunities to widen our experience came through participation in a number of events such as the Queen’s Green Canopy tree planting, the Space Day at MACC and the Digital Animation Project with Campbeltown Picturehouse.  Our involvement in the community increased, too, with the school’s creation of the Coronation Games for the village Coronation celebration, filling and burying a time capsule with SSE, creating artwork with the Clyde Fisherman’s Trust and supporting Parent Council events such as bingo night and the Summer Fayre.  The impact overall on pupils has been that their experience of wider achievement activities within the school has been rebuilt to a pre-covid level and in many ways enhanced, the above activities and partnerships extending learning in a number of curriculum areas: literacy, health and wellbeing, STEM, digital learning, expressive arts and social studies.  Feedback from our partners was universally positive.  Activities were developed to support emotional resilience such as Lego therapy and BMT. |
| **Next Steps:** |
| Further community involvement events should be planned throughout the year.  Termly open sessions should be added to the school calendar on an ongoing basis.  The use of Seesaw should be reviewed – we should consider pupils managing their Seesaw and build this into weekly review.  We should consult pupils, parents and the wider community about their views and preferences for future involvement.  Consider creating a homework club for parents and children.  ELC – continue to develop social skills and language skills in a range of situations incl. introducing PATHS from the beginning of the year.  ELC – explore opening Bookbug across the wider community. |

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| Review of SIP | Priority 3 |
| **Progress and Impact: Literacy and Numeracy** |
| These two areas were of the highest priority for teaching and learning this year.  The timetable meant that the two areas were planned and taught explicitly throughout the year every morning with teaching arrangements allowing for focused support as much as possible. Any cross-curricular/visits were scheduled so as not to encroach on literacy and numeracy time wherever possible to ensure continuity and maintain focus.  Numeracy:  SEAL was taught explicitly in small groups throughout the year. When new pupils arrived they were assessed as appropriate and allocated a SEAL group. Pupils progressed well throughout the programme with 2 pupils completing all levels by Easter 2023.  Our Principal Teacher attended LA training on SEAL and was thus able to deliver the programme with greater understanding of skills progression.  Number Talks was also taught throughout the year to pupils in P4-7 and reference sheets have been incorporated into the pupils’ daily practice.  Planning for both programmes was incorporated into daily planning structure.  All pupils made progress commensurate with their starting points and their age/stage/learning plans.  Quality Assurance procedures showed pupils using their strategies successfully and positive responses about their work on their programmes.  Literacy – Writing  Moderation with Drumlemble showed good progress in developing extended writing structures and processes. Our Principal Teacher has joined the local authority moderation programme.  Sessions in grammar, spelling and handwriting were incorporated into the weekly plan.  Writing targets were agreed with pupils and reviewed regularly with a final review in May.  An extended writing focus and the process for writing were taught for a wide range of genres throughout the year.  Pupils fed back increased confidence and pride in their writing.  Pupils were noted to secure spelling/punctuation/grammar strategies in discrete tasks but are not universally applying the knowledge in extended writing tasks.  Although there are some improvements in the presentation of writing, this will continue to be an area of development.  Quality assurance procedures showed pupils making progress in specific skills and making positive responses about their work.  The majority of pupils made good progress with regard to expected levels of attainment in literacy and numeracy with other pupils who have additional support needs making progress within their own levels. |
| **Next Steps:** |
| Numeracy  Where pupils are becoming more numerate and adept at using a wide range of approaches, they need to further embed SEAL/Number Talks approaches to continue their development.  Furthermore, they now need to develop those skills and use them in applied contexts and problem solving opportunities.  ELC – re-introduce BooZoo for younger cohort as appropriate.  Ensure play classroom includes play resources, rotated and refreshed regularly, for younger learners.  Literacy  Pupils need to continue working on skills for writing but they must also now be taught to transfer those skills to extended writing as well as develop further their proof-reading and editing skills.  A school marking focus for grammar should also be adopted.  We should consider adopting more structured handwriting programmes for pupils who require support to develop their handwriting skills.  ELC – re-introduce helicopter stories four younger cohort as appropriate.  Ensure play classroom includes play resources, rotated and refreshed regularly, for younger learners.  Link literacy and home learning and involving parents through sending home story sacks and games at P1.  Moderation  Enhance pupil progress discussions with partner schools and local authority colleagues by embedding the practice of shared evaluations of samples of pupils’ work.  Build on Principal Teacher’s engagement with Argyll and Bute’s Moderation Platform and take part in further authority-wide initiatives alongside partner and cluster school. |

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| 1.1 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. |

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| Wider achievements |
| Wider achievements were offered through engagement with Active Schools, for example, Playground Buddies training programme, Virtual Games competitions, and encouraging pupils to attend out school clubs such as Women and Girls’ golf. (We were a host venue for this club in inclement weather.)  Further opportunities were found wherever possible: MACC Space Day, SSE partnership, Digital Animation Project, Clyde Fisherman’s Trust partnership.  Regular assemblies encouraged pupils to share and celebrate their wider achievements.  Assemblies were also used to track and monitor participation with plans discussed and activities sought for those pupils who appeared to have fewer opportunities.  Most pupils are experiencing a range of wider achievement activities outside of school.  Next steps:   * Explore further sustained opportunities for wider skills development, e.g. music lessons, blocks and programmes. * Extend tracking of wider achievement to include tracking of skills development. * Continue to provide wider achievement opportunities within school to enable all children to access wider achievement opportunities. * ELC – embed the use of a ‘wow’ table. |

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| Summarise progress and next steps in relation to pupil equity funding |
| Lego Therapy – colleague trained and the programme began. We need to continue Lego Therapy, building it into the school timetable from the beginning of the new academic year.  Resources researched and purchased to accelerated progress in reading. We now need to embed use of resources purchased with the target groups.  Maths resources were researched and purchased. They have been incorporated into planning and used regularly. We need to continue to use these books and materials – pupils feed back that they like using them and teachers feed back that they are well-focused on key skills. |

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| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1  Self-Evaluation for Self-improvement | Staff are involved in self-evaluation and in planning for school and ELC improvement.  Staff are involved in sharing practice and moderation activities around improvement areas.  We focus on key areas of attainment and achievement and involve pupils in planning for next steps. | Staff regularly contribute ideas for school development in whole staff meetings.  School and ELC staff regularly meet and share ideas regarding learning themes, such as Landscapes for learning, which involve evaluation of practice and planning for the development of learning and the school environment.  Pupils are regularly consulted regarding the development of the school, e.g. in the design of a nurture space and of outdoor learning zones. | 4 |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | We are committed to developing a shared vision for our school and ELC.  We plan strategically to achieve continuous improvement.  Staff at all levels take responsibility for initiating and implementing change. | We have utilised the Nurturing School and Rights Respecting Schools approach to embed our Vision, Values and Aims. Pupils are able to articulate are values.  School and ELC staff have worked together in developing approaches to nurture and to the design and use of outdoor areas. | 4 |
| 2.3  Learning, teaching and assessment | We are committed to creating and sustaining a warm, nurturing environment in which pupils feel confident and can engage in their learning.  Our teaching is underpinned by our curriculum rationale, and differentiated and individualised to meet the needs of all children.  Assessment is integral to our planning of learning and teaching.  We plan, track and monitor learning over different timescales. | Quality assurance observations show that pupils engage in learning and respond positively to tasks and challenges.  Pupils are able to discuss the key elements of our curriculum rationale.  Pupils are observed in learning walk observations making good progress working on differentiated activities within lessons.  Tracking and monitoring records include formative and standardised assessments which are used to inform next steps | 4 |
| 3.1  Ensuring wellbeing, equality and inclusion | We work with all stakeholders in making pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.  We ensure inclusion and equality for all learners by individualising support and by providing a range of wider achievement opportunities. | Most pupils are able to articulate positive views in respect of all wellbeing indicators.  Support planning shows individualised strategies and target-setting. | 4 |
| 3.2  Raising attainment and achievement | Pupils are making good progress in all organisers in literacy and numeracy within their own levels and are making good progress over time.  Pupils are provided with opportunities to experience wider achievement and contribute to the wider community through for example, participation in local initiatives and projects.  As a school community we strive to provide an inclusive, nurturing and caring environment for all our learners. | School and local authority tracking and monitoring shows progress is monitored and areas for support identified regularly and closely.  Wider achievements are celebrated in school through assemblies, Seesaw, newsletters and our Wider Achievement Wall  The school achieved Argyll and Bute Nurture School Bronze level of accreditation and the Rights Respecting Schools Bronze award. | 4 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory