

Standards and Quality Report 2023 – 2024

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 23/24 has fluctuated between 16 and 14 pupils throughout the year and our ELC roll has grown to 6. The anticipated roll for 2024/25 is 12 for the school, and 8 for our ELC.  For 2023/24 we began with a single P1-7 class, led by our Principal Teacher and our part-time teacher. A Pupil Support Teacher provided support one day a week. This changed in late November when a full time class teacher was appointed for the remainder of the academic year and the class - P1-3 and P4-7 - was split for mornings and 2 afternoons per week. In the session 2024/25, the single class model will be reinstated, led by a Principal Teacher and a part time teacher. A Pupil Support Teacher will work in school 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.  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.  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. |

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| Review of SIP | Priority 1 |
| **Progress and Impact: Embedding Rights Respecting Schools and Nurture Vision and Values** |
| We have embedded the practice of older pupils buddying younger children. The ELC children are asked to choose a buddy for joint working. This has enabled younger pupils to be supported and older pupils to grow in confidence, taking on nurturing roles.  Rights Respecting Schools signposting is around the school, forming regular parts of display, featuring on Seesaw and Facebook posts and in publications such as newsletters. Our assembly programme is complemented in follow-up lessons and references have been observed in interactions with pupils, for example when a pupil shouts out, they are reminded of the need to respect everyone’s right to be heard and be listened to, as well as article 28, the right to an education. Rights are now also referenced in both ELC and school daily planning. We are currently preparing evidence for RRS silver assessment and it is hoped that an assessment date can be made either at the very end of this term or the beginning of the next. We ran an RRS specific event for parents in term 2 and our term 3 parents event continued the theme and awareness-raising. Although parental feedback was positive, staff feel that we need to do more to share the RRS agenda and engage parents in it further.  Rest spaces have been designated in both ELC and school and have been used by some children. Children recognise sleeping time and space needed by others.  Our Pupil Council has been refreshed with nurture leadership being modelled and supported. ‘Lego Leaders’ has followed similar guidelines and expectations. This approach has also been adopted when creating work pairing structure – recent observations showed evidence of older pupils adapting their leadership style and developing the nurturing and supportive aspects of this. Modelling to children in group work has also resulted in pupils emulating a nurturing approach with peers e.g. working in Lego Leaders then in lessons with one another.  The Glasgow Motivation and Wellbeing Profile was trialled with our learners earlier this year and, along with the children, it was evaluated for its effectiveness for our setting. Although the evaluation was positive, it was felt that the process of creating the Wellbeing Webs suits our small context better, where such a small cohort cannot provide a large data set to analyse. |

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| **Next Steps:** |
| We will continue to develop further structures for embedding nurturing relationships such as discrete ELC/peer reading time and tie this in with adult reading volunteers. We will also develop this approach further with other structured activities with our ELC – for example, individuals playing with an ELC child will be a regular Fun 31 option. Furthermore, we will develop work with Lego Leaders and other groups to highlight and emphasise a nurture approach.  We will continue our RRS focus throughout school and ELC, reviewing, developing and embedding so that RRS will continue to be high on our agenda and a constant work in progress. RRS will be included in pupils’ school Seesaw work which will be moved to Friday morning’s literacy activity to provide more focus, detail and rigour. In addition, we will consider further methods of working with parents on RRS - different sorts of events and approaches to be explored.  We will achieve Silver status in both Nurture and RRS and move to process of achieving Gold.  We will establish the safe sleep policy and practice using the ELC’s as a model.  We will continue using the Wellbeing Web in school and consider developing a wellbeing indication system for ELC.  We will develop and implement a Relationships Policy in line with Argyll and Bute guidance.  We will review and extend our systems for measuring the impact of the RRSA and Nurture initiatives. |

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| Review of SIP | Priority 2 |
| **Progress and Impact: Community Engagement and Involvement** |
| Lego Therapy has run as Lego Leaders for pupils throughout the year. Evaluations from the children reflect their enjoyment and recognition of developing communication skills but they have not noted an impact of their concentration or learning skills. Staff observations have noted better focus in group tasks and in group roles and communication. The use of Leuven Scales has been explored with a view to developing more regular opportunities for assessment through the year.  Community events have been arranged throughout the year, including the Christmas play and joint Parent Council / School events such as our Christmas Fayre and Bingo Evening. The joint Parent Council/Community/School Litter pick was well supported financially by the community. An enterprise project of selling seed bombs in the local shop has been very well received. We are planning school funding events for a different demographic, based on uptake and participation in events this year.  Termly sessions for parents are now established as part of the school calendar and are well-attended, with all families represented in almost all events. Results from our parental questionnaire show that parents feel they know what their children are learning and that they enjoy the events. A desire to continue these was universal, with a wide range of interests and subject areas requested. We will use the feedback to plan for future sessions.  Further feedback will be sought through the annual questionnaires to parents (both ELC and school) and a questionnaire for all stakeholders will be issued to complete this work. Pupils will create the questionnaires, collate and analyse the data as their final maths project of the year.  In school, Seesaw has been used mostly by the children to record their week’s work and achievements. However, evaluations show that there is much to do in supporting the children’s critical language and working with this media. Their experience of social media affects their ability to regard Seesaw as a more formal medium. Although evaluations, peer assessment and review is incorporated into learning, much needs to be done in developing the children’s self-review skills. In ELC, Seesaw has continued to be a vital part of communication with home and in recording the children’s achievements.  School and Parent Council work well together and will continue to liaise to provide events that both support the school and build links with the community.  After-school activities – we have run Young Sports Leaders clubs, are supporting Baldy and Millennium Football Cups and have offered weekly Lego Club from February 2024. The Parent Council were seeking to run an after-school club with the support of Active Schools but they have found a challenge in getting volunteers. We have approached the village art group about offering art club at school and are awaiting feedback.  Our community engagement and wider achievement work this year overall has enabled us to consolidate partnerships with Active Schools, members of the local Forestry and Fishing workforce, the Campbeltown Picture House and MACC Developments. We have established new partnerships with UHI through the Lego Spike series of lessons, with the local Carradale shop by selling pupil-made items and being given a donation to school funds and with the Carradale Community Trust who are looking to provide transport for pupils for wider achievement opportunities.  This work has enhanced our curriculum provision and pupils skills in various areas: Health and Wellbeing (Lego), Expressive Arts and Enterprise (Parent Council / School events), Rights Respecting Schools, Nurture and Sustainability (Parent Open Sessions), pupils’ reflective thinking skills (weekly Seesaw reflection activities). |
| **Next Steps:** |
| Use Leuven scales with pupils targeted for intervention at outset of new year, then at intervals linked to assessment and review calendar dates.  Develop the use of Seesaw for reviewing and understanding learning.  Further develop working with the community – train and deploy community reading volunteers; plan a community thank you event for pre-October; engage with the community transport development group.  Use feedback from surveys to work with the Parent Council to create sustainable and manageable fundraising work.  Use feedback from parents’ events to plan parents’ programme in 2024/25, including joint learning with children.  Use feedback from pupils and parents to create after-school opportunities. |

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| Review of SIP | Priority 3 |
| **Progress and Impact: Curriculum Development** |
| Numeracy  Ongoing work on number talks and SEAL has shown greater facility with number, particularly with the P4-7 group. Lesson observations have shown pupils working successfully on the SEAL programme concurrently at different levels and pupils working confidently in the application of a range of strategies in Number Talks. Children are still challenged by problem solving, however. Problem solving was incorporated into the weekly programme from the beginning of the year and has been a part of the daily maths routine for the summer term, with teacher modelling of approaches then pupils trialling the same type of problem. Pupils are being supported in the transference of SEAL mental maths skills into written work or where there is a literacy demand in the reading of questions.  Play – work has been done to vary opportunities in the play classroom. Engaging children further and varying play habits are areas for development.  Literacy  The development of skills for writing is ongoing. Weekly activities on sentence level and word level work are showing impact in pupils’ ability to proof-read and re-draft in their writing. In P1-3 progress is uneven. Written work shows in P4-7 a greater understanding and application of learning in use of connectives, literary devices and structuring of texts. There is some good evidence of progress in this area in assessments. There is still much more to do to build skills, transference, confidence and independence.  Marking – An individualised approach as part of teaching and guidance enables pupils to be given ongoing verbal feedback and written summative feedback as appropriate, linked to their targets when possible.  A handwriting programme was adopted and has been followed but handwriting continues to be a challenge for a number of pupils. Pupils have fed back that presentation is a concern for themselves. Opportunities to develop IT skills and present work using Word are provided to support the development of alternative methods of recording.  Reading - Story sacks and games have been sent home at P1 and this has been well-received. Discussion of skills has been built into sentence work each week, as well as incorporated into literacy lessons, for example, teacher emphasises grammar/punctuation focus in novel as pupils are reading, making connections across work. Pupils have review built into learning throughout the day and much use has been made of peer assessment, focusing on the skills being taught. In addition, progress reports include reference to skills in Summer reports and throughout the year in parent conference discussions.  Moderation – The Principal Teacher’s work with Northern Alliance and with LA QAMSO group has been productive. It enabled her to support colleagues in moderation and assessment judgements and to help teachers consolidate their understanding of benchmarks. The cluster moderation event in November was very useful for moderation and establishing partnerships and professional dialogue. Assessments agreed through the moderation process built teacher confidence.  Planning – The streamlining of planning and tracking has been ongoing throughout the year and reviewed regularly by the team. In the ELC, the new Personal Learning Plans are working and are proving a good communication tool with parents. A streamlined approach to Seesaw in our ELC has been productive. The simplification of school planning has eased the administrative load. The school curriculum plan has been re-structured for one multi-composite class.  Work with partners has been focused and productive. Re-establishing the partnership with Drumlemble through shared learning visits produced positive writing work. Work with the GRAB Trust resulted in two beach cleans and expert teaching. The Lego Spike programme led by UHI was very well received by the pupils and provided a useful professional development opportunity for staff. Street Drumming enhanced our music offer for pupils, also opening their eyes to world music. Swimming lessons gave pupils essential skills, enabling non-swimmers to become swimmers by the end of the 6 week block. Links with local industry/SSE/BAM were explored by the Principal Teacher, in preparation for a new engineering project due to begin later this year.  A child-led learning approach is very much embedded in the ELC and weekly planning and PLPs reflect this. In school, pupils continue to feed into plans for learning, particularly in interdisciplinary learning. In terms of review, pupils are increasingly able to self-evaluate with scaffolding and guidance. The ELC have been encouraging children to show/help their friends learn new skills as their review focus.  We have sought many opportunities to develop wider achievement - Beat the Street, Baldy and Millennium Cups, 500 words and the Young Writers Mini-sagas competition are examples. We have welcomed partner learning with the police, the fire service and Poppy Scotland. 2 pupils have been taking chanter lessons and are progressing well, now being keen to perform at the end of term. |
| **Next Steps:** |
| Literacy and Numeracy  Develop the maths curriculum to allow transference of SEAL skills into formal maths. Continue number talks and developing problem solving skills. Add discrete problem solving session each week, including outdoor opportunities.  Play classroom – focus on setting to complement the curriculum; co-working with ELC.  Join the LA-led tools for writing programme 2024-2025  Develop use of target reviews, calendared after assessment weeks throughout the year.  Handwriting - Develop use of set examples. Adopt a system of reviewing and re-writing to improve. Provide a weekly reward, the use of a special teacher pen. Explore ELC approaches to sensory experience of writing. Continue handwriting programme incl sensory/fine motor activities.  Continue and review resources and strategies for closing the gap.  Develop methods of transferring good review work in lessons into personal reviews, using iPads and noticeboard area in classroom to record in real time, for example.  Continue developing homework links, including possible after school parent/children weekly sessions.  Planning etc  Work with Depute Head Teacher to establish moderation programme across 2 schools.  ELC - Use teacher time to work on planning and review. Principal Teacher to calendar review of progress with planning for literacy and numeracy. ELC weekly planning sheet to link PLPs explicitly.  Work with partners - Continue practice and link with curriculum.  Child-led learning - Develop planning model with school for one afternoon a week – plan, do, review – using ELC good practice. Use interdisciplinary learning aspects for children to teach, supported by adult.  Wider Achievements – Continue seeking activities and programmes. Explore further accreditation possibilities. Explore use of new community transport taking children to clubs. Explore introduction of drama club and possibility of extending to ELC children. |

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| Review of SIP | Priority ELC |
| **Progress and Impact:** |
| Much of earlier sections of this document relate directly and refer to the ELC’s work this year. Whole school and ELC priorities of RRS and Nurture have been reviewed in previous sections, as has and community engagement.  Social Skills and language – PATHS has been focused on our learners’ needs. All children responded well and are showing greater ability to listen and follow instructions, participate in structured, adult-led activities and co-operate more effectively with peers. Going out to community for visits and experiences, such as walks and to the café, have been helpful in developing the children’s language skills, where they have shown an ability to put into practice their learning and show more confidence in their interactions on visits in the community.  Bookbug was not developed as we had hoped. Plans for a link with the toddler group were not able to proceed as the toddler group dissolved.  Numeracy work has been focused through PLPs and, as a result, personalised and targeted, resulting in individual children moving forwards in their achievement of milestones.  Helicopter Stories continues to be strong and results in engaged structured story-telling, imaginative play and co-operation. Observations show, and children feed back, that they enjoy this activity and it has been key in supporting the smooth transition of our P1 pupils.  Curriculum development – as stated earlier in this document, the introduction of PLPs and our new planning approach has resulted in a simpler, more streamlined system that feeds well into progression reviews. |
| **Next Steps:** |
| See previous whole school next steps for RRS and Nurture.  Continue use of and development of PATHS.  Explore use of a programme to support literacy teaching.  Explore introduction of SEAL programme.  Continue Helicopter Stories – include continued opportunities for working with the school for both appropriate literacy learning and buddying/nurture.  Evaluate impact of future ELC to school transition arrangements through parent questionnaires and the gathering of pupil feedback. |

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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   * What opportunities for wider achievement were offered? * What systems are in place to track and monitor participation? * How have you addressed any gaps in participation? |
| We have created many opportunities to develop wider achievement e.g. Beat the Street; Baldy; Millennium; 500 words and Mini-sagas. We have welcomed partner learning with the police, the fire service and Poppy Scotland. Two pupils have been taking chanter lessons and are progressing well, now being keen to perform at the end of term. The school competed in all Virtual Games competitions. The Parent Council will be continuing to look to set up an after-school club for pupils in the 24/25 session.  We track participation in school wider achievement provision with registers and 100% of pupils have accessed at least one or more lunchtime activity and out of school activity. Sports are the most popular lunchtime and after school activities and Lego Club has proved popular consistently with a small group of 6 pupils, principally P1-4. Our wider achievement wall reflects ongoing pupil outside interests and wider achievement assemblies celebrate and share these.  We do however, have gaps in participation – transport for families is a challenge in some cases. Beat the Street was very much supported and reviewed in school as well as at home. Information is shared via media, social media, newsletters and parents encouraged in person.  A clear future priority must be sourcing accredited wider achievement opportunities. |

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| Summarise progress and next steps in relation to pupil equity funding |
| Ongoing work for closing the gap has focused on using PEF funding for Education City and Nessy. We have also used funding to purchase a range of resources such as new reading books and a handwriting programme which are contributing to both engagement and progress.  The end of year Progress and Achievement data shows that pupils are making progress on their journeys.  Good progress was made by individual pupils with additional support needs.  Next Steps are:  Continue Lego Leaders and explore alternative methods of quantifying impact.  Work with Carradale Community Transport Group to access transport for children for out of school activities.  Continue Lego Club.  Explore securing a sports coach to run an after-school sports club.  Continue subscriptions to Nessy and Education City.  Offer staff-led, personalised intervention work and sessions for reading in the case of those pupils struggling to close gaps.  Writing enhancement activities. |

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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 engage in moderation activities with partner schools and in authority-wide arrangements.  Through our Quality Assurance calendar we evaluate progress and areas for development and promote the involvement of all staff in the self-evaluation.  We focus on key areas of attainment and achievement and involve pupils in planning for next steps. | Staff contribute ideas for school development in whole staff meetings, have reviewed the SIP throughout the year and created the new SIP priorities.  School and ELC staff regularly meet and share ideas regarding learning themes and work together on QA, which involves evaluation of practice and planning for the development of learning and the school environment.  Pupils are consulted regarding the development of the school, e.g. in the design of a nurture space and of outdoor learning zones and on the evaluation of the SIP. | 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.  Parents engage positively with the school agenda at all events. | We have utilised the Nurturing School and Rights Respecting Schools approach to embed our Vision, Values and Aims. Pupils are able to articulate our values.  School and ELC staff work together in developing approaches to nurture and to the design and use of outdoor areas.  Parent feedback reflects satisfaction with the school and a desire for further joint learning activities. | 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 is working towards Argyll and Bute Nurture School Silver level of accreditation and the Rights Respecting Schools Silver award. | 4 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory