



Standards and Quality Report 2019-2020

Name of school

Ulva Primary School

Context of the school

Ulva Primary School is a non-denominational, co-educational school, situated close to Ulva Ferry where there is a boat link to the charming Isle of Ulva. The present role is 8 and the stages covered are P2 – P7. We have two classrooms in our school, an office and small kitchen area. The beautiful outdoor environment is used regularly by the school for learning and teaching including our beach school. It is mainly a farming community, with a fish farm situated close to the school. Ulva Primary School was last inspected in 2012. In 2016 we successfully bid for £3,000 from Food for Thought, Education Fund. This led to a lunch initiative where the pupils select / create a soup each week for lunch. This promotes equality as Ulva does not have a kitchen facility. In 2017, Ulva Primary received £7,200 Pupil Equity Funding to help close the poverty related attainment gap and in 2018, we received £6,480. This money was used for staff training, and literacy, numeracy and health and wellbeing resources. Following suggestions from parents, we also used this funding to support a breakfast club and fruit at break. These initiatives the parents found so worthwhile, that the Parent Council are now funding it themselves. We also received suggestions from parents and pupils to help fund after-school clubs which we did and they were very well attended.

The school has been adapted in accordance with the Disability Discrimination Act. The school can be 'let out' to organisations during term and holiday time. To acquire information on costs of lets and availability of the school, applications should first be made to Lorn Community Letting, Oban, Tel: 01631 567955. Parents, guardians, and carers should note that the working capacity of the school might vary depending upon the number of pupils at each stage and the way in which the classes are organised.

Lochdonhead and Ulva Primary Schools are partner schools. They both have a welcoming and friendly ethos, the result of close co-operation of the staff, very supportive Parent Councils and a close involvement of pupils, parents and the wider community. Positive relationships are encouraged and staff and pupils share a sense of belonging, pride in the schools and mutual respect. The children are encouraged to respect the opinions of others and to confidently express their own feelings and thoughts. We have a happy, positive learning ethos with high expectations of pupil behaviour.

The schools have excellent relationships with the communities. We have worked closely with the local residents to find out how we could support each other and build partnerships. In both schools, this has resulted in the pupils forming and running enterprise businesses, providing regular cafés for both communities, developing rich learning through this meaningful context and benefitting from the

expertise of members of the local community regularly coming in and working with us. Our profile in the community has been raised with the external work we have undertaken i.e. beach clean events, Cyclesportive, and evening events. Our work has been recognised by the Better Energy School Awards, Scottish Enterprise Academy and Education Scotland.

We support the work undertaken by Ulva Community School Association and are very grateful for their continued support of the school. We regularly invite parents and community to come into the school and work with us to share their expertise and celebrate our achievements.

Ulva and Lochdonhead Primary Schools are part of the North Mull Cluster Group, which consists of Tobermory High School and its feeder primaries Salen and Dervaig. Along with Iona and Bunessan, who feed into Oban High School, we form the Mull and Iona Co-operative. This provides close links within the area, prevents educational isolation of pupils and staff and provides opportunities for pupils to mix prior to their transfer to high school.

Shared Vision

Ulva and Lochdonhead Primary schools provide an active, safe, nurturing and caring environment in which all pupils achieve their full potential and have the confidence and skills to meet the challenges of the future. Our shared vision is underpinned by the Argyll and Bute Education Vision and Strategy policy 'Our Children Their Future'. In consultation with the pupils, parents and staff, the vision and values were re-visited and agreed at both schools in May 2018. The vision and aims are shared, but both school identified different values as they were particularly tailored to the pupils in the school. In 2019, parents were asked by questionnaire if they knew and understood the school's vision, values and aims and all parents responded positively. We will continue to ask pupils if the values still reflect their experience.

Ulva Values

- Kind
- Respectful
- Hardworking

Lochdonhead Values

- Positive
- Caring
- Respectful

Aims:

- To raise educational attainment and achievement for all.
- To use performance information to secure improvement for children and young people.
- To ensure children have the best start in life and are ready to succeed.
- To achieve the best outcomes for each child through partnership between pupils, staff, parents and the wider community.
- To ensure that children feel a sense of achievement in all that they do.
- To celebrate social and cultural diversity so that everyone feels valued and respected.
- To help children to develop a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future.
- To enable pupils to become responsible and environmentally aware global and responsible citizens through our Eco work, Nature Trail, Forest School and Beach School.
- To value and celebrate children's contributions to our community and society.
- To encourage pupils to maintain high standards of behaviour at all times.
- To develop enquiring minds, enterprising skills and embrace lifelong learning.
- To develop the future young workforce; developing skills for learning, life and work.
- To strengthen leadership at all levels.

Review of SIP | Priority 1

Progress and Impact:

- Following PATHs training for all staff at the in-service day in August 2019, the PATHs programme is used on a daily / weekly basis. This has improved social and emotional wellbeing of all pupils. Pupils' self-esteem, motivations and confidence has increased.
- Joint school Growth Mindset workshop in Feb 2020 encouraging pupils to think positively and develop a more positive approach to their learning and capabilities.
- The SHANARRI indicators are used to facilitate discussions with pupils. Behaviour has improved. Pupils more tolerant, calm, respectful, able to share emotions.
- Staff were trained on the impact of ACEs (Adverse Childhood Experiences) ensuring that they feel skilled and confident to support pupils.
- We achieved Unicef Rights Respecting School Silver Award in November 2019 building pupil voice and establishing ourselves as Global Citizens.
- Almost all pupils' attainment in literacy and numeracy improved.
- Woodland Trust Bronze and Silver Award achieved– led by Clerical Assistant. Now going for Gold. Building strong partnership links with The Island Ranger, North Mull Woodland Trust and The Ulva Community.

Next Steps:

- PATHs will be regularly used following lockdown. Regular questionnaires will be given to measure impact of PATHs.
- Trauma awareness training for all staff in June and a revisit on return from lockdown.
- Aiming for Woodland Trust Gold Award – possibly 2021.
- Going for Rights Respecting School Gold Award – possibly 2021.

Review of SIP | Priority 2

Progress and Impact:

- Pupils' literacy and numeracy targets are clear. Pupils are more engaged in their learning by setting their own success criteria and this is displayed in class / jotters.
- There are improvements in pupils' language skills and this is evident in regular assessments.

Next Steps:

- Literacy and Numeracy policy is to be updated in 20/21
- PT Ulva is creating rolling programme for writing

Review of SIP | Priority 3

Progress and Impact:

- Due to the low numbers in Pre-5 children at Ulva Ferry we were unable to implement a Toddler Group.

Next Steps:

- Continue to run a wide range of family events where parents bring their toddlers to the school on a regular basis.

Review of SIP | Priority 4

Progress and Impact:

- Support lifelong learning by equipping the pupils with the language of skills. This language is used to record their learning on Seesaw.
- Seesaw is used as a learning tool throughout lockdown and 100% of families were engaged.
- We developed our outdoor curriculum through our polytunnel work. The pupils used the harvested food in food technology.
- To promote enterprise and entrepreneurship the pupils created keyrings and magnets to sell locally.
- The pupils have active roles in Community Cafés, Pupil Council, Polytunnel, Woodland Trust Award and Rights Respecting School Award.
- World of Work Topic. We worked with many partners from the local community, including local business owners, who shared the skills needed for a wide variety of careers.

Next Steps:

- Aim for 100% parental engagement with Seesaw.
- Further develop outdoor learning using school grounds.
- Complete enterprise work to sell when appropriate.

Review of SIP | Priority 5

Progress and Impact:

1.

- P6 & 7 pupils were given the opportunity to meet with cluster school pupils throughout the year to support transition.
- High School Maths Teacher visited schools with the S6 Maths Ambassadors.
- Extended transition in place for our P7s started in Jan 2020 with visits to THS with Head Teacher.
- Online transition class set up by THS for P7s so that the new S1s will move to THS feeling supported, equipped and confident.

2.

- Following our Parental Engagement survey we used feedback received to create a new Parental Engagement Policy in December 2019 to ensure that parents felt involved in the school and in their child's learning.
- Following parental consultation, the class newsletter has become simpler – less educational jargon.
- 'WOW' slips were sent home to enable parents to share home successes with the school and increase parental engagement. Most families are engaged.
- To increase parental engagement, parents were involved in planning the Halloween party.

Next Steps:

- Continue to work in partnership with the primary schools in the North Mull Cluster to ensure a smooth transition to Tobermory High School.

Review of SIP | Priority 6

Progress and Impact:

- HT embarked on SCEL Excellence in Headship in March 2020 to strengthen and expand her leadership skills and worked with the PTs to raise attainment in literacy, numeracy and health & wellbeing.
- As part of her SCEL Middle Leadership programme, the PT at Ulva explored leadership theory. This broadened her understanding of leadership.
- Ulva Clerical led blog training with the Primary 7. The pupil extended and enhanced her knowledge of digital technologies and ways to communicate experiences in creative and engaging ways.
- Lochdonhead Clerical Assistant trained new Ulva Clerical Assistant with all school systems including seemis, Peecos website and blog to facilitate a smooth transition for the new Ulva Clerical Assistant.
- Woodland Trust Award successfully led by Ulva Clerical.
- Pupils in Primary 5 & 6 joined with cluster pupils for Young Sports Leaders Workshop in Feb 2020 to enable them to lead the playground activities effectively.

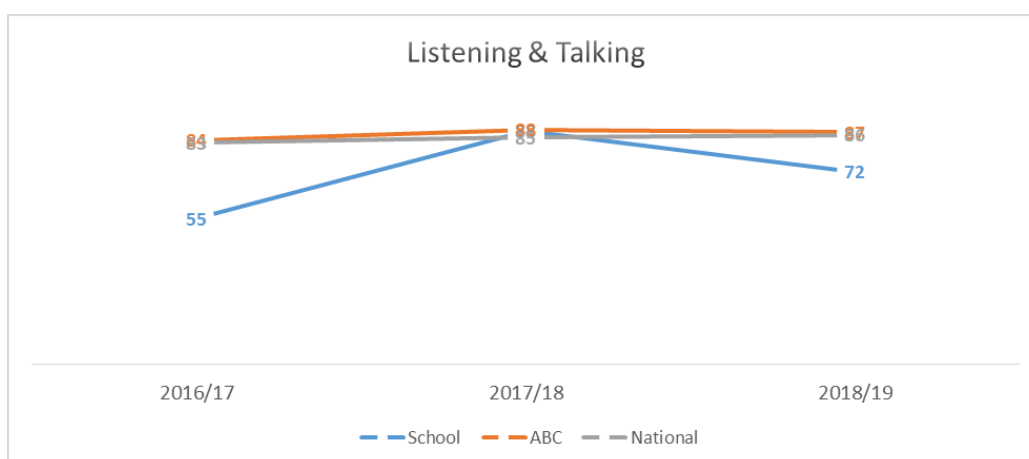
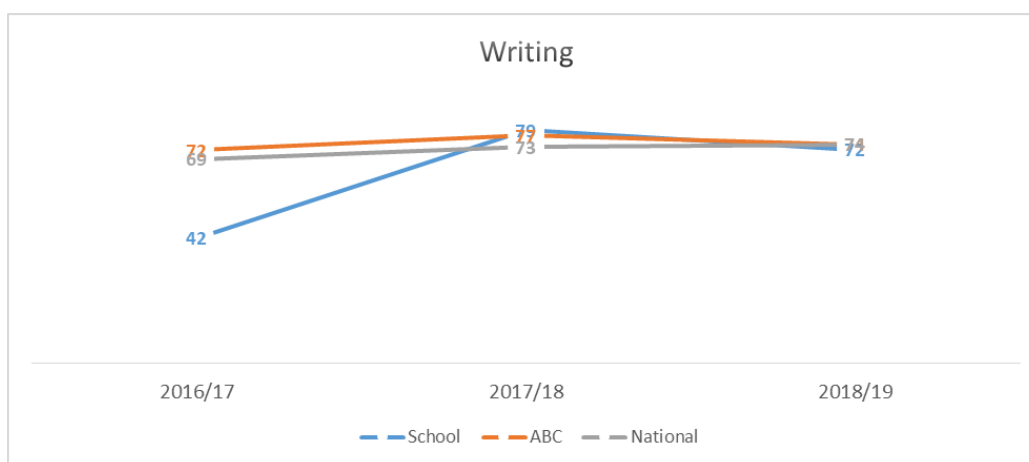
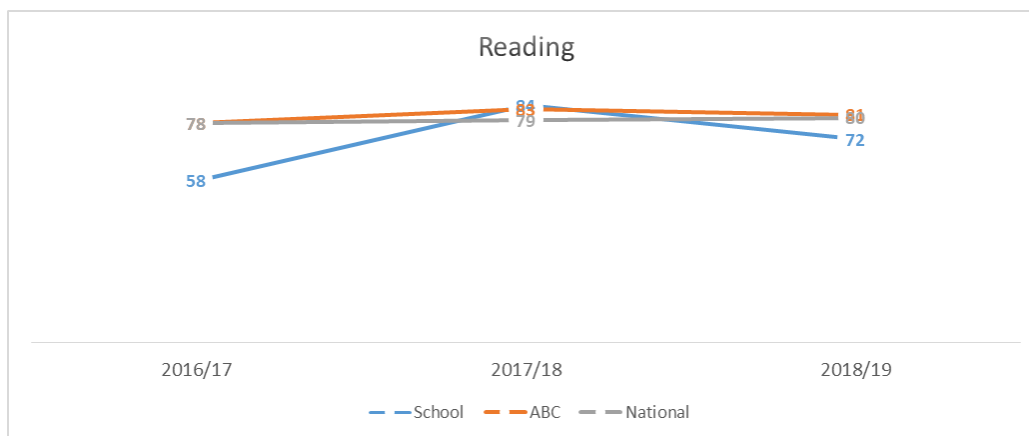
Next Steps:

- Ulva Clerical Assistant will be training new Lochdonhead Clerical Assistant with all school systems including seemis, Peecos website and blog to facilitate a smooth transition for the new Lochdonhead Clerical Assistant.
- Aiming for Woodland Trust Gold Award – possibly 2021 to be led by Ulva Clerical.
- PT Ulva to continue working on literacy policy and writing programme.

1.1 Attainment Data

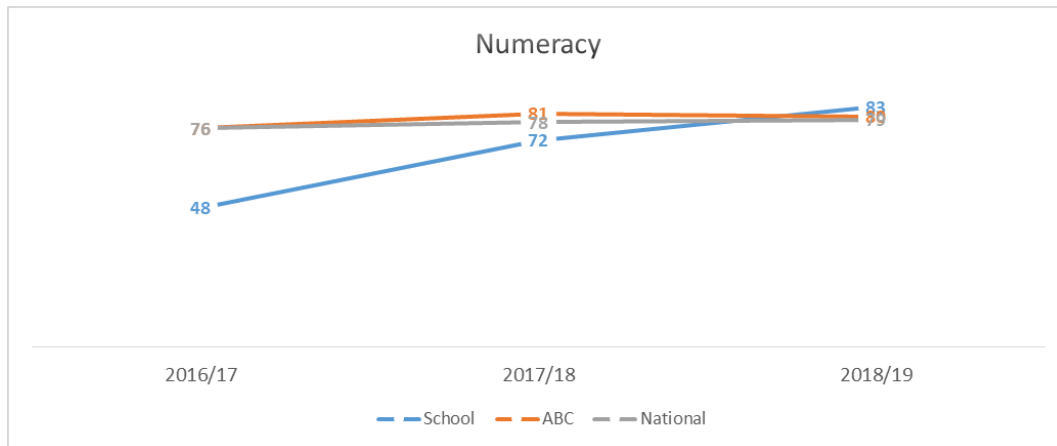
Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).

*Example below- school-specific data will be provided in the summer term



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19
(teacher judgement – confirmed levels – 3 year trend).



Overall quality of our learners' wider achievements

Highlights of session 2019-20

- 25% of pupils gained medals at the local athletics competition in Tobermory.
- 50% of pupils attend 'Seal Pups' to further develop their swimming skills.
- 50% of pupils attend the local horse riding club.
- 12.5% of pupils received music tuition and on track to sit Grade 1 piano in ABRSM.

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.

PUPILS

- All pupils actively engaged in student council.
- Since lockdown, meeting weekly via Google Meet.
- During lockdown, a pupil was provided with IT equipment to ensure that they could engage with their online learning.

STAFF

- Regular meetings.
- Since lockdown, meeting weekly via Google Meet.

PARENTS

- Regular learning and feedback posted on Seesaw. 100% families connected, 1,460 posts to date, 162 average posts per student. Week 15th – 22nd June 2020 - 89 new posts, 156 likes, 91 comments and 53 family visits.

COMMUNITY

- Regular community café's including workshops and questionnaires. Achieved RRSA Silver through the input of community members at the café.
- Woodland Trust Bronze and Silver Award achieved, now going for Gold. Building strong partnership links with The Island Ranger, North Mull Woodland Trust and The Ulva Community.
- Pupils performed their Christmas show to the residents of Bowman's Court - the local residential home.
- World of Work topic – site visits and many visitors from the local community, including local business owners, talked about the skills needed for a wide variety of careers.
- With just 5 Families, we generously donated 7 boxes to the Blythswood Shoe Box Appeal.

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

- HT leads collaborative work with the joint school staff to co-design and develop the curriculum and learner pathways, including transitions.
- HT works with the HTs of the North Mull Cluster to improve and build relationships with other Mull and Iona schools and partners in order to improve outcomes.
- HT models a commitment to lifelong learning through her involvement in Excellence in Headship.
- HT works collaboratively with the Parent Council, encouraging and supporting parents to be involved in the life of the school and in decision-making.
- HT ensures that all resources are shared appropriately between the partner schools.
- PT creating new literacy policy and rolling programme for joint schools.
- Through the UHI Middle Leadership Programme, PT is engaged in ongoing self-directed learning through adopting an enquiring stance in her practice to improve outcomes for the learners.
- All staff work to build and sustain positive relationships with colleagues and partners through collaborative practice in planning, leading and evaluating learning.
- All staff are encouraged to continually improve practice, encouraging professional dialogue, supporting career-long professional learning and collaborative enquiry, and the use of research and evidence-informed practice.
- All staff members are actively and meaningfully involved in school improvement planning.
- Ulva Clerical Assistant is leading the Woodland Trust Award. Building strong partnership links with The Island Ranger, North Mull Woodland Trust and The Ulva Community.
- All support staff have well-planned and purposeful professional learning linked to their individual needs and the needs of the school.
- Pupils are encouraged to participate in decisions about their own learning and the life of the learning community. Most recently they decided about their enterprise route.
- As a Rights Respecting School, all pupils are active members of the Pupil Council and participate as underpinned by the UN Convention on the Rights of the Child, most notably Article 12 (respect for the views of the child) and Article 13 (freedom of expression). The pupils see the impact of their participation as all actions are recorded.
- Through our World Of Work topic we worked with many partners from the local community, including local business owners, who shared the skills needed for a wide variety of careers.
- All parents are members of the Parent Council. Parent Council meets regularly. Through lockdown Parent Council meeting was organised through Google Meet.
- Parent Council shaped the Behaviour and Home Learning policies.

- To increase parental engagement, parents were involved in planning the Hallowe'en party.
- Planning is shared with parents on Seesaw.
- Termly curriculum from the PT and whole school newsletters from the HT shared with parents.

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

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

N/A

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	<ul style="list-style-type: none"> - All staff have opportunities to be involved in and lead aspects of school improvement - Staff make effective use of up-to-date research to inform their practice - Teachers use a range of assessments to measure children's progress 	<ul style="list-style-type: none"> - Clerical Assistant – Woodland Trust Award - PT – Middle Leadership Course - PTs work together to plan and moderate across the joint schools 	3
1.3 Leadership of Change	<ul style="list-style-type: none"> - The ethos and culture of the school is underpinned by our shared school vision, values and aims - Time is spent on professional dialogue, collegiate learning and self-evaluation, so that all members of our school can contribute to the plans for continuous improvement. 	<ul style="list-style-type: none"> - The VVA are displayed and referred to often - Staff across both joint schools work collaboratively to plan and moderate. 	3
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> - All staff plan differentiated learning experiences which are appropriate for all - Opportunities for personalisation and choice across the curriculum – WOW topic - A tracking system is in place which informs us of attainment 	<ul style="list-style-type: none"> - Classroom observations - Planning to meet the needs and abilities of all learners - The learning environment supports quality learning experiences - Tracking and monitoring allows us to track attainment of individual pupils over time and intervene as early as possible where required and secure improvement outcomes for all learners. 	3

<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> - Relationships across the school are very positive. - All pupils are active participants in discussions and decisions which may affect them - We overcame barriers to online learning through lockdown 	<ul style="list-style-type: none"> - Implementation of PATHs has promoted a climate where pupils feel safe and secure - All pupils part of Student Council - School i-pad and ICT equipment was provided to pupil 	<p>3</p>
<p>3.2</p> <p>Raising attainment and achievement</p>	<ul style="list-style-type: none"> - We have raised attainment in literacy and numeracy for all learners. - The pupils have a say in their learning experiences and are involved in target setting -The pupils are confident and contribute to the life of the school, the wider community and as global citizens 	<ul style="list-style-type: none"> - SNSA, CEM and a wide variety of assessments show an improvement in literacy and numeracy for all - Pupils involved in planning and peer and self-assessments - The pupils involvement in Community Cafes, fundraisings and beach cleans 	<p>3</p>