

Standards and Quality Report 2021-2022

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| Name of school |
| ULVA PRIMARY SCHOOL |

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| 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. We have two classrooms in our school, an office and small kitchen area. The present roll is 15 and the stages covered are P1 – P7. In 2021 there were 4 new houses built near the school and this has enabled us to welcome new families to the school. At present, the under-fives attend the pre-five unit at Salen Primary School.  Ulva Primary School was last inspected in 2012. In January 2021, we were given the opportunity to engage with Education Scotland regarding our delivery of remote learning. Where we were praised for excellent practise especially with regards to empowering parents and carers in their child’s learning.  We are a UNICEF Rights Respecting School. We started our journey in 2018 and we were delighted to achieve our Gold Award in August 2022.  At Ulva Primary School, we have designed and continue to design a curriculum that prepares children to thrive. In full consultation with pupils, parents and stakeholders, we developed our pictorial curriculum in 2022 which we continue to build on.  There are many things about our location that impact on the skills we believe young people require to build during their primary school life, and develop beyond their time at Ulva Primary School. We are an island community and because of this, water safety is an essential aspect of school life. Children receive twelve weeks of swimming tuition in every stage of primary school. This progressive and individualised programme helps give all children the confidence to be safe and enjoy water and then refines their water proficiency as they progress.  Our unique locality provides both inspirational and instructional potential. Children learn Gaelic and perform at the local Mod. They also learn about the history of our area including The Vikings, The Clearances and they learn about the surrounding islands such as Iona, Ulva and Inch Kenneth. Another important part of the learning that takes place within the school is the impact of pollution, particularly sea pollution. We regularly organise beach cleans and we use the shore nearby the school for our outdoor learning.  Our learning is shared regularly on social media through our school blog <https://ulvaschoolprimary.wordpress.com/> which is added to regularly by our P6 and P7 pupils. The school also has an active Facebook page <https://www.facebook.com/ulvaps>  where pupils’ learning and school updates are shared worldwide.  Ulva Primary School has excellent relationships with the community. We have worked closely with the local residents to find out how we could support each other and build partnerships. This has resulted in the pupils providing regular cafés for the community, developing rich learning through this meaningful context. We regularly invite parents and members of the community to come into the school and work with us, to share their expertise and celebrate our achievements. We support the work undertaken by Ulva Community School Association (USCA) and are very grateful for their continued support of the school.  Our profile in the community has been raised with the external work we have undertaken i.e. beach clean events, Cyclesportive and other charity and social events. We have achieved so much through working in partnership with others.  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 providing hot meals. In 2017 and 2018 Ulva Primary received Pupil Equity Funding to help close the poverty related attainment gap. 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 and as an afternoon snack. These 3 initiatives which the parents have recognised to be so valuable for the pupils, has led to the Parent Council now funding these themselves.  In June 2021 we successfully received £1,000 from Argyll Community Housing Association (ACHA) to support development of our shore school. We were able to use these funds on shelters, equipment and a number of valuable teaching resources to enable our shore school to be a rich learning environment whatever the weather. We also received a donation of rucksacks for each child from the Aarskog Foundation as they had been so impressed with our work.  We are a UNICEF Rights Respecting School. We started our journey in 2018 and we were delighted to achieve our Gold Award in June 2022.  We were also delighted to be awarded a Woodland Trust Green Tree Schools Award Platinum Medal in October 2021. We achieved the Good Diabetes Care in School Award in September 2021.  The pupils’ work has also been recognised by Scottish Enterprise Academy and Education Scotland. The pupils have successfully engaged in The Scottish Engineering Leaders Awards, Scottish Enterprise Academy, Show Racism the Red Card and Keep Scotland Beautiful.  Ulva and Lochdonhead 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.  Ulva and Lochdonhead Primary Schools are part of the North Mull Cluster Group, which consists of Tobermory High School and its feeder primaries including 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.  The local employment opportunities in our area include; farming, fishing, fish farming, tourism, retail, wildlife, construction and many small businesses. Outdoor learning features highly in our curriculum. Our weekly visits to our shore school provide a rich learning environment for a wide variety of curricular areas.  Many of our children will, at some point in their lives, leave the Isle of Mull to study, work or live in other areas. We feel that technology will play a large part in how they will communicate, and as such technologies in the curriculum is explicitly taught and widely used to augment learning across the curriculum. We also feel it is vital to be outward facing and to teach the children at Ulva Primary School what life in other localities is like. This takes various forms from comparative studies of localities and learning about global issues to teaching the main aspects and beliefs of faith systems and religions around the world as well as how to assess risk and stay safe in a variety of contexts. Scotland’s place in, and contribution to, the world is a key aspect of our curriculum.  The world is a quickly changing place and many of the pupils currently in our school will enter a working economy and landscape that is very different from the present. It is difficult to predict what technology will be like, what employment opportunities there will be and what knowledge successful adults will have in order to thrive. For this reason, there are certain skills and attributes that we constantly seek to foster in order that they become and remain effective lifelong learners.  We are a rights respecting school and this underpins our school ethos. The culture and ethos of Ulva School is positive and focussed on the needs of all staff, partners and learners. Our staff feel empowered and motivated to take decisions and lead aspects of school improvement. We 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.  **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.**  **Values**  The core values that sit at the heart of our curriculum and everyday life of the school are:  **Kind, Respectful and Hard-working.**  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. |
| Review of SIP | Priority 1 |
| **Progress and Impact:** |
| **IMPROVE THE QUALITY OF TEACHING AND LEARNING**    - Teachers completed outdoor learning courses and this has enabled them to plan and evaluate weekly shore school sessions   * Children have helped to plan lessons, increasing pupil voice * Weekly shore school sessions have enhanced all pupils’ health and wellbeing both physically and mentally. Questionnaires given showed that all pupils felt that they had found learning more enjoyable at shore school. * The children are provided with a safe and meaningful outdoor learning environment. * Lessons are planned appropriately using the outdoors as an inspiring environment. * Each session is blogged by the P6 & P7 students and shared on Seesaw and Facebook receiving many positive comments   -Working with partnerships to deepen outdoor learning   * School attended Ardura Forest and worked alongside the Ardura Community Education Officer and a local artist to deepen the pupils’ appreciation of the natural environment. * Children explored their own creativity using natural materials.   - Teacher completed professional learning in GLPS and French   * Teacher now able to teach French and Gaelic across all levels   - Gaelic teacher from Tobermory High school visited to teach Gaelic to all pupils   * Confidence in speaking Gaelic has improved for all learners. Familiarity with high school staff is very beneficial for transitioning pupils. * Working with teachers from other schools in helping to build our pupils’ confidence.   - Professional learning undertaken to implement number talks in 2nd level   * Children becoming more confident in mental maths and becoming more resilient to their own mistakes   - A module of GAPE (guided Approach to Pedagogical Enquiry) was untaken   * HT & PT were able to work together to evaluate and ensure differentiation was being used appropriately in class. * This reassured the staff that we were using the correct approach to differentiation.   - Teacher undertook storyline training and writing strategies in the classroom course   * All pupils engaged in a pupil led approach to writing. This has increased engagement in writing and improvements in talking and listening skills by all pupils from P5-P7.   - Unicef Rights Respecting School Award   * Children have received a large amount of teaching about the rights of the child. * They learn through rights and are able to make connections between the rights of the child and events they have contributed to e.g. Ukraine Appeal, Blythswood Appeal, Children in Need and Red Nose Day to enable them to become global citizens. * The school was awarded the UNICEF Rights Respecting School Gold Award in June 2022. |
| **Next Steps:** |
| Continue to improve the quality of teaching and learning through A Guided Approach to Pedagogical Enquiry (GAPE)   * HT & PT will work together to ensure high standards of teaching and learning are visible |
| Review of SIP | Priority 2 |
| **Progress and Impact:** |
| **GLOBAL CITIZENSHIP**  - Applying Eco school philosophy   * We have a whole school approach to learning for sustainability * Using scrap paper/ reusing materials as much as possible to be economical and ecological. * Staff cutting down on printing/ photocopying where possible * Composting waste, children take responsibility for emptying the compost. Compost is used in school grounds * All soft plastic is collected from snacks, packed lunches etc and recycled to our local coop * Planting trees for the Queen’s Green Canopy project to improve the environment * Planted wild flower seeds to encourage bees to the school grounds * Pupils have made sure that swallows are able to nest in the school shed by clearing their toys away and keeping the shed clear for the birds nesting. * Through Keep Scotland Beautiful, the pupils from P5-P7 organised a One Planet Picnic in September 2021 for the school community to enjoy. Working in partnership and with support from parents we were able to enjoy home grown and homemade items and reduce packaging. * The pupils are globally aware citizens. They actively look for ways to reduce, reuse and recycle. They are environmentally aware and are aware of the impact of their own use of plastics.   - UNICEF Rights Respecting School Award   * Children have received a large amount of teaching about the rights of the child. * They have been able to make connections between the rights of the child and events they have contributed to e.g. Ukraine Appeal, Blythswood Appeal, Children in Need and Red Nose Day * P7 winner of Argyll and Bute Domestic Abuse awareness poster competition which was directly related to the rights of the child.   - Gardening Club   * Dandelion project – potatoes given to families and community members and planted in school grounds for use in soup. * The pupils and staff use the polytunnel effectively for growing fruit and vegetables. Home grown fruit and vegetables are used in weekly soup and daily snacks   - SAMS (Scottish Association for Marine Science) workshop and Marine Conservation Society workshop to the school   * Increased children’s awareness to the detrimental impact plastic has on the environment   - Regular beach cleans   * To improve the local environment and ensure the seas are free from litter to protect wildlife |
| **Next Steps:** |
| * Maintain Global Citizenship by raising awareness of global issues by engaging in regular access to appropriate media. |

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| Review of SIP | Priority 3 |
| **Progress and Impact:** |
| **RAISE ATTAINMENT IN NUMERACY**  - A variety of standardized assessments have been given to pupils   * All pupils in P4 and P7 have made improvements in numeracy through their SNSA results * Star Maths assessments show improvements in mental maths and mental agility in all pupils. * Sumdog competitions are used effectively to motivate and excite the learners for all pupils   - Number talks was implemented for P4-P7   * This raised confidence and resilience in approaching numeracy problems   - Problem solving strategies were reintroduced to P1-P7 and displayed on classroom walls   * Children becoming more familiar with problem solving strategies   - We actively participated in National maths week   * Children were highly engaged and motivated in their maths learning. * Improved positive attitudes to maths   - Shore school was used for numeracy lessons   * Pupils and teachers jointly planned many of the lessons to allow them to have ownership of learning * Children who find it hard to concentrate in class found it really easy to engage in their learning at shore school due to the active nature and environment of the shore   - Maths learning intentions and success criteria have been shared successfully with the pupils prior to each block of learning.   * These are revisited at the end of the learning to evaluate the progress and decide on next steps collectively between teachers and pupils. * The children self-evaluate each success criteria and decide on next steps based on this.     - Some pupils were able to recognise the good progression they had made in maths and this was reflected in pupil comments they made on their end of year report. |
| **Next Steps:** |
| * Raise attainment in numeracy. Develop conceptual understanding, mathematical reasoning and problem solving through Nrich. * Children become more involved in co-creating learning intentions. |
| Review of SIP | Priority 4 |
| **Progress and Impact:** |
| **MODERATION OF ACHIEVEMENT OF A LEVEL**  - PT has been involved in authority moderation group   * This moderation activity has improved teacher confidence in achievement of a level in writing at 1st level.   - Teachers gathered a range of evidence in achievement of a level folders for all pupils.   * Evidence is gathered, updated and collated for moderation.   - Teachers using benchmarks to assess work as part of the moderation cycle   * This has ensured effective planning and evaluations.   - We are using the Highland Literacy Progression Framework   * This has enabled us to effectively track children’s progress through a level and ensure breadth, coverage and challenge in Literacy.   - We are using the Northern Alliance Numeracy Progression Framework   * This has enabled us to effectively track children’s progress through a level and ensure breadth, coverage and challenge in Numeracy. |
| **Next Steps:** |
| * Continue with authority moderation group to continue to gather more rigorous evidence for achievement of a level in literacy and numeracy. |

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| Review of SIP | Priority 5 |
| **Progress and Impact:** |
| **CREATING PICTORIAL SCHOOL PLANS**  - Parents and pupils are actively involved in the life of the school   * They have a key role in identifying improvement priorities   - The ASN assistant drew a pictorial curriculum which had been designed in collaboration with pupils, staff, parents and stakeholders   * We now have a very attractive and impactful curriculum plan that is accessible for all and clearly shows our curriculum rationale and aspirations for the future.   - The pupils designed a pictorial school improvement plan   * The pupils were actively engaged in school improvement design. * The children were able to design what the SIP means to them and promoted their sense of autonomy.   - The pupils designed ‘OUR ETHOS’ posters   * The pupils were involved in reviewing the school’s ethos, leading to shared ownership and these are embedded into the school culture. |
| **Next Steps:** |
| * Involving pupils in designing this year’s School Improvement Plan – possibly a ‘One Page Plan’ |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend). |
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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend). |
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Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

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| Overall quality of our learners’ wider achievements Highlights of session 2021-22 |
| - 100% of pupils attend swimming lessons and all pupils are either learning to swim or can swim  *- 14% of pupils attend ‘Seal Pups’ to further develop their swimming skills.*  *- 14% of pupils attend the local horse riding club.*  - A pupil won the CMAL poster competition for her artwork to be displayed on the new Mull ferry.  - A pupil won the Argyll and Bute Domestic Abuse awareness poster competition which was directly related to the rights of the child.  - A pupil won Waterstone’s World Book Day competition celebrating their love of reading combining literacy and art.  - 75% of pupils attended lunchtime Art Club organised and run by P6 pupils  - 50% of pupils attended lunchtime Lego Club organised and run by P5 & P6 pupils  - 25% of pupils attended lunchtime Gardening club organised and run by ASN Assistant  - The school achieved 2nd place in the Tobermory Flower Show Mural competition.  - All pupils entered the Scottish Leaders Engineering Award. All pupils passed with many receiving a merit and a distinction.  In school activities *Out of school activities* |

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| |  | | --- | | 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. |   Surveys, evaluations and feedback have shown that we have very positive relationships and high levels of trust between the joint schools, the parents and partners.  **PUPILS**  THE PUPILS HAVE BEEN SUCCESSFUL LEARNERS THROUGH:  - Gaelic teacher from Tobermory High school visited to teach Gaelic to all pupils. This has raised confidence in speaking Gaelic and broadened the vocabulary of all learners. Familiarity with high school staff is very beneficial for transitioning pupils.  - Smoke Free Me workshop delivered to P5-7 to educate the pupils and raise awareness on the dangers of drug misuse.  - The Active School Coordinator delivered workshop in Boccia and introduced the children to Live Argyll Virtual Games Activity Cards and this was followed by the pupils taking part in a virtual sports week, where the activities were led by the buddies.  - Rugby Development Officer provided sessions to all pupils in June 2022 improving the pupils ball skills, fitness and health and wellbeing.  - Using the allocation from the Island Music Budget, the pupils received 8 weeks of music tuition from visiting local musicians using the Get Creative resource. This has developed the pupils skills in rhythm, beat and singing in canon. It has also improved their self-confidence and communication skills.  - The pupils have undertaken a variety of enriching visits around the island eg Mull Theatre, Ardura Forest, Shows at Aros Hall, Garmony and shore school to broaden the children’s experiences, expose them to culture and explore the natural environment.  - The children are taught to swim through 12 swimming lessons a year which is financially supported by Parent Council.  - SAMS (Scottish Association for Marine Science) workshop and Marine Conservation Society workshop separately visited the school in May 2022. This increased children’s awareness to the detrimental impact plastic has on the environment.  - Glasgow Science Centre visited with ‘Disgusting Digestion’ workshop, working with the pupils to develop learning about the body through active, hands-on workshops.  - Following a successful grant application from the Scottish Book Trust we welcomed 2 professional actors from Arts Alive Residency to both Lochdonhead and Ulva Primary Schools for expressive arts workshops culminating in a joint school drama session. This helped to improve the relationships between the pupils from both schools as well as tremendously improve their expressive arts skills and build their self-confidence.  - Teachers from both schools worked together to organise a joint school sports day in June 2022. Giving the pupils the opportunity to meet and compete with a larger group of peers.  - Joint school overnight residential to Camas to enjoy 2 days of outdoor learning in June 2022 brought the 2 schools together in a safe environment maintaining the strong bond built up over the years.  THE PUPILS HAVE BEEN CONFIDENT INDIVIDULS THROUGH:  - Through Pupil Based Learning (PBL) projects, the pupils take responsibility for their own learning. Embedding personalization and choice. Researching and presenting equips them with a wide variety of life skills.  - Young Leader Training provided for P5 & P6 pupils by the Active Schools Coordinator in May 2022 which improved the pupils’ teamwork and leadership skills and has given them confidence to lead buddy games in the playground.  THE PUPILS HAVE BEEN RESPONSIBLE CITIZENS THROUGH:  - The pupils were concerned at the speed of the cars driving past the school and so they created a speed calming dummy to slow down traffic.  - British Heart Foundation delivered a Heartstart training session to all pupils. The children are now equipped with the skills and knowledge to cope in an emergency and basic CPR.  -The pupils collecting rubbish on their Mile a Day and at their weekly beach school session.  THE PUPILS HAVE BEEN EFFECTIVE CONTRIBUTORS THROUGH:  - All pupils actively engaged in Pupil Council and know they have a key role in identifying improvement priorities.  - The pupils were keen to support the Ukraine appeal. The school became a drop-off for donations and these were taken to Ukraine to support those in need.  - In Feb 2022 the school take part in RSPB Big School Birdwatch.  - The children participated in a sponsored walk in June 2022 together with Dervaig Primary School. Ulva Pupils chose to donate the money they raised to WWF and the charity SHELTER.  - In June 2022, the pupils participated in UNICEF Soccer Aid Appeal by creating an obstacle course to maneuver round with a football, then donating to complete it.  - Treòir | Voar | Virr, a schools heritage project from Fèisean nan Gàidheal (FnG), was delivered to all pupils over 4 full days by two local arts practitioners. They worked with the pupils to build up a series of audio elements that were compiled together into short podcasts. Their podcast has been published and can he found on <https://whatwedointhewinter.com/>  This helped develop the pupils’ communication skills and fostered a sense of belonging in their local environment and community.  **STAFF**  - Regular meetings.  - Daily professional dialogue.  - Camas residential in June 2022 was valued by staff as it gave them an opportunity to spend time with each other in a more informal session and develop personal relationships.  - Staff morale is high and motivation is high. Staff attendance rates are excellent. SHANARRI questionnaires showed very positive responses.  - All teaching and non-teaching staff are involved in and contribute to the School Improvement Plan and the Standards and Quality Report.  - A wide variety of valuable and impactful CPD is undertaken by all staff.  - All staff feel valued, respected and nurtured by HT.  **PARENTS**  - Regular learning and feedback posted on Seesaw. 100% families connected, 234 average posts per student per year.  - Home learning diaries are used as a daily communication tool  - HT shares all information with all parents regarding clubs, activities, sporting events happening around the island.  - Parents have the option of attending Parent Council meetings and parental consultations in person or online  - 100% of parents attended parental consultations.  - Interim report issued in November 2021 and full Seemis report issued in May 2022.  - 100% positive parental feedback shared with the school following reports issued.  **COMMUNITY**  - We are using our Shore School weekly as rich environment for our outdoor learning.  - We joined in with a number of Co-op competitions to share kind messages and support the island community.  - Woodland Trust Platinum Award achieved in October 2021. Building strong partnership links with The Island Ranger.  - We raised awareness for Brain Tumour Research by wearing a hat to school in March 2022.  - We raised £30.61 for The Scottish Poppy Appeal Nov 2021.  - We raised £94.16 for Children in Need Nov 2021.  - We raised £53.70 for Save the Children through Christmas Jumper Day Dec 2021.  - With just 8 Families, we generously donated 14 boxes to the Blythswood Shoe Box Appeal.  - In June 2022 we welcomed families and community members back into the school for our first community café since lockdown. This Jubilee themed café gave us the opportunity to share our learning and welcome families and community back to the school.  - Through World of Work topic we enjoy site visits and many visitors from the local community, including local business owners, talk about the skills needed for a wide variety of careers.  - Through our participation in the national Dandelion Project, we were able to offer seed potatoes and growing medium to the community. This was highly appreciated by all those involved. |
| 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 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.  - All staff actively engaged in a wide variety of CPD.  - 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 led the Woodland Trust Award. Building strong partnership links with The Island Ranger.  - All support staff have well-planned and purposeful professional learning linked to their individual needs and the needs of the school.  - All pupils are encouraged to participate in decisions about their own learning and the life of the learning community.  - 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.  - Termly curriculum from the PT and whole school newsletters from the HT shared with parents.  - All parents are members of the Parent Council. Parent Council meets regularly. |

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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 | - 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. Regular interrogation of data  - ALL staff have high expectations for ALL children  - Regular Pupil Council meetings | - Clerical Assistant has led Woodland Trust Award and we have achieved Platinum  - PT is actively involved in the authority moderation group  - PTs work together across both schools to plan and moderate across the joint schools resulting in a shared understanding of standards and a more accurate understanding of teacher judgements.  - Regular questionnaires to parents, staff and pupils demonstrate that all stakeholders are involved in evaluating, feeding back and improving school priories  - We know the children and the communities well  - Wellbeing questionnaires show that the children are happy and progressing well.  - Pupil voice through Pupil Council is used successfully for improvement | Good |
| 1.3  Leadership of Change | - The ethos and culture of the school is underpinned by our shared school vision and school values.  - The children designed the pictorial representation of the SIP  - A pictorial curriculum rational was drawn up  - 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. | - The V&V are displayed and referred to.  - The pictorial SIP is attractive and accessible to all.  - The pictorial curriculum is attractive and accessible to all.  - PTs work together across both schools to plan and moderate across the joint schools resulting in a shared understanding of standards and a more accurate understanding of teacher judgements.  - All staff across both joint schools work collaboratively to plan and moderate.  - Teacher given opportunities to lead learning in UNICEF Rights Respecting School  - All pupils in class display a positive attitude and readiness to learn which is evident in observations | Good |
| 2.3  Learning, teaching and assessment | - Use of shore school and outdoor space for meaningful learning  - All staff plan differentiated learning experiences which are appropriate for all  - Staff have consistently high expectations of all learners  - Opportunities for personalisation and choice across the curriculum – STEM competitions, Pebble project and World Of Work topic, Accelerator Reading  - A tracking system is in place which informs us of attainment | - Celebrating success wall / WOW slips / stickers encourage the pupils to do the best they can as evidenced by pupil questionnaire  - Planning meets the needs and abilities of all learners through monitoring of planning folder  - The learning environment supports quality learning experiences  - Tracking and assessment folders  - 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.  - Super nurturing positive environment as demonstrated through our Gold Rights Respecting School Award | Good |
| 3.1  Ensuring wellbeing, equality and inclusion | - Relationships across the school are very positive.  - All pupils are active participants in discussions and decisions which may affect them  - Tracking and assessment folders are kept up to date and referred to often  - Regular SHANARRI questionnaires and Dignity questionnaires are undertaken.  - As a rights respecting school we hold high regard to pupils wellbeing, equality and inclusion. | - Children are active global citizens through Rights Respecting School Awards  - Implementation of elements of PATHs has promoted a climate where pupils feel safe and secure  - All pupils are part of Student Council and student voices continue to make improvements to the school  - Wellbeing indicators used in class regularly and results are discussed and actioned.  - Pupils are happy, motivated and achieving as evident through wellbeing questionnaire | Good |
| 3.2  Raising attainment and achievement | - 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 | - SNSA, CEM, GL and a wide variety of assessments show an improvement in literacy and numeracy for all  - Tracking and assessment folders are regularly kept up to date by all staff  - All pupils in P3-P7 are supported to access and most have success in Accelerator Reading (AR).  - All pupils making progress in all areas of the curriculum  - Pupils involved in planning and peer and self-assessments  - The pupils involvement and engagement in Community Cafes, fundraisings and beach cleans | Good |