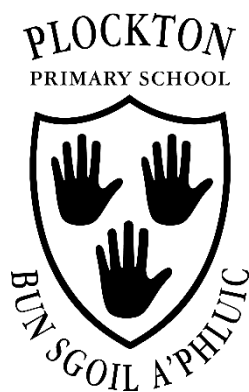




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Bun Sgoil a' Phluic Plockton Primary School



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We are kind, respectful, resilient and hard-working.

Introduction: Local and National Context

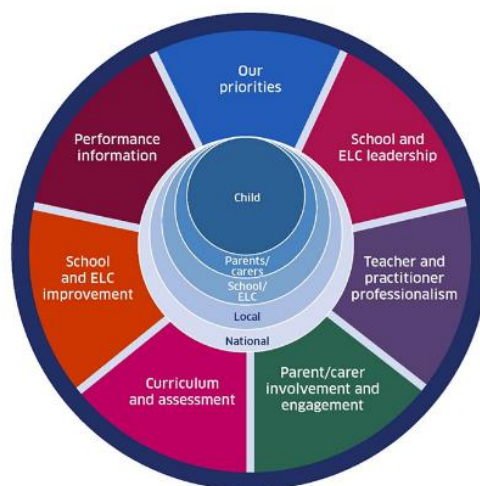
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGios? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Jo Scott-Moncrieff

Head Teacher

Bun Sgoil a' Phluic/Plockton Primary School

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
93%

Average Class Size
17.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
49 (+12 nursery)

Teacher Numbers
4

Pupil Teacher Ratio
11.7

Plockton Primary School/Bun Sgoil a' Phluic is located in a rural, coastal setting serving the local community of Plockton and surrounding area (English Medium) and the wider communities covering catchment areas for Plockton, Loch Duich, Auchtertyre, Kyle and Kyleakin Primary Schools for Gaelic Medium.

There are 49 children attending the school and 12 children in nursery, ranging from age 3 - P7. P1 - 7 English Medium are taught together in a single multi-stage class and there are two Gaelic Medium Classes, currently GM1-3 and GM3-7. There is a separate Gaelic Medium Nursery for 3-4 year olds.

The Head Teacher has overall leadership responsibility for Plockton High School and Plockton Primary School/Bun Sgoil a' Phluic. The Head Teacher is supported by a Depute Head Teacher (High School) and a Depute Head Teacher (3-18) who is also the Nursery Manager and has day to day responsibility for the Primary School.

In March 2024 the Primary School was temporarily relocated to a wing of Plockton High School and the Gaelic Nursery remains in the original Primary School building.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

Gaelic Medium (delete if not relevant):

Gaelic reading

Good progress

Gaelic writing

Good progress

Gaelic listening and talking

Good progress

We have had no exclusions this year.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

During Session 23/24 parents, pupils and staff were consulted on a refresh of the Vision, Values and Aims for Plockton Primary School/Bun Sgoil a' Phluic, and Sgoil Àraich a' Phluic to create a new Vision, Values and Aims for the 3-18 Campus.

Vision

Our learning community encourages enthusiasm and enjoyment of learning. We recognise the unique place Gaelic and Music have and strive to be a learning community where:

we value learning, ourselves and each other
we have an ethos of high expectations and ambition
we have pride in ourselves and our learning community

Values

We are:

Kind: we use our words and actions to help others.

Respectful: of ourselves and of others. We treat others as they want to be treated.

Resilient: we keep going when faced with challenges and ask for help.

Hard-working: we try our best and take responsibility for our actions.

Aims

To achieve our vision our aims are to:

Encourage and support everyone to be the best version of themselves and achieve all that they can.

Celebrate our successes.

Encourage and support engagement in our local languages, culture and community.

Foster an ethos where we look after each other.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Sharing our Learning

Purpose:

Through our ongoing self-evaluation as a school community, we have identified the following areas which require improvement:

- Further develop our approaches to Profiling and Reporting to support children and their families understand their strengths, areas of development and next steps

Progress:

- Children are beginning to be more involved in maintaining their online profiles.
- The learning profiles contain aspects of effective profiling.
- Children are demonstrating an increased understanding of their strengths, areas of development and next steps.
- All families will have a clear understanding, from the online profile, snapshots and reports, of their child's progress and of how they can support the next steps in their development

Impact:

- In the EM class all children are choosing pieces of work that show their learning and uploading this to their profile. Some choose video, some a poster it is their choice.
- In the GM classes children are choosing the pieces of work for Snapshots of Learning which best show their progress towards their target in that area and making a comment.

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- All ELC and teaching staff will have increased understanding and confidence in the ingredients of effective profiling and reporting
- Learners are becoming more confident talking about their learning, identifying next steps and recognising their progress as a result.
- Parents told us via a survey that the Snapshots give them useful information about their children's progress and that they believe their children understand where they are in their learning.
- All staff attended HC Training on Digital Profiling. This gave good insight into different platforms available however further CPD supporting depth of knowledge around profiling and sharing good practice would be beneficial.
- Overall good progress has been made in this area.

Next steps:

Continue to support children to engage with their learning and talk about their progress. Further CPD for staff around Profiling.

School Priority:

Ensuring quality observations and planning of learning in ELC (GME)

Purpose:

Self-evaluation and feedback from Care Inspector has highlighted the need for consistency of individual learning observations and for these to feed into intentional and responsive planning. Children are beginning to be involved through use of the floor book, this needs to be extended and embedded. This was Year 2 of this project.

Progress:

EYPs to develop confidence in observing and recording learning and using this information in responsive and intentional planning.

For learners to have a voice and ownership in their learning.

Impact:

Nursery Manager has been regularly monitoring children's folders using the proforma supplied by Highland Council Early Years Team and these observations show the progress that has been made.

Feedback from parents on the folders has been positive. Parents commenting that they can see their child's progress.

All children have a Next Step target based on observations and on use of the Highland Literacy and Numeracy Pathways.

EYPs are beginning to more consistently record information in the Responsive Planning around schemas and interests observed and to use this information in planning activities to meet the interests and development needs of the children.

The floorbook is being used much more consistently to record the children's views and interests, including mark making by them. The book also records

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through photographs some of the learning activities that have taken place.

In Staff Meetings staff have discussed the tools available such as the Gaelic Framework, Highland Literacy and Highland Numeracy pathways and agreed how we will use these to plan, assess and track children's learning, development and progress. The documents show the learning that has taken place, as evidenced by observations and developmental overviews.

Staff have time to reflect on observations and to use the information in the folders to inform tracking.

Staff are fully involved in evaluating the methods used and in planning and implementing improvements through Staff Meetings and ongoing discussion.

Next steps:

Continue to develop practice in tracking learning and demonstrating progress.

School Priority:

Focus on Moderation and Assessment across ASG Moderation of Writing

Purpose:

To develop staff confidence and understanding in using the assessment and moderation process to support consistent judgements of levels, across the ASG, and to support staff confidence in judgement of ACEL (focus on writing)

To support children to make the best possible progress in writing.

Progress:

- ✓ Teachers have engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused planning for High Quality Assessments and the levelling of writing led by two QAMSOs.
- ✓ Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.
- ✓ Schools / clusters evaluated their moderation practices using HC moderation self-evaluation toolkit.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ This supports the effective planning of next steps in developing moderation across the ASG and within individual schools / clusters.
- ✓ Satisfactory progress has been made over-all in this area.

Next steps:

ASG to Focus on Moderation of Numeracy and the development of including pupil voice in planning including IDL.
ASG to develop moderation of High-Quality Assessments across IDL

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Assessment and Moderation – Moderation Collaborative (Primary GME)

Purpose:

Ongoing self-evaluation as an associated schools group and in the West Area GM Schools Group has told us that we need a continued focus on shared standards and for teachers to have planned opportunities to moderate together aspects of assessment, learning and teaching, and standards of work produced.

Progress:

- ❖ Staff in GME are using the tools to support moderation and inform learning and teaching.
- ✓ Gaelic Medium teacher engaged with writing moderation online with several other GM teachers throughout the year.
- ❖ School tracking data will indicate increasingly accurate judgements in overall Literacy and Numeracy across the schools involved.
- ❖ Staff report improvement in teacher confidence in making ACEL judgements.

Impact:

- ✓ Children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ GM teachers have more confidence in judgement of achievement of levels for writing.
- ✓ GM teachers have increased network of support through engaging with other GM teachers at moderation event.
- ✓ This supports the effective planning of next steps in developing moderation across the West Area in GM Schools
- ✓ Satisfactory progress has been made over-all in this area.

Next steps:

Continue to engage in moderation activities across the West Area and consider a further focus on Numeracy.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Overall, identified learners made significant progress in Literacy in English or Gaelic, as appropriate.

The children receiving support have made good progress across Literacy, as evidenced by tracking meetings, jotters and Scottish National Assessments and other assessment data. A few children made very good progress.

Children's enjoyment of reading has increased, and they have told us that they are reading more. The children report increased confidence in spelling and numeracy, as appropriate.

Feedback from parents has been very positive, they appreciate the work of the PEF/SFL teacher and tell us that they can see where the interventions are helping their children and improving their skills and confidence. (Parent comments at Parent Contact, Parent Council and other opportunities).

Wider achievements

Coileanaidhean nas fharsainghe

In Session 24/25 the children, again, took action in a number of areas and raise money for charities that they identified as important. They organised a Gaelic Coffee Morning where people could take part in activities to learn Gaelic and could use their Gaelic in a social situation. The Pupil Council organised a

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Pyjama Day. The children raised several hundred pounds for RNLI, Lochalsh Leisure and the Underheugh Ark Animal Rescue.

The school was inspected in November and the children worked well with the inspection team and were able to talk about their school and their learning very effectively.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Staff comments:

HMIE inspection was a positive experience (although intense) which has allowed us to consolidate our understanding of our practice with increased confidence and enables us to look ahead to the areas we want to develop.

Good progress has been made with sharing learner journeys. The pupils are more able to talk about their learning and show an understanding of where they are in their learning journey.

Parent Comments:

My child loves school and his teachers, his friends and his work. He has a lot of opportunities such as music tutoring and the school have been supportive of his interests and needs.

My child has enjoyed the variety of trips this year and the opportunity to take responsibility for aspects of the life of the school.

Parent Council:

Very positive communications with the school, it is good to know that we have been helpful and that our support has helped the children.

Pupil Comments (a random selection of pupils were asked for highlights, general comments on the year and anything they think needs to be changed in school. This is their unedited responses in full):

I really liked the trip to Attadale Gardens and I enjoy PE.

The best things this year were Attadale Gardens, Sports Day and going to Science with Lucy.

Attadale Gardens was one of the best trips ever of my time being here. This is a good school.

The things I like best are art, PE and Topic, I really enjoyed Attadale.

The highlights of this year are probably Art because I can create anything I want. Sometimes there are things that are really tricky and that is what I like.

I think that the best parts of this year have been Sports Day, the trip to Attadale, making the Eco Houses and the Tree Planting Trip.

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Continue professional learning around Profiling and to develop the children's ability to understand their progress and share their learning.

Continue to extend and improve the use of moderation in English and Gaelic to raise attainment.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.

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