



## Standards and Quality Report 2019-2020

### Name of school

Barcaldine Primary School

### Context of the school

*Including some or all of the following:*

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

Barcaldine Primary School is a non-denominational school providing education for 4-12 year olds. We currently have a roll of 10 pupils in one multi-composite class of P1-P6. The village of Barcaldine is 12 miles from the nearest town, Oban. It is situated by the main road but has ample opportunities for outdoor learning and activities in the adjacent woodland (Sutherland's Grove, Forestry Commission) and the shore of Loch Creran. Next to the school, Scottish Seafarms have recently constructed a new hatchery and there is a new housing developing under construction in the village. The school building has one classroom room for teaching and learning. The school grounds provide opportunities for outdoor learning and play and include: a polytunnel, raised beds, gazebo, trim trail and climbing equipment, willow den, pond, bicycle store, The Peaceful Garden, football pitch and orchard. We also have a newly constructed Bothy which provides a base for our Outdoor Playgroup, which was established this year.

Barcaldine Primary School is part of a cluster of small schools including Strath of Appin, Lismore, Achaleven and Kilchrenan. The schools come together for regular activities including sport, music, dance, residential trips and health and wellbeing events.

The School Vision is to 'Explore, Achieve and Care':

#### Explore

- New knowledge, ideas and skills (for all), enhanced by learning opportunities with local partnerships and our unique outdoor environment.
- A variety of teaching making learning inspiring, fun, engaging, relevant and accessible to all.

#### Achieve

- Creating inquisitive minds and a desire for learning
- Being confident individuals reaching our full potential
- Taking responsibility for ourselves
- Working together

#### Care

- About ourselves – health, wellbeing and self-worth
- About each other – friends, families, respect and kindness
- About the community – cultures, values and traditions, partnerships.
- About the environment – local and global

This is underpinned by our Values:

Respect, Kindness, Honesty, Resilience, Self-Worth

Our Aim is to achieve our Vision by pupils, parents, partners and staff working together to make this an excellent school for our children.

Staffing has been stable during 2019-20, although has included a temporary catering assistant. However, supply teachers are limited and opportunities for collegiate work or CPD can be restricted as a result. Progress with the Improvement Plan has been restricted due to the temporary closure of school due to the Covid-19 outbreak. School closed on 20th March 2020 and remote learning commenced on 23<sup>rd</sup> March 2020.

## Review of SIP | Priority 1

### Progress and Impact:

- Staff have been developing a clear progression pathway for several areas numeracy and maths, which has been used to inform learning intentions and success criteria with pupils.
- Pupils have a clear understanding of what they are learning.
- Some pupils can evaluate their success and use this to inform their next steps.
- Evidence of learning is clearly organised, for some areas of numeracy and maths.

### Next Steps:

- Complete the progression pathways for all areas of numeracy and maths, with child friendly learning intentions.
- Continue to involve the children in creating success criteria and evaluating their learning.
- Complete organisation of evidence for learning in all areas of numeracy and maths.

## Review of SIP | Priority 2

### Progress and Impact:

- Assessment is for Learning strategies have been reviewed by teaching staff within school. Several techniques have been targeted and implemented. Partnership work with Easdale and Luing Primary School did not occur due to lack of supply cover and opportunities for peer observation.
- Two holistic assessments were completed.
- Teaching and Learning Outcome Plans and then evaluations and assessments were shared with pupils and parents in terms 1 and 2. This was not completed in term 3 due to school closure.
- Tracking and Monitoring of Numeracy and Literacy was completed for pupils in Terms 1 and 2. This was not done in Term 3 due to school closure. The Headteacher completed training in the use of the Authority Progress and Achievement on Seemis, using XBRA.

### Next Steps:

- Rotate the use of AiFL technique (own posters) to remind staff to use them.
- Update records on SEEMIS termly, as required by the authority.

## Review of SIP | Priority 3

### Progress and Impact:

- The Headteacher met with Margaret Dalgiesh to discuss and plan for Family Learning.
- The parents of the Outdoor Playgroup and of school pupils completed a questionnaire on what they would like support in. As a result the Dental Nurse visited the playgroup.
- Internet Safety workshop was booked for parents but did not happen due to difficulty with after-school dates for the Leader and parents.
- Research on current ideas for play, a baseline survey of Play and writing guidelines for Play were not carried out this year due to school closure due to Covid-19. Occasionally P1/2 played with playgroup.

### Next Steps:

- Consider how to move forward to support play in the early years with pupils and playgroup in response to Covid-19.
- Consider how to provide Internet Safety workshop, online, to parents with restrictions due to Covid-19.

## Review of SIP | Priority 4

### Progress and Impact:

- The Head Teacher worked collegiately to plan and deliver two In-Service training sessions on the Assessment and Moderation of Listening and Talking across the OLI primary and secondary schools.
- Feedback and Evaluation was very positive. This highlighted the benefit of primary and secondary working together and time for networking.
- Staff were trained in the use of SWAY for recording skills.
- P6 pupils had one introductory session to SWAY but haven't progressed further due to Covid-19 closure.

### Next Steps:

- Re-establish training of the use of SWAY for staff.
- P7 pupils should use SWAY to create their portfolios for transition to high school.

## Review of SIP | Priority 5

### Progress and Impact:

- Two year HWB progression planner created and agreed with partner small schools.
- Dates for 4 conference days (Sept, Feb, April x2) agreed.
- Some evidence gathered for evaluation and positive feedback from staff from all schools.
- Some feedback obtained from some pupils.
- September and February conferences successfully achieved. Two days in April not achieved due to Covid-19 closures.
- We have not reported back to parents or the authority yet due to limited conferences.

### Next Steps:

- Evaluate, with partner schools, how to catch up with missed sessions in April.
- Deliver missed sessions, perhaps online, and make plans for how to deliver this programme remotely.
- Plan robust evaluation from pupils and staff.

## Review of SIP | Priority 6

### Progress and Impact:

- Preliminary contact was made between BPS and the social science department of Oban High School to work together on assessment and moderation.
- Time restrictions from both schools, due to part time contracts and WTA prevented this collegiate work from progressing. Progress was halted due to Covid-19 closures.
- Planned Social studies project in term 3 was prevented due to Covid-19 closure.
- The Head Teacher (JW) organised and facilitated in-service training for OLI schools, in using Zones of Regulation in the Outdoors. This was held at Dunbeg Primary School with Beccy Blanco, Play Therapist, leading the training.
- The Head Teacher (JW) wrote and developed an Outdoor Learning programme, Wild Teddies, to aid the return of pupils to school in August. This was shared with approximately 10 other primary schools in Argyll and Bute and another one in Highland. The programme targeted progression from early to second level and used nurturing approaches and Outdoor Learning.

### Next Steps:

- Evaluate the impact of the Wild Teddies programme.
- Plan WW2 topic.
- Discuss further professional development for the class teacher.
- Head Teacher (JW) to discuss further professional development and opportunities with Head of Service.

## Review of SIP | GME Priority

### Progress and Impact:

### Next Steps:

## Review of SIP | Developing in Faith Priority

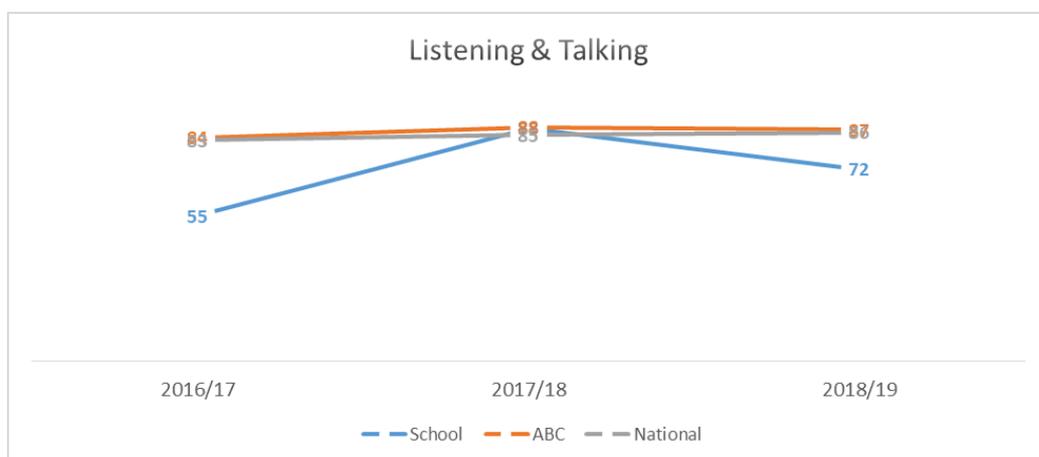
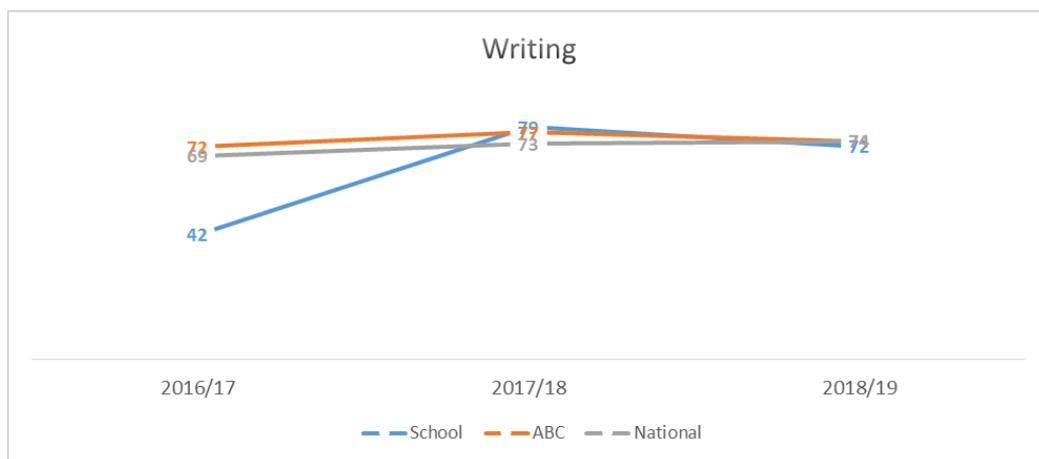
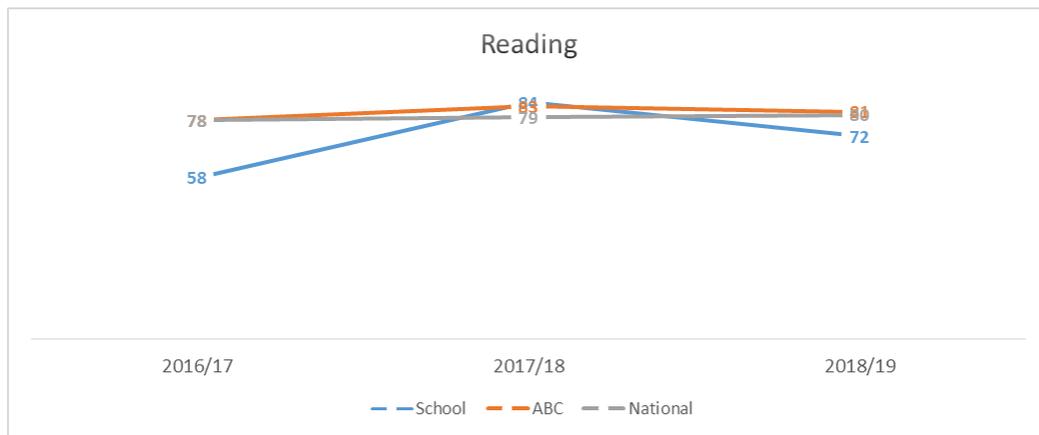
### Progress and Impact:

### Next Steps:

## 1.1 Attainment Data

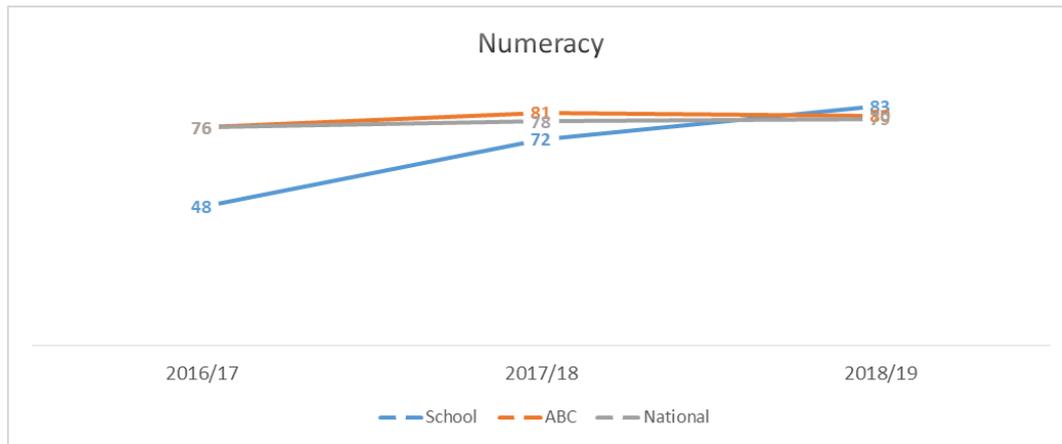
Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).

\*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

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.

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](https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1)

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

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

Pupil Equity Funding was used to raise attainment, engagement and participation.

All pupils have shown progress in attainment, engagement and participation.

No measure of this has been made due to Covid-19 closures.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
<p><b>1.1</b> Self-Evaluation for Self-improvement</p>	<p>We are a reflective staff and discuss our teaching and learning on a regular basis.</p> <p>We work with our cluster small schools completing planning, assessment and moderation cycles, on a termly basis.</p> <p>We could plan more rigorous self evaluation on particular areas of HGIOS4.</p> <p>Termly reflection on our Improvement Plan.</p>	<p>Self evaluation of AiFL techniques</p> <p>Parental questionnaires about remote learning</p> <p>Parental questionnaires for Playgroup</p> <p>Moderation and assessment evaluation with small schools</p> <p>Moderations and assessment feedback from primaries and secondaries regarding Listening and Talking in-service days.</p>	<p>3</p>
<p><b>1.3</b> Leadership of Change</p>	<p>Our clear vision which underpins our continuous improvement. The values have been highlighted throughout the year. Staff engage in planning for improvement.</p>		<p>3</p>
<p><b>2.3</b> Learning, teaching and assessment</p>			<p>4</p>

<p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p>	<p>Nurture Outdoor Learning RSHP</p>		<p>5</p>
<p><b>3.2</b> Raising attainment and achievement</p>	<p>Achievement over time</p>		<p>4</p>