



Argyll and Bute Council: Customer Services: Education
Annual Standard and Quality Report 2018/19

Establishment	Barcaldine Primary School
Area	OLI



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SIGNATURES			
Head of Establishment	<i>Julie Watson</i>	Date	20/6/19
Education Officer		Date	

1. Establishment Context

Barcaldine Primary School is a non-denominational school providing education for 5-12 year olds following the Scottish Government's national guidelines. It has one multi-composite class of 9 pupils. Attendance rates are good at 98% (88% for special circumstances). There is a full-time teaching head teacher, who has class contact for just over 3.5 days. There is an additional class teacher for 1.5 days. This post was filled by a supply teacher for the last term due to staff absence. In 2018-19 the post will be filled for the year, to cover maternity leave. We have a clerical assistant and 5 hours of classroom assistant time. We currently have a vacancy for 20 hours for a SEN assistant. In the session 2017-18 we had two PGDE students for a total of 18 weeks, from the University of the Highlands and Islands.

The village of Barcaldine nestles amongst woodland, near the shore of Loch Creran, 12 miles from the nearest town, Oban. Sutherland's Grove is owned by Forestry Commission Scotland and provides ample opportunities for outdoor learning and activities. The school has a good working relationship with the Forestry Commission and has access to use the woodland for Sgoil na Coiltean (School in the Woods) on a weekly basis. Loch Creran is an area of international importance. The village has a hotel, caravan park, Backwoodsman stove business and Fusion Marine plastics business, providing local employment. Next to the school, Scottish Seafarms are currently constructing a new hatchery.

A Sustrans cycle path links the school with the nearby Sealife Centre and Pottery. The famous Barcaldine Castle lies just a few miles from the village. The Barcaldine Community Association is a creative group of people who volunteer for the benefit of the community and host events such as 'The Enchanted Forest' and 'The Easter Egg Hunt'. The BCA are good supporters of the school and involve us in any of their events.

The school building has one bright classroom and a smaller back room for teaching and learning. The school grounds provide opportunities for outdoor learning and play. There is a polytunnel and garden plots, an outside gazebo, trim trail and climbing equipment, a newly extended willow den, a pond, bicycle store, The Peaceful Garden, football pitch and small orchard.

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. We are very well supported by parents and the local community.

The school provides swimming and other physical education opportunities at Atlantis Leisure Centre in Oban. We also use Stramash, on a regular basis, to provide more technical outdoor activities, in our local environment. PEF funding was used to provide opportunities and resources to improve social skills in Health and Wellbeing.

2. Our vision, values and aims

Vision

Our vision is for our children to be **happy** and **content**, feel **safe** and **valued** and to become **confident** individuals reaching their **full potential** with **inquisitive minds** and a desire for learning. We want our children to engage, respect and be **part of the community**, the **traditions** and the values it holds. The children also want to respect and care for the **natural environment**. (March 2017)

2. Our vision, values and aims

Values

Our vision is underpinned by our values: **Honesty, Kindness, Self-Worth, Respect**

Aims

Achieving our vision will be delivered by staff, children, parents, the community and other partners.

We will:

- work in partnership with all our stakeholders.
- ensure our children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- inspire, engage and motivate all learners and encourage fun in learning
- provide opportunities for children to take responsibility to be the best they can be and develop self-reliance.
- provide a diverse range of opportunities for learning and for the development of skills for life and work.
- provide training and development for staff to ensure a high level of teaching and learning.

‘We will do lots of fun things!’

This was created and agreed by our stakeholders, in a very well attended meeting, in February/March 2017. It is due for review in the session 2018-19.

3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	Discussed review of current plan and thoughts about next plan at staff meeting. Progress is discussed and noted, with staff, throughout the year. On-going evidence of achievements of outcomes from the improvement plan are updated regularly and on display in the staff room. Particular areas such as Health and Wellbeing have been evaluated using ‘How Nurturing is our School?’ with all staff. Collegiate time spent evaluating ourselves using HGIOS4.

Participants	Engagement Details
Parent Council	Discussed review of current plan in January and May 2018. Sought opinions and discussed thoughts on new plan at Parent Council meeting in May 2018. This is recorded in the minutes of the Parent Council and in the head teachers report. Regular newsletters updated parents throughout the year on progress and achievements. Review of Vision, Values and Aims to be completed this year.
Pupils	Review of current plan and thoughts about next plan shared with pupils at class meeting, May 2018. Pupils' voice heard through discussion about what they would like to learn this year, pupil council and eco-committee. Review of VVA.
Volunteers working in school	Regular newsletters give updates throughout the year on progress and achievements. Regular discussions with volunteers to plan and evaluate eg gardening, storytime
Community Partners	Regular newsletters give updates throughout the year on progress and achievements. Barcaldine Community Association working in partnership with us to build a new storage and teaching space in the school grounds which will also have benefits for the local community.
Local Cluster	Our improvement plans included moderation and assessment with our cluster schools, both our local small schools cluster and the Oban, Lorn and the Isles cluster. This occurs at twilight meetings with the small schools and at local area head teacher meetings.
Local Authority	Three meetings with our Education Officer, Kathryn Wilkie, to review our Improvement Plan and discuss progress. Self evaluation processes using HGIOS4 at area Head Teacher meetings.

Participants	Engagement Details
Overall impact of stakeholder engagement	<p>The school is very well supported by parents, volunteers, cluster schools and the local community. All are working together to achieve the outcomes in our Improvement Plan and our Vision, Values and Aims. We had a high attendance rate for our Vision, Values and Aims meeting.</p> <p>We have involvement for various projects from our stakeholders eg. History, local businesses, forestry commission.</p>

4. Review of Progress for Session 2018-2019 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input style="background-color: yellow;" type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input style="background-color: yellow;" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input style="background-color: yellow;" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input style="background-color: yellow;" type="checkbox"/> Implementing improvement and change

Establishment Priority – Leadership of Change

Progress and Impact:

1 Cabin Instalment:

School Staff, Parents and partners worked together to complete the installation of the log cabin. The children have been involved at each stage and worked with our partners (raising money, clearing the old resources, laying the foundations, naming the bothy, giving thank you speeches).

Cabin Instalment: Old shed removed (Oct 2018). £8000 awarded from SSF. Concrete base laid during Feb holiday. Cabin completed April 2019. Official opening ceremony 14 May 2019.

2 Cabin use at school:
The children use the space during play time for imaginative and free play. Lessons are delivered, in the space, while having immediate access to the outdoor space where P1 can learn through active play. Teaching and learning is enhanced by the link to the outdoors. It is used to inspire a desire to learn about natural history and the children regularly consult the nature guides and use the bug boxes and butterfly nets.

3 Outdoor Playgroup:
The first playgroup was held on 1st May 2019 with 6 adults and 13 children. The group meet fortnightly. Links between the community and the school are further strengthened. Pupils have additional connections with children and families in our rural community. This is part of our sense of belonging and is in line with our school vision. In time, we hope to see a consistent intake of new pupils.

Next Steps

Establish a Family Learning Plan to link with the Outdoor Playgroup.

4. Review of Progress for Session 2018-2019 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, Teaching and Assessment – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children’s progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people’s health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring
Establishment Priority – Learning, Teaching and Assessment			

Progress and Impact:

PAM Cycle:

- Staff have engaged in discussion about PAM in collegiate time and used it for planning and assessment for most curricular areas. Staff have built confidence in using this and have developed clear learning intentions and success criteria for teaching and learning. Teachers are more confident to make professional judgements based on success criteria met and the benchmarks.

Tracking & Monitoring:

- Planning, tracking and reporting system have been established and a new reporting system for parents has been adopted. Parents have been consulted. Reporting happens 3 times a year and informs staff, parents and pupils of their next steps. Pupils can discuss what they are learning, how they are getting on and what their next steps are in some curricular areas.
- A preliminary tracking format for tracking over time was established after HMI inspection (Feb19). Achievement of a level will be a focus next year (May 19). This highlights progress over time and any gaps where intervention is required.

Collegiate Working:

- Planning, assessment and moderation of Maths (time), questioning in reading and writing (genres) was completed with small schools partners (Achaleven and Kilchrenan), twice each term.
- Holistic assessment of maths (time) was completed (Feb 19). An awareness of improvements in this area have been made.
- Staff are more confident in their focussed planning and assessment. Pupils experience an appropriate level of challenge, depth and application. Progression of learning is evident.

Reading:

Use of the PAM cycle for the teaching of reading skills in questioning and reading for information were implemented. Pupils have achieved their success criteria and can discuss their next steps. Questioning skills were moderated between 3 small schools (Achaleven & Kilchrenan). Further work should be done on this.

Summative assessments show progression of pupils reading ability.

Pace of learning in P1 was adapted as a result of the A&B guidance on Early Literacy. P1 pupils have made good progress and are working within or above the average level.

HWB:

A progression pathway for the teaching of relationships and sexual health has been developed for the use in multi-composite schools. This was based on the RSHP online resource. This was used at a two day HWB conference between 5 small schools (Barcaldine, Lismore, Achaleven, Kilchrenan, Strath of Appin). Pupils experienced age appropriate teaching and learning of relationships and sexual health. On reflection, small schools evaluated the success of this and have decided to develop this further and make it a target for next year.

Next Steps

Use PAM cycle for moderation activities with Oban High School.

Improve tracking and monitoring of attainment over time.

Work with small schools to develop a wider HWB progression pathway for multi-composite schools.

4. Review of Progress for Session 2018-2019 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Wellbeing <input type="checkbox"/> Fulfilment of statutory duties <input type="checkbox"/> Inclusion and equality
Establishment Priority – Ensuring Wellbeing, Equity and Inclusion			

Progress and Impact:

Next Steps

4. Review of Progress for Session 2018-2019 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners
Establishment Priority – Raising attainment and achievement			
Progress and Impact: Listening & Talking: <ul style="list-style-type: none"> • Self evaluation of the teaching and learning of Talking and listening was completed. • Class teachers attended in-service training, gained new skills, and improved their ability to analyse and evaluate their teaching of Listening & Talking. • PAM cycle used within the school for Talking and Listening. • Moderation event was attended and collegiate discussions assessing the achievement of a level conducted. • Pace, challenge and progression are evident in school planning and there is an improved quality and range of activities for pupils. • Teachers valued collegiate working and gained confidence. 			

- Listening and Talking has been made a higher priority and a basis for literacy throughout the school.

Evidence Gathering

Evidence of achievement is gathered and stored in pupils' personal learning folders. A separate folder for maths and writing have been created. Children now need to take ownership of these folders and evidence their own learning.

Next Steps:

Continue to plan for Listening & Talking throughout the year.

Pupils to be more involved in recording their learning journey and achievements.

4. Review of Progress for Session 2018-2019

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> . <input type="checkbox"/> . <input type="checkbox"/> . <input type="checkbox"/> .
<p>Establishment Priority – Please use for any additional priority that you included in your SIP for 2018-19</p>			
<p>Progress and Impact:</p> 			
<p>Next Steps:</p> 			

4. Review of Progress for Session 2018-2019 – Developing in Faith (Denominational Establishments)

OCTF	NIF DRIVER	NIF PRIORITY	Developing in Faith
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Honouring Jesus Christ <input type="checkbox"/> Developing as a community of faith and learning <input type="checkbox"/> Promoting Gospel values <input type="checkbox"/> Celebrating and worshipping <input type="checkbox"/> Serving the common good
Establishment Priority –			
<p>Progress and Impact:</p> 			
<p>Next Steps:</p> 			