

Standards and Quality Report 2022 - 2023

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| Name of school |
| Port Charlotte Primary School and Pre5 Unit |

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| 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).* |
| Port Charlotte Primary and pre 5 is a small rural school with a warm inclusive ethos where all staff are committed to the principles of Whole School Nurture. The school is located on the island of Islay, off the west coast of Scotland. The island is reached by a two hour ferry crossing from Kennacraig ferry terminal which is itself a 2 hour drive from Dunoon, the nearest town with a population of over 10,000. This session 2022-2023 there are 29 children on roll in the Primary school and 11 children in the Pre 5 unit. There are two classes in the main school; a P1/2/3 class and a P4/5/6/7 class. In partnership with parents and the school community and based on our values of Ambition, Caring and Trust we strive to be an ambitious and inclusive community school which nurtures a sense of belonging and challenges our children to be the best they can be. Relationships are key at Port Charlotte, we have a close relationship with our local community and are very well supported by parents and partners. We base our curriculum on the local environment, culture and community with outdoor learning as a key component; we are extremely fortunate to live in such a beautiful part of the world with rich local geographical, cultural and historical resources on our doorstep. The main area of employment in the area are whisky distilling, tourism, farming and fishing.  There is a varied range of needs within the school and we work in partnership with a wide range of other agencies to provide individualised, child-centred learning. We have robust monitoring and evaluation strategies in place. Attendance is very good with an average of 93% over the past 4 years. We work closely with other primary schools on Islay and Jura and with Islay High School throughout each academic session to ensure moderation of levels and a consistent approach. |

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| Review of SIP | Priority 1 |
| **Progress and Impact:** |
| FAMILY ENGAGEMENT  OCTF – KEY OBJECTIVE 1 & 5:  Ensure children have the best start in life and are ready to succeed  Ensure high quality partnership working and community engagement  SMART Target: 90% of families who take part in family learning Maths, Literacy and Health and Wellbeing workshops will comment positively on the impact this has had on relationships.  ACHIEVED: May 2023   * Workshops were well attended with 80% of families represented. * 100% of parents commented positively on the impact of these workshops. * See evidence: parent comments from Maths, Literacy and Outdoor Learning workshops (on Children’s Rights) in Self-Evaluation Folder.   SMART target: 90% of parents/carers who attend open Nurture activities will comment positively on this experience.  ACHIEVED MARCH 2023   * 100% of families attended a nurture group, including those previously noted as hard-to-reach. * All parents/carers who visited commented positively. * See Self-Evaluation folder for evidence.   SMART target: 90% of parents/carers who attend the under-threes group will state benefits of this experience by December 2022.  ACHIEVED MAY 2022   * These sessions have been well-attended with 12 families attending in total. * 100% of parents/carers who came to the group commented positively and stated the benefits of coming to nursery with their children. * See comments in Self-evaluation folder. |
| **Next Steps:** |
| • Continue with termly workshops for families in session 2023-24. Survey parents to see which  themes they would like to see.  • Continue with parent visits to Nurture groups.  • Continue with monthly Bumps and Babies under 3s group. |

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| Review of SIP | Priority 2 |
| **Progress and Impact:** |
| CURRICULUM DEVELOPMENT: HEALTH AND WELLBEING  OCTF – KEY OBJECTIVE 1 :  Raise educational attainment and achievement for all  SMART TARGET: 90% of children will use HWB ladder to identify wider achievements in HWB and identify their next steps.  ACHIEVED MAY 2023   * HWB ladders created, reviewed and evaluated by staff * March 2023 HWB ladders given to almost all pupils * May 2023 93% of pupils using ladders to record achievements (with adult support where needed) * See HWB ladders in classes and examples in Self-Evaluation Folder   SMART TARGET: 100% of teachers will provide next steps in HWB on report cards.  ACHIEVED MARCH 2023   * New section added to report cards Jan 23 * March 23- All Teachers using new section to provide next steps in Health * See report card examples in Self-Evaluation Folder   SMART TARGET: 100% of teachers will use a HWB tracker to inform planning.  PARTIALLY ACHIEVED MARCH 2023   * Advice taken to await Local Authority publishing HWB trackers later in 2023 * Liaised with other small schools- planning to track wellbeing and involvement using Leuven Scale for primary pupils. 3 times per year to coincide with tracking. |
| **Next Steps:** |
| • Monitor pupil engagement with HWB trackers  • Continue to evaluate report card formats and seek feedback from parents & carers • Trial use of Leuven Scale to track wellbeing and involvement in p1-7 (already in use in pre5) • Examine and evaluate Argyll & Bute health trackers when published and make decision on  whether to use these at Port Charlotte. |

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| Review of SIP | Priority 3 |
| **Progress and Impact:** |
| LANGUAGES 1+2  OCTF – KEY OBJECTIVE 1:  Raise educational attainment and achievement for all  SMART TARGETS: In a focus group, 5 out of 6 pupils will report an increased confidence in use of Gaelic & Makaton by May 2022 and will be able to give examples of learning they are proud of.  ACHIEVED MAY 2023   * Weekly Assemblies have been held throughout the 22-23 session introducing key vocabulary in Gaelic and Makaton * Resources have been created to support this in classes * Staff have lead daily practice of new language introduced while maintain previous learning. * 100% of pupils in focus group reported increased confidence in using Gaelic and Makaton.   SMART TARGETS: In a focus group, 5 out of 6 staff members will report an increased confidence in use of Gaelic and Makaton by May 2022 and will be able to explain how they have used these improved skills to support children.  ACHIEVED MAY 2023   * Weekly Assemblies have been held throughout the 22-23 session introducing key vocabulary in Gaelic and Makaton * Resources have been created to support this in classes * Staff have lead daily practice of new language introduced while maintain previous learning. * Staff use Makaton in daily interactions with pupils * 90% of staff in focus group reported increased confidence in both Makaton and Gaelic. |
| **Next Steps:** |
| * Use English and Gaelic when teaching new vocabulary so that Makaton is not seen as Gaelic signing * Makaton phrase of the week * Makaton target for ELC in 24/25 School Improvement Plan |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |

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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |

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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| Wider achievements   * What opportunities for wider achievement were offered? * What systems are in place to track and monitor participation? * How have you addressed any gaps in participation? |
| Opportunities for Wider Achievement:   * Personalised Learning at all levels * Endeavour Projects * ICC (Investigate, Create & communicate) projects * Child centred learning in pre5 * Mindfulness * Nurture Activities for all- Clan time * Nurture Groups * Lord of the Isles topic- Finlaggan centre trip, Olistadh archaeological dig with Islay Heritage * Our local environment & lifeskills- local shop, Co-op, Re-jig, MacTaggart Leisure Centre * Local Church Minister- regular assemblies * Treòir- Gaelic Arts programme * Life skill trips for ASN pupils, includes weekly swimming, shopping, visits to recycling centre, plant shop, vet, post office etc. * Plant Centre: Nurture group & nursery visits to the local plant centre. * Remembrance Sunday- oldest and youngest pupils laid wreaths in local ceremony * Children in Need- Pupil Council organised and ran fundraising activities * Shoebox Appeal- pupils filled Christmas boxes for locally organised appeal * Christmas Enterprise Topic- P4-7 designed, made and sold Christmas crafts to parents at their own mini craft fair. This involved persuasive writing, financial education and business skills. * World Book Day- Pupil Council organised whole school reading activities * P7 science day at Islay high School with all P7 from across Islay and Jura * School Mural- Pupil council organised all pupils to submit designs for this and then helped organise a whole school vote on the final designs. * Rights Respecting Schools- new committee formed. Activities undertaken with whole school. * P7 leaders. P7 trained in leadership with Active Schools Co-ordinator and then ran own lunchtime clubs for younger children. * Instrumental music for all. Tailored listening to instruments programme for ASN pupil. * BBC make a film day. P4-7 spent day learning film-making skills and created their own film for the BBC online service. * P6/7 Teambuilding days with other small schools on Islay and Jura: Small Isles, Keills and Port Charlotte * P7 Army teambuilding day with p7 pupils from across Islay and Jura. * PATCH project workshops for p4-7 pupils, parents and staff on   Systems for tracking and monitoring participation:   * Each child has a HWB tracker which enables them to track wider achievements. * Seesaw is used to celebrate and record wider achievements alongside curricular progress. * Wider Achievements are celebrated at weekly whole-school assemblies, alongside Clan points certificates and our prestigious Above and Beyond Awards which celebrate success.   Addressing gaps in participation:  Inclusion is a top priority at Port Charlotte. All pupils are supported to join in with all activities at their own level. This support is tailored to suit individual needs:   * Adapting activities to suit the individual * Extended preparation for new activities e.g. social stories * Individual picture timetables, individual weekly timetables, individual daily timetables * Use of communication systems e.g. Whole school Makaton, picture exchange * Adult 1:1 support * Peer support |

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| Summarise progress and next steps in relation to pupil equity funding |
| **Outcome 1: Targeted Literacy Improvements**  SMART Target: The majority of pupils in phonic support groups will meet phonics target in individual plans by June 2023  ACHIEVED MAY 2023   * 3x weekly focussed phonics practice sessions- multisensory activities and games * See individual targets in Child Plans and records in Class folder * All pupils met termly and annual targets in individual plans   SMART Target: The majority of pupils in the Readerpen group will meet reading target in individual plans by June 2023  ACHIEVED MAY 2023   * All children in this group have made very good progress in reading this year and have shown increased enthusiasm for reading. * See SNSA and YARC test results * All these pupils have improved by more than one year in their test results, some by more than 1.5 years   SMART Target: The majority of pupils using Fuzzbuzz will meet reading target in individual plans by June 2023  ACHIEVED MAY 2023   * Those pupils working on Fuzzbuzz have become really engaged with this over the session and now are asking for reading time instead of avoiding it. * See regular Fuzzbuzz word assessments and video evidence of child reading aloud. * The impact on engagement of the extra time given to Fuzzbuzz cannot be underestimated, these children now consider themselves to be readers.   **Outcome 2: Health and Wellbeing**  SMART Target: Almost all pupils in January 23 focus group will report increased levels of concentration after taking part in the outdoor mindfulness programme.  ACHIEVED JAN 2023   * Children have been taking part in indoor and outdoor mindfulness activities on at least three days in each week. * In the focus group all the children were able to talk about the benefits of mindfulness- see record in Self-Evaluation Folder * 100% of pupils in the focus group reported an improvement in their concentration due to their mindfulness practices.   SMART Target: Almost all Nurture Group members will be able to talk about at least one difficult emotion and suggest a strategy to deal with it by Jan 2023.  ACHIEVED MAY 2023   * At Nurture Groups pupils have discussed difficult emotions and their own strategies for dealing with these on a regular basis. * When asked, 90% of Nurture groups members were able to detail the strategy they use when dealing with difficult emotions- see record in Self-Evaluation Folder * The number of PER-S 100 forms submitted has declined significantly over the past year as children are much more able to deal with their emotions e.g. by walking away, going to quiet area   SMART Target: Almost all Nurture Group members will make positive progress towards their Nurture Target by June 2023.  ACHIEVED MAY 2023   * All Nurture Group members have taken part weekly in a variety of small group activities. * See individual targets in Child Plans, Boxall profiles and MALS (Myself as a Learner) results. * All pupils have progressed towards their Nurture target, showed improvement in Boxall profiles (except where ongoing events, particularly at home, have continued to impact on their wellbeing during this session)   SMART Target: The majority of hard-to-reach parents will engage with their children’s learning through the Seesaw platform by May 2023.  ACHIEVED MAY 2023   * The Seesaw App has now been running for 9 months at Port charlotte * Each family has an account and staff have supported individual parents to log on etc. * Evidence of engagement taken from Seesaw can be seen in Self-Evaluation folder * All parents (including those identified as hard to reach) have looked at their children’s posts   SMART Target: Almost all parents who attend Nurture workshops will comment positively on the experience by May 2023.  ACHIEVED MAY 2023   * 100% of families attended a nurture group, including those previously noted as hard-to-reach. * All parents/carers who visited commented positively. * See Self-Evaluation folder for evidence. |

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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 | -Self-evaluation is integral to how we work within our community and is an ongoing feature of school life  -Across the year, there is focused attention on  monitoring and evaluating learning and teaching and  children’s achievements, and to taking improvements  forward.  -Staff work effectively as a team. There is a strong  ethos of sharing practice, and of peer support and challenge  -Documentation is sufficiently detailed, evaluative and has a clear purpose.  -Professional learning activities for all staff are clearly  linked to the results of self-evaluation and identified  areas for improvement.  -All staff understand the need to be outward and  forward-looking in their evaluation and improvement activities.  - There is evidence that children and young people are  confidently engaged in reviewing their own learning  and the work of the school.  -Teachers use a range of different assessments to measure children’s progress across the curriculum.  -Teachers work effectively with colleagues across Islay and Jura to moderate standards. | See Self- Evaluation Folder 22-23:  -All staff involved in regular planning, SIP and tracking meetings for school and ELC. Regular staff observations, book looks & Nurture Walks are planned and undertaken across the year (see Quality Assurance Calendar 22-23)  -Excellent staff communication, flexible, enthusiastic staff team. All staff adaptive, understanding and mutually supportive. See staff survey June 23  -Self-evaluation and identified areas for improvement have lead to staff being involved in a wide range of relevant professional learning this session; including Food hygiene, First Aid, CALM core theory, Play Pedagogy across the school, use of Promethean Boards, Mindfulness, behaviour management and a variety of ASN courses.  -Careful documentation is kept to evidence all progress towards our improvement aims- see Quality Assurance Calendar, termly reviewed School Improvement plan, Staff meeting minutes (pre5 and whole school) and Self-Evaluation folder 22-23.  -All staff are keen to try new initiatives, carry out their own research and undertake professional learning. A coaching approach is used for staff PRD and development. See PRD records  -Evidence for children engaging in reviewing their own learning includes the Seesaw app being used to share progress weekly with parents, Bronze, Silver, Gold, Diamond challenge system, Termly reports to parents (monthly in pre5), Pupil Council, Endeavour and ICC individual project reviews, end of topic reviews, use of Floorbooks at all stages and self-evaluations.  - Teachers use a wide range of formative assessment techniques to regularly review pupil progress and modify their teaching appropriately. They also use a range of summative assessments to measure and track progress annually e.g. SNSA, GL assessments for maths and literacy, YARC, MALS, Boxall, the Islay and Jura Writing rubrics  - Moderation is carried out regularly throughout the school levels, both within school and across schools and levels on Islay and Jura. We have an active TLC group, led and managed by staff, who have focussed on the moderation of Literacy and Health and Wellbeing this session across Early, First and Second Levels. We also have a primary secondary moderation group which has worked on Literacy and Numeracy at Second Level with a particular focus on the transition between primary and secondary and we also take part in moderation of our L2, Gaelic with other primaries in our cluster and the local secondary school. | 5 |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | -All staff have consistently high expectations of all  learners.  -Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. The Port Charlotte vision of an ‘ambitious and inclusive community school’ embodies our high aspirations for all of our pupils.  -Leaders at all levels motivate others to uphold the professional values of social justice, integrity, trust and respect and professional commitment through modelling in their daily actions.  -All staff have a very clear understanding of the  social, economic and cultural context of the local  community of current educational policy.  -All staff are committed to change which results in  improvements for learners.  -Senior leaders carefully guide the strategic direction  and pace of change to ensure changes result in  positive outcomes for learners and are sustainable.  Careful consideration is given to how best to take  forward priorities  -All staff are involved in the process of change and in  evaluating the impact of improvements. This is  supported by carefully planned individual and  collective career-long professional learning.  -Senior leaders create conditions to support creativity,  innovation and enquiry. | -Our Bronze, Silver, Gold, Diamond challenge system- we encourage pupils to stretch themselves. Individual Education plans/ Child Plans with termly targets for those who need these interventions as required.  -We have very clear vision, aims and values for our school which we regularly review and refresh with input from the whole school community.  -Leaders at all levels show respect for all members of our school community. See results of staff, parents and community questionnaires June 23 e.g. 100% of respondents agreed with the statement ‘I am treated fairly and with respect by other staff’, ‘the school is well-led’ and ‘I feel my contributions are valued’  -All staff live and work in our local community and have strong ties here. They all understand the importance of community, culture and connections to our children’s education and our curriculum is firmly based in the local context.  - Senior management strive to ensure that the School Improvement is measurable and achievable. Everyone is involved in the whole process, all ideas are valued and careful consideration is given to working out priorities. See minutes of staff meetings/ School Improvement Plan termly reviews.  -All staff are involved in the School Improvement Process. This is tied into our PRD process and staff are keen to take forward different initiatives, on their own and working together.  -Senior management are open to all ideas, staff are encouraged to come up ideas and lead initiatives. Feedback is very welcome and is listened to. There are timetabled regular meetings with HT for Teaching, ELC and support staff. | 5 |
| 2.3  Learning, teaching and assessment | -The learning environment is built on positive,  nurturing and appropriately challenging relationships  which lead to high-quality learning outcomes.  -Learners’ achievements in and out of school are recorded and recognised.  -Learners play an active role in the school and wider community and regularly take on leadership roles.  -Learners receive high-quality feedback and have an  accurate understanding of their progress in learning  and what they need to do to improve.  -Staff access and apply relevant findings from  educational research to improve learning and  teaching.  -Planning is proportionate and manageable and  clearly identifies what is to be learned and assessed.  -Assessment approaches are matched to the learning  needs of learners and are used to support them to  demonstrate where they are in their learning. A quality body of evidence is used to support  assessment judgements and decisions about next  steps  -Processes for assessment and reporting are  manageable and effective in informing  improvements in learning and teaching.  -Tracking and monitoring are well-understood and  used effectively to secure improved outcomes for all  learners, including the most deprived children and  young people and those who have additional support needs. | - Whole School Nurture is an integral part of the ethos at Port Charlotte School. All staff are focussed on building positive, nurturing and challenging relationships with our pupils which means that children felt supported and are ready to learn. See Nurture Walks, Whole School Nurture Action Plan, Case Study on individual pupil.  -Learners’ achievements are recorded and celebrated in a variety of ways: e.g. Seesaw app, Assemblies, Clan Points, Above and Beyond Award, ICC and Endeavour project displays  - Learners have a variety of opportunities to take leading roles at Port Charlotte; for example in Clans, in Co-operative Learning and other group work, through Buddies, Nursery helpers, P7 sport leaders, paired reading, classroom/ playroom jobs and responsibilities.  -Learners regularly receive high quality feedback and are able to work on this feedback to improve. Feedback is given on a regular basis through 1:1 discussions, jotters, termly targets and reports and learners have a good understanding of where they are.  -Staff are keen to read research and apply new ideas to learning and teaching.  -Every effort is made to keep planning manageable and relevant. Planning identifies learning and assessment well. See Forward Planning folders.  -The principles of planning, observation, assessment, recording and reporting are integral to processes at Port Charlotte. The teachers constantly refer back to the moderation cycle; using this structure to inform next steps, reflection on and adjustments to learning, teaching and assessment which suit all our learners. Quality evidence is contained in children’s jotters, on the Seesaw App and in assessment and tracking records, and is used to support judgements and inform next steps.  -Assessment, tracking and reporting processes are streamlined and staff use data to inform next steps on a regular basis. See Whole School Tracking, Class & pre5 trackers with comments and next steps, report card examples in Self-Evaluation Folder  -High Quality Assessments were used and moderated with primary seven pupils this session in maths. This work was planned, assessed and moderated by the Islay and secondary and primary moderation group which consists of p7 teachers from each school and High School teachers who teach variety of subjects.  -A robust system of tracking and monitoring is used and individual targets are set for the most vulnerable pupils and those with additional support needs. See Whole School Tracking, Class & pre5 trackers with comments and next steps, report card examples in Self-Evaluation Folder, Child Plans and IEPs. | 5 |
| 3.1  Ensuring wellbeing, equality and inclusion | -The whole learning community has a shared  understanding of wellbeing and the children’s rights.  - All stakeholders promote a climate where children  and young people feel safe and secure  -All staff and partners model behaviour which  promotes and supports the wellbeing of all.  -All staff and partners are sensitive and responsive to  the wellbeing of each individual child and colleague.  -Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.  -Staff and partners have created an environment  where children and young people feel listened to and  are secure in their ability to discuss personal and  sensitive aspects of their lives because they feel  cared about.  -All staff and partners take due account of the  legislative framework related to wellbeing, equality  and inclusion.  -All staff engage in regular professional learning to  ensure they are fully up-to-date with local, national  and, where appropriate, international legislation  affecting the rights, wellbeing and inclusion of all  children and young people.  - At Port Charlotte we ensure inclusion and equality leads to improved outcomes for all learners.  -Outdoor spaces are used effectively to promote  positive relationships and wellbeing. Staff take  account of research linking benefits of outdoor learning and green space with wellbeing. | -The whole school community has been involved on our Whole School Nurture journey. We have been awarded a Gold Level Nurture Award by the Our Children Our Nurturing Education programme and are now working towards Platinum. See Whole School Nurture Plan 2022-23. We have submitted our Action plan for the Silver Rights Respected School award.  -All staff and partners are committed to modelling appropriate behaviour and creating a climate where children and young people feel secure. See Whole School Relationships Policy and Nurture Walks.  -All staff strive to make sure every child feels safe, healthy, achieving, nurtured, active, respected, responsible and included. Children regularly reflect on these indicators as part of the feedback and reporting process.  -The whole school uses Emotion Works, a programme focussed around emotional literacy which teaches children to recognise their own emotions and gives them regulation strategies to deal with difficult emotions. Children are now using these strategies independently. -see Self-Evaluation folder, individual Child Plans  -Results from pupil survey June 23 show that all pupils feel safe and listened to at school. EG 100% of pupils feel safe at school, 100% of children feel that ‘there is someone at school who cares about me’, 100% feel that ‘people listen to me at school’  - All staff have taken part in extensive training around trauma, ACEs, attachment, Mental Health First Aid and a variety of Additional Support Needs as relevant to the pupils in our care. All staff take due account of the legislative framework around these areas. See Whole School Nurture Plan 2022-23  - All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. See results of pupils and parent questionnaires June 23.  -We understand, value and celebrate diversity  and challenge discrimination. In our school there are no barriers to participation and achievement and we support all pupils to take part in all aspects of school life. (see addressing gaps in participation at Wider Achievements above)  -We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as financial deprivation, young carers and those with additional  support needs. See Child Plans, Whole School Nurture Plan 2022-23  - Staff are very engaged with research around Outdoor Learning. All staff are committed to pupils spending as much of their school day as possible outdoors taking part in meaningful, relevant learning.-see Teachers’ Planning-both daily planning, long and medium term planning, Community trips. | 6 |
| 3.2  Raising attainment and achievement | ­-Almost all children and young people are attaining  appropriate levels and a few have exceeded these. The school’s data demonstrates our current learners are making very good progress.  -Attainment levels in literacy and numeracy are a  central feature of the school’s priorities for  improvement and are raising attainment.  ­-Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment  -Very good progress is demonstrated through robust  tracking of attainment over time in all curriculum  areas and at all stages.  -Children and young people are fully engaged in their  learning and participate in decision-making about  their learning pathways and future career aspirations.  -The school empowers children and young people to  have a say in the quality of their learning experiences  and how to improve.  -Attendance levels are high and improving. Exclusion  rates are low and inclusion is successful for all.  -There is evidence that children and young people are applying and increasing their achievements through active participation in their local community. | -All pupils who do not have an individual Child’s Plan to support their needs are achieving or exceeding appropriate levels for their age. See Whole School Tracking documentation. (June 2023)  -Attainment levels are central to our School Improvement and Self-Evaluation work and all staff are committed to raising attainment. We use a range of formative and summative assessments including SNSA, GL assessments, YARC, MALS & Boxall. The use of GL assessments in Maths and Literacy has been embedded this session and teachers have been using this useful additional feedback on learners’ strengths and weaknesses.  -Through engagement with thorough moderation programmes with other Islay and Jura schools teacher confidence in making judgements is always growing.  -Robust tracking is in place and Teaching and ELC staff meet each term with the HT to discuss tracking and progress, target setting and identification of next steps. See Whole School Tracking documentation.  -Pupils are empowered to have their say at Port Charlotte School, learning experiences are discussed regularly with them and their views are valued. See Class Floorbooks. Pupil Council Minutes, Teacher Planners.  -Skills for learning, life and work are learned through play opportunities, Enterprise activities and individual projects. A range of career aspirations are encouraged through our Investigate, Create and Communicate projects.  -Staff are committed to exploring alternatives to exclusion and attendance rates are consistently well above 90%. See Whole School Nurture Plan 2022-23  -Our children take part in a wide range of activities in our local community; including the local football, dance, swimming clubs which include opportunities for trips to the mainland and competitions, the local youth club, accessible biking and watersports for all provided by a local charity, Sunday School, Karate and the wind band which holds public performances and concerts, | 5 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory