

Standards and Quality Report 2023 - 2024

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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 2023 - 24 there are 25 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. This vision and values were refreshed with the whole school community in sessions 21/22 and 22/23 respectively. 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 areas 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 91% 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. Due to our isolated position we have very limited support from external agencies and this means we have to be resourceful and self-sufficient in supporting our pupils. |

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| Review of SIP | Priority 1 CURRICULUM DEVELOPMENT |
| **Progress and Impact:** |
| OCTF – KEY OBJECTIVE 1 & 2:  Raise educational attainment and achievement for all  Use performance information to secure improvement for children and young people  SMART Target: All teaching staff will use the new Listening and Talking Trackers to inform planning and assessment by December 2023.  ACHIEVED: April 2024   * New Listening and Talking trackers produced and in use for 1st and 2nd level -December 2023 (Early level included in Early level Literacy tracker) * 3rd level produced and in use -April 2024 * Teaching and pre5 Staff evidenced their use of Talking and Listening trackers to inform planning and assessment at termly Planning & Tracking meetings -February 24. * Talking and Listening trackers also informing targets for targeted interventions, evidenced through analysis of Child Plan and IEP targets.   SMART Target: All teaching and pre5 staff will report increased confidence in the assessment of talk in the classroom by March 2024.  ACHIEVED: March 2024   * Increased confidence of teaching and pre5 staff evidenced through small group discussions at February tracking meetings. 100% of teaching and pre5 staff reported increased confidence. See records and google surveys- August 23 & March 24. |
| **Next Steps:** |
| Session 24-25   * All teaching and pre5 staff will have opportunities to moderate one another’s use of Talk for Writing principles (school) and questioning to encourage talk (pre5). Observations will be shared and discussed at staff meetings in November and in March.- maintenance |

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| Review of SIP | Priority 2 DIGITAL STRATEGY |
| **Progress and Impact:** |
| OCTF – KEY OBJECTIVE 1 & 6:  Raise educational attainment and achievement for all  Strengthen leadership at all levels  SMART Target: All classes will use their Promethean boards daily to enhance learning and teaching by December 2023.  ACHIEVED December 2023   * 100% of classes using Promethean boards daily. See teacher observation records in SIP folder- Jan 24   SMART Target: Most p4-7 pupils will use Seesaw to independently share their learning with their families by May 2024  ACHIEVED April 2024   * See Seesaw for posts- 87% of pupils posting independently.   SMART Target: Almost all teaching and pre5 staff will use Seesaw to track skills developed through play by May 2024.  ACHIEVED April 2024   * All teaching and pre5 staff using new skills folders when posting play activities. 100% of teaching and pre5 staff have posted play activities with relevant skills tracked on Seesaw   - see Seesaw April 2024 |
| **Next Steps:** |
| Session 24-25   * Work towards pupils tracking their own skills for play- further work on independent use of Seesaw and pupil understanding of 6 C skills for learning through play -Michael Fullan, Joanne Quinn, Joanne McEachen *Deep Learning* (Corwin Press and Ontario Principals’ Council, 2018) |

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| Review of SIP | Priority 3 PLAY PEDAGOGY |
| **Progress and Impact:** |
| OCTF – KEY OBJECTIVE 3:  Ensure children have the best start in life and are ready to succeed  SMART Target: All classroom environments will have opportunities for all pupils to learn through play by December 2023.  ACHIEVED December 2024   * Teaching staff reviewed provision for play in existing environments and created new areas/ opportunities for play where needed. * 100% of classrooms have multiple opportunities for play and investigative learning, Decmber 2023. See classroom maps, photos: Self-Evaluation folder and Seesaw   SMART Target: Almost all school pupils will be able to name at least 3 skills learned through play by May 2024. Pupil survey results.  ACHIEVED May 2024   * Skills for play explicitly shared with pupils at least weekly- Jan- May 2024 * Skills for play shared with parents through Seesaw (see Digital target above) * 92% of pupils were able to name at least 3 of the 6C skills for play. See survey results May 2024.   SMART Target: 5 out of 6 staff members in a focus group in March 2024 will report an increased understanding of the benefits of learning through play.  ACHIEVED May 2024   * All teaching staff took part in Play training: PT- Skills for Play Education Scotland, HT, PT & CTs- Play in Multi-Composite Classrooms, HT- Play Pedagogy for Leaders, both Northern Alliance * Support staff took part in training about the benefits of learning through play, and participated in discussion groups, May inservice day (24/05/24). * 100% of staff in focus group reported increased understanding of benefits of learning through play, May 2024.   SMART Target: All teachers will be following the new Port Charlotte Primary School Play Policy by May 2024.  ACHIEVED May 2024   * New Play Policy developed and shared with all stakeholders, May 2024. |
| **Next Steps:** |
| Session 24-25 and beyond   * Further work on 6 Cs- global competencies- to develop common language and understanding among all stakeholders. * Further training to develop staff understanding of 4 elements of Deep Learning   -Michael Fullan, Joanne Quinn, Joanne McEachen *Deep Learning* (Corwin Press and Ontario Principals’ Council, 2018)   * Use of Circle training and resources to ensure the provision of inclusive learning environments for all pupils- pre5 to p7   -*Circle Resource to support Inclusive Learning and Collaborative Working*, Education Scotland |

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| Review of SIP | Priority ELC COMMUNICATION |
| **Progress and Impact:** |
| OCTF – KEY OBJECTIVE 3 & 6:  Ensure children have the best start in life and are ready to succeed  Strengthen Leadership at all levels  SMART Target: Almost all pupils in pre5 will use Makaton signs as part of daily routines by May 2024  ACHIEVED MAY 24   * 100% of pre5 pupils observed to be using at least one Makaton sign as part of daily routines, 70% using 3 or more signs independently. See records Self Evaluation Folder.   SMART Target: All pre5 staff will report increased confidence in the use of Makaton by May 2024. Evidenced through before and after surveys of pre5 staff (Aug 23 and May 24)  ACHIEVED MAY 24   * 100% of pre5 staff reported an increase of at least 2 points on a 5 point confidence scale. See Google Survey results August 23 & May 24 |
| **Next Steps:** |
| Session 24-25   * Pre5 staff to continue to learn alongside pupils and develop use of Makaton signs during nursery routines and activities- maintenance |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (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 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (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 * Our local environment, lifeskills and safety trips for ASN pupils- local shop, beach, Wildlife centre, beach * Local Church Minister- regular assemblies * Mòd workshops for p4-7- Gaelic singing programme * Weekly swimming for ASN pupils * 6 week block of swimming lessons for p6/7 pupils * Nurture group visits to beach, wildlife centre * Islay Book Festival: Author visits to school for workshops * 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 Pantomime- P4-7 pupils planned, directed and presented Christmas Pantomime for local community with all pupils pre5 to p7 taking part * 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 * Rights Respecting Schools- Activities undertaken with whole school led by RRS pupil committee. * P7 leaders. P7 run own lunchtime clubs for younger children * Instrumental music for all. Tailored listening to instruments programme for ASN pupil. * P6/7 Teambuilding days with other small schools on Islay and Jura: Small Isles, Keills and Port Charlotte * Gaelic orienteering day with p6/7 pupils from across Islay and Jura * PATCH project workshops for p4-7 pupils, parents and staff on keeping safe, gender stereotypes, online safety * Stirling trip: City trip with variety of cultural experiences with P6/7 pupils from across Islay and Jura * Generation Science workshop p4-7: Fizz, Bang, Boom- chemical reactions * Pre5 trip to Jura to see seaplane landing * Outdoor Activity week- pre5-p5 * School Grounds Workforce- p4/5 * Scottish Maths Challenge- p5-7 pupils, 5 Bronze Awards achieved * Visit from Hebridean Whale and Dolphin Trust, Sealife workshops for P1-3 and p4-7 * Clan teambuilding activities 4 per term * Beach cleans on our local beach by each of 4 Clans   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 * Partnership with MAYDS- support for young carers * Staff trained in ‘Keeping the Promise’ Scotland’s promise to care experienced children |

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| Summarise progress and next steps in relation to pupil equity funding |
| **Outcome 1: Targeted Literacy Improvements**  Smart Target: Almost all pupils in the supported spelling group will gain one year in spelling age between June 23 and May 24.  PARTIALLY ACHIEVED MAY 2024  Impact: Pupils in targeted spelling group will show improvement in their ability to spell high frequency words  Evidence: See GL assessment results May 2024 60% of pupils in targeted spelling group (total 5) gained 1 full year in spelling age- see Self-Evaluation Folder  Evaluation: More targeted use of Stareway to spelling next session, set clearer target around high frequency words which should be more appropriate for dyslexic pupils.  Smart Target: Almost all pupils in the supported reading group will gain one year in reading age between June 23 and May 24  PARTIALLY ACHIEVED MAY 2024  Impact: e.g. Will show willingness to read an unknown text.  Evidence: See GL Reading assessment results May 24. 67% of pupils in targeted reading group (total 3) gained 1 full year in reading age- see Self-Evaluation Folder  Evaluation: More concentrated use of Readingwise next session- staff undergone training May 24  Smart Target: All pupils in the Special iapps group will meet their individual Literacy targets in their Child Plans  ACHIEVED MAY 2024  Impact: e.g. Will be able to match 10 words to their pictures unaided  Evidence: See individual Child’s Plans as targets are specific to individual pupils- Self Evaluation folder  Smart Target: Almost all of the targeted numeracy pupils will show an improvement in mental maths skills and understanding of number by May 2024.  ACHIEVED MAY 2024  Impact: e.g. Will be able to say, write, order numbers from 1-20  Evidence: See individual Child’s Plans as targets are specific to individual pupils.  Smart target: Almost all targeted pupils in Nurture groups will be able to use strategies from Emotionworks when dealing with difficult emotions by March 2024.  ACHIEVED MAY 2024   * See individual Child Plan targets- Self Evaluation folder   Impact: children independently use strategies such as walk away, go to my quiet space, count to ten  Evidence: See staff observations of pupils using Emotionworks strategies, child records of their own strategies- Self-Evaluation folder  Smart Target: Almost all targeted pupils in Nurture groups will show a raised Wellbeing score in Leuven Scale assessments.  ACHIEVED MAY 2024  Impact: The impact of Nurture is shown in increased engagement by targeted pupils in class activities.  Evidence See completed Leuven Scale assessments September 23 and May 24- Self-Evaluation Folder  Smart Target: The majority of hard-to-reach parents will engage with their children’s learning through the Seesaw platform by May 2024.  ACHIEVED MAY 2024  Impact: “Parental engagement is also recognised in the National Improvement Framework as one of seven key drivers in achieving excellence and equity in Scottish education.” i.e. parental engagement will lead to improved pupil engagement with school  Evidence: See Seesaw engagement records May 2024- Self-Evaluation folder  Smart Target: All staff who visit Parklands School will report increased confidence in providing stimulating and creative learning for pupils with significant additional support needs by November 2023  ACHIEVED NOVEMBER 2023  Impact: Staff will be able to use the same planning tools as Parklands to break down learning and inform next steps.  Evidence: See staff records of visit and training for all staff at Port Charlotte - Parklands and Dyslexia folders. See staff comments on impact of visit- Self-Evaluation folder  Smart Target: All staff who attend the Dyslexia Scotland Education Conference will share at least 3 new strategies or interventions with their colleagues at Port Charlotte by November 2023  ACHIEVED NOVEMBER 2023  Impact: Staff will develop new ways of working with dyslexic pupils based on this training.  Evidence: See minutes of staff meetings |

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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 23-24:  -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 23-24)  -Excellent staff communication, flexible, enthusiastic staff team. All staff adaptive, understanding and mutually supportive. See staff survey June 24  -Self-evaluation and identified areas for improvement have lead to staff being involved in a wide range of relevant professional learning this session; including Play Pedagogy across the school, Moderation, A Skills based curriculum, Global Citizenship, Realising the Ambition, Keeping the Promise training, SEAL maths, behaviour management and a variety of ASN courses. There is a high level of mutual support during and following training and staff are reguarly involved in professional discussion and debate. 2 staff members also visited Parklands School (ASN) and the Dyslexia conference and followed these visits with very informative training for all staff at Port Charlotte.  -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 23-24.  -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, 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 Play pedagogy 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. | 4 |
| 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  - The Head teacher empowers staff and takes steps to  develop leadership at all levels to improve the overall  capacity of the school.  -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 24 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. | 4 |
| 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 Studies on individual pupils.  -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 literacy and 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. | 4 |
| 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 in 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 2023-24. We have a Bronze Rights Respecting Schools Award and are currently working towards Silver.  -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 Walk records- Self Evaluation Folder.  -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. See termly reports.  -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 24 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 2023-24.  - 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 24.  -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 2023-24.  - 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. | 5 |
| 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 2024)  -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 above 90%. See Whole School Nurture Plan 2023-24  -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. | 4 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory