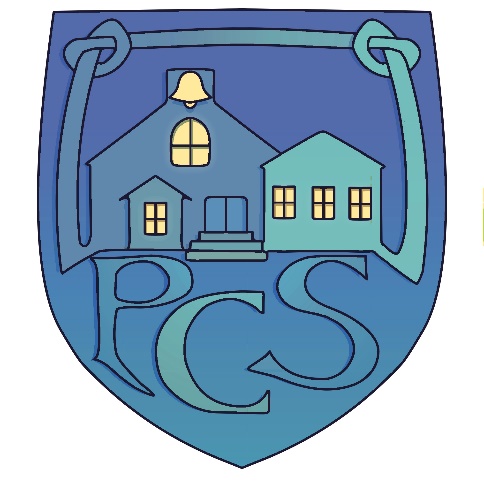


Standards and Quality Report 2024 - 2025

**Port Charlotte Primary School**



**Be the Best you can Be!**



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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 2024-25 there are 24 children on roll in the Primary school and 14 children in the Pre 5 unit. There are two classes in the main school; a P1/2/3/4 class and a P5/6/7 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. Children’s Rights are at the heart of our school and in March of this year we attained our Silver Rights Respecting Schools’ Award. 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 and high proportion of ASN pupils 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. This session we took part in a thematic inspection of Literacy and English with Education Scotland and the lead inspector commented that our children get a very good deal; they are thriving in the positive learning environment supported by carefully planned input and skilled staff. 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  Leadership for pupils: Global Citizenship |
| Progress and Impact:  OCTF – KEY OBJECTIVES 5 & 6  • Ensure high quality partnership working and community engagement  • Strengthen leadership at all levels  SMART targets  1. Almost all school pupils will engage with the How good is OUR school document and participate in self-evaluation and school improvement activities for one term.  2. Almost all school pupils will engage with Eco schools activities and participate in self-evaluation of sustainability for one term.  3. Almost all school pupils will engage with Rights Respecting Schools materials and work on the Silver Action plan for one term.  4. Almost all school pupils will engage with evaluation and improvement of our School Grounds for one term.  ACHIEVED MAY 2025  Progress   * Each area- school improvement (pupil council), eco schools, rights respecting schools, school grounds- led by a different member of school staff for whole session. * Clans met twice per term throughout session. Each Clan had one term leading each area of improvement. * Improvements in each area carried out by designated Clan for that term.   Evidence   1. Clan Floorbooks 2. Pupil Focus groups: Jan & May 25 (see Self-Evaluation folder) 3. Staff focus group: May 25 (see Self-Evaluation folder) 4. Silver Rights Respecting Schools Award- see report March 25, in Self-Evaluation folder   Impact   1. The children feel the Clan responsibility groups help them develop their communication and collaboration skills and give them leadership over many aspects of school life. E.g. “We manage the school in Pupil Council” (pupil focus group) 2. The staff feel the children have grown in confidence and have a real sense of responsibility and ownership over their responsibilities. (staff focus group) 3. The assessors for the Rights Respecting Schools Award stated that “Children are involved in making decisions about their school and were able to talk about the different groups that run in the school.” (Silver Rights Respecting Schools Award report) |
| Next Steps:  Continue with this model for pupil leadership in session 25-26. Keep as a target in maintenance section of School Improvement Plan. (School Improvement Plan 25-26) |

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| Review of SIP | Priority 2  Skills for Play and Learning |
| Progress and Impact:  OCTF – KEY OBJECTIVE 3  Ensure children have the best start in life and are ready to succeed  SMART targets   1. Almost all pupils will show increased understanding of the 6C skills for learning and play. 2. Almost all pupils in p4-7 will independently use Seesaw to share learning through play, linking this to the 6C global competencies.   ACHIEVED MAY 2025  Progress  • All Staff took part in training on Play Pedagogy and the 6Cs- inservice day August 24  • Teachers and Support Staff facilitated and support use and regular discussion of 6 Cs through assemblies, pupil leadership (Clan) activities, Free Play Friday and in classes.  • P4-7 pupils are being supported to use Seesaw to share their learning, highlighting the skills they are learning  • P1-3 pupils also being supported to use Seesaw to share their learning, and regularly discuss the skills they are learning  Evidence   * Results pupil Google survey: 6Cs –Sept 24 & May 25 (see Self-evaluation folder) * Pupil focus group: March 2025, (see Self-evaluation folder) * Seesaw posts * Silver Rights Respecting Schools’ report, March 25 (Self-Evaluation folder)   Impact   * March 2025: all p4-7 pupils in pupil focus group showed good understanding- of all 6 skills * “The school has an approach to wellbeing called the six Cs approach (creativity, collaboration, critical-thinking, communication, character and citizenship). Children know how these are linked to their rights and their wellbeing.” Silver Rights Respecting School Report March 2025 * Pupil survey: All pupils showed greatly increased understanding of the 6Cs. Pupil understanding of each skill increased between September 24 and May 25 by an average of 39%. |
| Next Steps: Continue to embed 6 C Skills across the curriculum. Focus on skills used in interdisciplinary learning next session 25-26. (School Improvement Plan 25-26) |

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| Review of SIP | Priority 3  Planning for Deep Learning |
| Progress and Impact:  OCTF – KEY OBJECTIVE 3  • Equip young people to secure and sustain positive destinations and achieve success in life  • Ensure high quality partnership working and community engagement  SMART targets  1. Almost all p1-7 pupils will follow a broad and balanced curriculum based on revised bundles of Outcomes which fit coherently together and include the new technology outcomes by May 2025. See new 3 year rolling programme and Teachers’ planning.  2. All class teachers will use our connections with community partners as detailed in the revised Bundles of Outcomes at least twice for each class by April 2025. See teachers’ planning and project evidence on Seesaw.  3. Leadership of Learning: Almost all pupils will be involved in at least two projects which involve an element of pupil leadership by May 2025. See Class Floorbooks and project evidence on Seesaw, pupil focus group results March 2025.  ACHIEVED MAY 2025  Progress  • Staff undertook training and professional reading to further develop understanding of 4 elements of Deep Learning.  • Review of school programme of ‘bundled’ experiences and outcomes, ensuring these include the new technology outcomes. Advised by Education Scotland representative not to do this as whole curriculum under review at present.  • Developed current use of community partners to support interdisciplinary learning- partners this session have included: St Andrews University, local councillors and politicians, local business people, RSPB.  • Staff have been strengthening student agency by ensuring they are partners in the design, implementation and measurement of learning.  Evidence   * Teachers’ forward planning * Seesaw records * Class Floorbooks * Pupil Focus Group, March 25 (Self-evaluation folder) * Staff Focus Group, May 25 (Self-evaluation folder)   Impact   * Pupil Focus group: all pupils in p1-7 focus group were able to talk positively about people from local community who have been helping them with their learning this session. * Staff: All teaching staff felt that pupil engagement had been enhanced by deeper connections to real-world contexts. (Staff focus group) |
| Next Steps: Look at IDLs in more depth and in context of Deep Learning next session. (School Improvement Plan 25-26) |

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| Review of SIP | ELC Priority  Inclusive Environments |
| Progress and Impact:  OCTF – KEY OBJECTIVE 3  Ensure children have the best start in life and are ready to succeed  SMART targets  1. The nursery will have a more inclusive environment suitable for all pupils in place by March 2025. Compare checklists August 24 and March 25.  ACHIEVED MARCH 2025  Progress   * Staff undertook training in use of the CIRCLE framework for inclusion to support development of knowledge and experience in using the tools to promote effective inclusive practice. * Staff carried out ‘before and after’ assessments of the Early Years’ space. * Resources ordered, put in place and their effectiveness monitored and evaluated.   Evidence   * Leuven Scale observations (see pupil records folder) * Audit results (Self-Evaluation Folder) * Pre5 Self-Evaluation Book (pre5 Folder)   Impact   * With a more suitable environment in place, pupils are calmer and more engaged. (change observed by Maxine Rowe and Cheryl Caldwell, Education Support Officers, who visited our ELC in September 24 and March 25) * Leuven scale observations show consistent improvements in pupil engagement between September 24 and March 25. * Ongoing staff reflections in Self-Evaluation book show impact of changes as they were made and detail the staff’s own reflections on this process in real time. |
| Next Steps:  Continue to monitor and evaluate playroom environment and make changes as required. See Self- Evaluation Book. (School Improvement Plan 25-26, Maintenance section) |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (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** |

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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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (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:  SUCCESSFUL LEARNERS  • Personalised Learning at all levels  • Endeavour Projects  • ICC (Investigate, Create & communicate) projects  • Child centred learning in pre5  • Online lessons for p4-7 in French and Gaelic  • Gaelic workshops p1-7, Stone of Destiny theme  • Weekly swimming for ASN pupils  • 6 week block of swimming lessons for p6/7 pupils  • Islay Book Festival: Author visits to school for workshop  • ‘Smoke-Free me’, health education drama for p6/7 in Islay High School  • p1-3 Literacy day in the Woods with p1-3 from across Islay and Jura.  • Glasgow Warriors: rugby sessions for p4-7 pupils in Bowmore  • P7 science day at Islay high School with all P7 from across Islay and Jura  • Instrumental music for all. Tailored listening to instruments programme for ASN pupil.  • Pre5 trips to beach, allotments, along path, to woods, RSPB, field centre, Coastguard hut  Evidence:   * Seesaw * Floorbooks   Impact:   * Every child is supported to access a range of wider learning opportunities, both within and outwith the school environment. These experiences, which are over and above their formal schooling, help our pupils to develop their skills and confidence. * “It is good to meet new friends from other schools and to meet experts and learn about new stuff” pupil focus group May 25   CONFIDENT INDIVIDUALS  • Daily Mindfulness  • Nurture Activities for all- Clan time  • Nurture Groups  • Nurture group visit to plant centre  • Our local environment, lifeskills and safety trips for ASN pupils- local shop, beach, Wildlife centre.  • St Phoenix: mental health workshop for p5-7 pupils across Islay and Jura  • P6/7 Teambuilding days with other small schools on Islay and Jura: Small Isles, Keills and Port Charlotte  • Outdoor Activity week- pre5-p5  • Clan teambuilding activities 4 per term  • P6/7 outdoor experience trip to Lochgoilhead with Islay and Jura p6 & 7 pupils  • PATCH project workshops for p4-7 pupils, parents and staff on keeping safe and gender stereotypes  Evidence:   * Seesaw * Class Floorbooks   Impact:   * Pupils are well supported to develop confidence and resilience at every level. * “It’s good to meet and learn to work with other people, nurture is good to get you outside in the nurture garden.” Pupil focus group May 25   RESPONSIBLE CITIZENS  • Rights Respecting Schools- Activities undertaken with whole school led by RRS pupil Clan- achieved Silver Award  • Eco Schools- led by a different Clan each term  • School Grounds- led by a different Clan each term  • Pupil Council- led by a different Clan each term  • P7 leaders. P7 run own lunchtime clubs for younger children  • Clan leaders and seconds- lead termly teambuilding activities with nursery to p7 pupils  • P7 buddies look after new primary one pupils August to October each session  Evidence:   * Seesaw * Clan Floorbooks * Wall display: Clan responsibilities   Impact:   * Pupils have frequent opportunities to lead developments in their own school, leading to increased feelings of ownership and developing skills of teamwork, leadership, problem-solving and initiative. * We learn to do things we haven’t done before. We can look after each other and do teamwork.” Pupil focus group May 25   EFFECTIVE CONTRIBUTORS  • 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  • Local Church Minister- regular assemblies, also children run own assemblies e.g. on Children’s Rights  • Christmas Enterprise: p5-7 pupils researched, planned and organised their own business selling Christmas crafts to parents and community.  • World Book Day- Pupil Council organised whole school reading activities  • Islay Foodbank, the responsible Clan collect donations for this throughout the year  • Children in Emergencies Fundraiser ‘Blue Day’ (organised by pupils)  Evidence:   * Seesaw * Local newspaper: The Ileach * Floorbooks- Clan & Class * Wall display- the 4 capacities   Impact:   * As effective contributors taking part in the above activities our pupils develop skills in communication, collaboration, leadership, critical thinking, problem-solving, creativity, and initiative * “It’s good to be kind and helpful to help others and know our rights, children’s Rights are important.” Pupil focus group May 25   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 trauma and the impact of ACEs |

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| Pupil Equity Funding  Summarise progress and next steps in relation to pupil equity funding |
| Outcome 1: Targeted Literacy Improvements  Smart Target: Most of the pupils in the targeted spelling group will score 80% or more in termly tests of the first 200 most common high-frequency words.  ACHIEVED MAY 2025  Impact: All pupils in targeted spelling group have shown improvement in their ability to spell high frequency words. 100% of these pupils scored 80% or above in termly tests of the first 200 common words.  Evidence:   * Results of regular spelling assessments from throughout session. * GL Spelling assessment results May 25: all pupils show improvement in GL spelling results between May 24 and May 25, with an average improvement of 11 months.   Smart Target: Most of Smart Target: Most of the targeted reading pupils will gain 14 months in reading age between May 24 and May 25.  PARTIALLY ACHIEVED MAY 2025  Impact: All of the targeted reading group pupils show increased willingness to read an unknown text. The majority of the pupils in the targeted reading groups showed an increase of more than 14 months in reading age. Those pupils who did not meet this target still made measurable progress towards their targets. See individual Child Plans for targets and progress made.  Evidence:   * See YARC reading results: May 25 * See GL Reading assessment results: May 25   Outcome 2: Targeted Numeracy Improvements  Smart Target: Most of the targeted numeracy pupils will show an improvement in mental maths skills and understanding of number by May 2025  ACHIEVED MAY 2025  Impact: Most of the pupils have met their termly targets each term in numeracy. Those pupils who did not meet their targets still made measurable progress towards these targets.  Evidence: See individual Child’s Plans as targets are specific to individual pupils.  Outcome 3: Targeted Nurture Improvements  Smart Target: Almost all targeted pupils in Nurture groups will show a raised engagement score in Leuven Scale assessments between September 24 & May 25  ACHIEVED MAY 2025  Impact: The impact of Nurture is shown in increased engagement by targeted pupils in class activities.  Evidence: See completed Leuven Scale assessments September 24 and May 25 (teacher and pupil records) & case studies (Self-Evaluation Folder)  Outcome 3: Health and wellbeing: ASN swimming  Smart Target: All targeted pupils will benefit at their own level from ASN swimming sessions. See individual targets in CPs.  ACHIEVED JUNE 2025  Impact: All ASN pupils who participated in swimming sessions have consistently met their swimming targets in Child Plans.  Evidence: See individual Child’s Plans as targets are specific to individual pupils.  Outcome 4: Inclusion  Smart Target: All classrooms will have a more inclusive environment suitable for all pupils in place by March 2025. Compare CIRCLE audits August 24 and March 25.  ACHIEVED MARCH 2025  Impact:  Evidence:   * Completed Circle Audits: staff August 24 and March 25 (Self-Evaluation folder) * Completed Circle audit: pupils March 25 (Self-Evaluation folder) * Class Floorbooks * Evidence of new Cozi Corners on Seesaw   Smart Target: Most ASN pupils will complete at least 50% of their tasks in the classroom environment by May 2025.  ACHIEVED MAY 2025  Impact: All pupils now have free access to learning areas which meet their needs. Each classroom has a sensory area for regulation. This allows pupils to use the change in environment to work to their full potential.  Evidence: Most ASN pupils completing 80% of their work tasks in classroom environment. Of those pupils not achieving 80%, 100% of these achieving 50% of work tasks completed in classroom environment. (See teacher records) |

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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 24-25:  -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 24-25)  -Excellent staff communication, flexible, enthusiastic staff team. All staff adaptive, understanding and mutually supportive. See staff survey June 25  -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, Realising the Ambition, Learning, Teaching and Assessment, Bikeability, Circle Training, Readingwise, 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. 1 staff member also visited Parklands School (ASN) and followed this visits with further training online by the PT at Parklands in tracking and monitoring ASN pupil progress which she was also able to share with staff.  -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) Self-Evaluation folder 24-25 and pre5 Self-Evaluation book.  -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 regularly 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 interdisciplinary learning and Listening and Talking this session across Early, First and Second Levels. We also have a primary secondary moderation group which has worked on Literacy and Numeracy, Social Studies and Technology at Second Level with a particular focus on the transition between primary and secondary. 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 25 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 with ideas and lead initiatives. Feedback is very welcome and is listened to. There are timetabled regular meetings for class teachers with 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, through Clan activities and Clan responsibilities, 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. This session we were awarded our Silver Rights Respecting Schools Award in March 25.  -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 25 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.  - 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 25.  -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  - 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 2025)  -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. Clan 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, karate, rugby and swimming clubs which include opportunities for competitions and trips to the mainland, also the Islay youth 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