

# Standards and Quality Report

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2021/22



**LAIRG PRIMARY SCHOOL**

HIGHLAND COUNCIL | MAIN STREET, LAIRG IV274DD

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

### Our School/Cluster/ASG

- *Lairg Primary School is based in the centre of the village of Lairg with the majority of children living in the village itself or just outside it and a small group of children travelling by school bus from a couple of areas a few miles away.*
- *In the session 2021-22 there were 50 pupils in P1-P7 and 15 children in our ELC. Numbers have remained similar in the last few sessions which have meant we have had three multi-composite classes.*
- *The school has had stability in teaching staff for two years. However, this situation changed in the session 2021-2022 when a teacher moved away.*
- *Lairg Primary has been clustered for the last four years with Rosehall Primary. The Principal teacher for Rosehall Primary is the cluster PT.*
- *Our Early Learning Childcare Centre (Nursery) offers 1140 funded hours.*
- *The Lairg Parent Council is actively involved in the life of the school and continues to offer a very high level of commitment and support.*
- *Whilst from SIMD data, all children are judged in an almost identical deprivation band there are an increasing number of families on low incomes which is demonstrated by the amount of Pupil Equity Funding for our small school since 2017.*
- *During the 2021-2022 session 26% of pupils receiving FSM (P1-P7).*
- *Of children in N-7 16% have a Child Plan.*
- *The school has a significant percentage of children with Additional Support Needs, with around 26% of school pupils at staged intervention levels 1-4 according to the council's matrix.*
- *There are 12% of pupils with English as an Additional Language.*

## Our School/Cluster/ASG Vision, Values and Aims

### Vision Statement

We work together to create a happy, inclusive learning environment where children are encouraged to develop.

“Wings to fly and roots to grow.”

### Values

Learn, Achieve, Include, Respect and be Genuine.

### Aims

To support children to be happy, safe, healthy, responsible successful learners by working with individuals, their families and our school partners.

To foster inclusion, tolerance and acceptance of individuals and their families amongst all members of our school community.

To respect all members of our school community and encourage children to show respect for everyone they meet.

To encourage honesty, openness and positive attitudes amongst individuals.

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

### Nursery

‘When I see all my teachers at nursery.’

‘Playing’

‘Painting pictures.’

‘When we had a PJ party at nursery.’



### P1-2

‘Learning-because we have been learning new sounds.’

‘Writing’

‘Learning about castles.’

‘Fun- doing new things.’





P3-4

*'Maths-there is a good balance of maths and the rest of our lessons.'*

*'We love the art activities we get to do.'*

*'The teachers are really helpful.'*

*'The head teacher helps to make things right.'*

*'The rules about **helping hands** is good because it keeps everyone safe.'*

*'Everybody is treated nicely.'*



P5-7

*'Team work, helping each other.'*

*'Traditions like Sport's Day.'*

*'Friday Afternoons, (Future Fridays) it's good to be mixed.'*

*'It's welcoming and I feel included.'*

*'High School Transition Project.'*





Learn, Achieve, Include, Respect and be Genuine

## Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

'Wear PJ's every day.'  
'More singing.'  
'Play with flowers.'  
'Mix with bigger classes.'  
'Everyone use kind words.'  
'A chance to plant more.'  
'To paint a mural.'  
'To greet each other in different languages.'  
'Softer carpets or rugs.'  
'More play equipment outside.'  
'20 minute break and 40 minute lunch.'  
'Half day Friday.'  
'Lunch clubs.'  
'Future Fridays, more choice.'



## Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1: Recovery Health and Wellbeing

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Recovery from Covid-19 School Closures: Health and Wellbeing

- Continue to develop a mentally Healthy School Strategy across the cluster using a whole school approach.
- Continue to refresh our GIRFEC approaches and programme of HWB to establish consistent approaches to the learning and teaching of Health and Wellbeing in particular, Emotional and Mental Health.

#### Progress and impact:

- The majority of learners feel safe in school and can identify a trusted adult they are confident to talk to.
- Shanarri check-ins are tracked, and wellbeing webs embedded across the cluster.
- All learners are supported to make a daily Wellbeing Check-in/out.
- The majority of learners have the knowledge and understanding to self-report on the wellbeing indicators and feel sure that their trusted adult will act on their responses.
- Learners develop strategies to cope with every day and new situations.
- Practitioners have access to resources and CLPL to support the physical, wellbeing and mental health and wellbeing of the learners in their care.

#### Next steps:

- The new HWB tracker will be used in the 2022-23 session.
- Glasgow Mental Wellbeing Profiles –use to track.
- Core values explored and embedded in 22-23 session.

### Improvement Project 2: Recovery of learning, teaching and assessment

**Primary focus:** Performance Information

**Year of Project:** 1

#### Purpose:

- Improve teaching and learning experiences through teacher CPD in order to improve attainment in; Reading/Emerging Literacy and Number and Number Processes.
- Ensure that play in nursery includes opportunities for literacy and numeracy learning and RTA is used as a supporting document in the ELC.
- Engage parents with pupil learning and improve communication to support parents and carers by sharing our learning and teaching strategies for Reading and Numeracy.
- Increase opportunities for the staff and pupils to explore digital learning further.

#### Progress and impact:

- Highland Progressions, Benchmarks, End Year Targets are used to support planning and assessment so there is a consistent understanding of progression across the cluster.
- Practitioners have enhanced skills and implemented online pedagogy through Seesaw learning to engage parents and learners. Evidence shows increased parental engagement.
- Practitioners are efficient in the use of our online profiles through Seesaw, training for staff, pupils and parents has increased Parental Engagement. High Quality Assessments are in digital form. HQA share Learning Intentions.

Success Criteria, Context, Es and Os and skills. They encourage pupil and parent voice; this is evident in data collected from Seesaw.

- Pupils' display engagement and enjoyment in learning and there is increased confidence, engagement and enjoyment of numeracy and reading. This is evident in reading and literacy data in P1, P4 and P7.

**Next steps:**

- Moderation across the ASG will support teacher judgement.

**Improvement Project 3:**

Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:**

- Continue to improve attainment in Numeracy across N3-P7 through implementation of new approaches to further improve learning and teaching.
- Continue to improve attainment across N3-P7 in Emerging Literacy and Reading through implementation of new approaches to further improve learning and teaching.
- Continue to reduce the poverty related attainment gap in Reading (N3-P7) through focussed intervention in Phonological awareness, Reading and Phonics.

**Progress and impact:**

- Staff understand what progression in Numeracy and Reading looks like and have strategies to identify and address gaps in development and use consistent approaches across the cluster. Pupil Progress meetings, identify gaps in learning and allows for targeted support.
- Raised attainment in Numeracy and Reading across all stages in HNP, Emergent Literacy and YARC shows progression in scores.
- Staff feel confident in the teaching of Numeracy and Reading– CPD comments and evaluations, feedback on longer term impact.

**Next steps:**

- Continue to reduce the poverty related attainment gap in Reading (N3-P7) through focussed intervention in Phonological awareness, Writing and Phonics in 2022-23.

**Our Improvement Journey Headlines**  
**Session 2021/22**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).



## Evaluation of Progress

We believe we have made the following progress this session:

### School self-evaluation

#### Quality Indicator

Leadership of Change	1.3	Good
Learning, teaching and assessment	2.3	Good
Ensuring wellbeing, equality and inclusion	3.1	Good
Raising attainment and achievement	3.2	Good

#### Quality Indicator

### ELC self-evaluation

Leadership of Change	1.3	Good
Learning, teaching and assessment	2.3	Good
Ensuring wellbeing, equality and inclusion	3.1	Very good
Securing children's progress	3.2	Good

Our overall evaluation of our school's capacity for continuous improvement is: **Good**

**Our children and young people believe we have made the following progress this session:**

#### Theme 1

Our relationships  
Very good

#### Theme 2

Our learning and teaching  
Good

#### Theme 3

Our school and community  
Very good

#### Theme 4

Our health and wellbeing  
Very good

#### Theme 5

Our successes and achievements      Very good

**We are confident in our capacity for continuous improvement.**

### **Planning Ahead**

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://lairprimary.wordpress.com/> or by contacting the school office.