

Standards and Quality Report

2021/22



Strathdearn Primary School
Tomatin
HIGHLAND COUNCIL

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 Schools

Daviot and Strathdearn Primary Schools are clustered and share a Head Teacher. There is also a management Principal Teacher (management) who is predominantly based at Daviot with a 0.7 fte teaching commitment. Both schools feed into the Millburn ASG.

Strathdearn Primary School is located in a semi-rural location in the village of Tomatin, 20 miles south of Inverness. The school roll currently stands at 38 primary and 9 nursery pupils. The classes are organised as P1-3 and P4-7.

The schools are undergoing a period of considerable staffing change: The existing PT was appointed HT in November 2021. At Strathdearn the HT is currently covering a long-term absence, resulting in the HT being in class 4/5 days at present. This began in March 2022. Prior to this, the HT was covering an ELC position from Oct – Nov, vacant PSA positions from Nov – Jan and the vacant PT position (3 days) at Daviot until March 2022.

Attendance at Parent Council meetings for Strathdearn Primary is low. However, in the last 6 months there has been an increase in participation and the parents see themselves as partners to the life and community of the school.

Over the last year, the changes to staffing and absence rate has brought challenges however, the staff have strived to support our pupils and families as best they can.

We continue to focus on the health and well-being of our pupils, supporting them emotionally through learning such as the Emotion Works programme. Our curriculum focus remains in our three core areas of the curriculum – Literacy, Numeracy and Health and wellbeing. Teaching and learning of other curricular areas are delivered through IDL topics.

There were no exclusions at Strathdearn Primary in session 2021/22

Our School Cluster Vision, Values and Aims

In March 2022, we worked in partnership with our pupils, staff and parents to develop a new vision for our cluster. Our New Values are -

Honest

Encouraging

Kind

Respectful

Inclusive

In tandem with the language of SHANARRI we talk about many aspects of social, emotional, behaviour and subject learning through these values and their relationship to our well-being through the well-being indicators.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session: The pupils reported during assembly that the following things are working well at our schools –

- Learning through play in P1-3
- 1:1 device in school for learning
- Big spacious playground
- Happy school with lots of friends
- Lots of sport and music activities from outside visitors
- Staff are friendly and helpful
- Learning – lots of different activities and subjects

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.

The pupils reported during assembly that they would like to make changes in the following areas –

- Use garden area more effectively
- Contribute more to what and how we are learning (pupil voice)
- More equipment in the playground – trim trail, construction, loose parts, mud kitchen items.
- Somewhere to go if it is too noisy outside.

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:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: The purpose of the project was to support pupils in recovering from the Covid Pandemic. An Emotion Works baseline established that children could describe some emotion words but could not relate them to behaviours or recognise self-regulation behaviour/strategies.

Progress and impact:

Progress - The use of the emotion works program gave a clear structure and progression for teaching each of the 'cogs'. Each cog has explicitly been taught to the pupils and been linked into the curriculum through literacy, IDL and expressive arts. The majority of pupils now use the SHANARRI wheels in profiles which has enabled staff to identify any interventions that may be required at an earlier stage. Language of emotional literacy is now used by all staff and pupils when discussing emotions, behaviour and reasons for choices of behaviour.

Impact – Over the 2 year project all pupils are more emotionally literate. All pupils in P1-7 are able to identify the cogs and name them correctly. The use of emotional vocabulary across the school has increased and pupils are openly sharing with staff and peers their feelings in a mature manner; often including the triggers and identifying regulation strategies to resolve their problems.

Outside incidents have decreased by a third in the last year with the use of the emotion work strategies (regulation strategies). The reflection sheet used by pupils to reflect on incidents is based on the cogs – emotions, behaviour, trigger, intensity, regulation strategy, influences and body sensations.

Very good progress has been made in embedding the approach across the cluster

Next steps: Although this is not a priority this year, it will continue to be embedded through our health and wellbeing curriculum and in our Cluster Positive Relationships Policy.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: The purpose of the project was to increase staff confidence in the delivery of numeracy, improve attainment and deliver CGI approach across the cluster

Progress and impact:

Progress – All Class teachers were upskilled in their knowledge, understanding and skills using cognitively guided instruction to deliver teaching and learning of numeracy/maths during ASG twilight sessions funded through PEF. Our PEF money helped to fund an increase in concrete materials for pupils to use in all classes to support development of numeracy knowledge and skills.

Impact – This year we have been unable to make the impact we would have hoped due to staff absence rates and absences due to Covid. Yet, the majority of P1,4 and P7 pupils attained the expected levels in numeracy for age/stage. The new resources have been used effectively by all pupils across the P1-7 pupils. Pupils' confidence levels in using the concrete materials have increased and pupils are choosing suitable equipment to help them when required. This has been evident through classroom observations and pupil voice feedback. Our data this year shows an increase in pupils meeting their end of level requirements showing that some progress has been made – 60% P1 pupils met early level attainment. 66% P4 pupils met end of 1st level and 50% met end of 2nd level.

The data is also showing a prediction of 75% of P4 pupils attaining age/stage and an increase to 75% of P7s attaining 2nd level.

Some progress has been made throughout this project however, staff vacancies and absence rates combined and pupil/staff absences due to Covid have had a significant impact on the rate of progress.

Next steps:

- Continue to use the principles behind CGI approach during numeracy and maths activities.
- Ensure concrete materials are always available to all pupils.
- Use monitoring and tracking processes to target those pupils who require support/challenge

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Develop use of floor book planning in ELC as a tool for planning, tracking, and recording learning/interests

Progress and impact:

Progress – Floor book approach is established in ELC setting with staff and pupils working in partnership to add ideas for planning and acknowledge pupil interests. These clearly show the children’s voice and involvement for planning for their own learning. Staff identify Es & Os and record observations on these. They also note other observations made and set next steps accordingly. Parents have now been able to visit the ELC on 2 occasions in Term 4 due to Covid restrictions lifting and have seen the developments in ELC.

Impact – The main impact this project has had has been the involvement and participation from the pupils in their own learning. All pupils have an increased ownership over what activities and experiences are offered to them by sharing their interests with the staff. This is evident through pupil voice and markings in the floor books as well as observations and feedback from parents. This has enabled staff to be more responsive to the different interests in the setting and plan their experiences accordingly. Staff are continuing to develop the use of floor books and the format they use to ensure pupils have ownership for it as much as possible.

Good progress has been made in the ELC and will continue to be made in the coming year through the ASG moderation project and the Cluster priority, profiling.

Next steps:

- Continue to review the planning process, understanding the balance of responsive & intentional planning, child lead, adult initiated and adult led experiences.
- Work with staff to develop pupil voice and participation through their learning profiles.
- Develop strategies to ensure all pupil voices are heard and recorded equitably.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

School self-evaluation

Leadership of Change
1.3 Good

Learning, teaching and assessment
2.3 Good

Ensuring wellbeing, equality and inclusion
3.1 Good (Very Good for Strathdearn PS ELC)

Raising attainment and achievement
3.2 Satisfactory (Very Good for Strathdearn PS ELC)

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

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

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

We are confident in our capacity for continuous improvement.

Whilst we are aware that we are currently not where we had hoped to be at this stage, due to many factors stated above, we are confident in where we are going, how to get there and all partners know what part they play in ensuring this happens.

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://daviotschool.wordpress.com/> <https://strathdearnblog.wordpress.com/> or by contacting the school offices.