

Standards and Quality



2021/22

WATTEN PRIMARY SCHOOL



Watten Primary School

HIGHLAND COUNCIL | MAIN STREET WATTEN KW1 5YJ

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 consulted in this process. We also utilise the views and feedback from staff, parents/carers, and other partners 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 and ASG

Watten Primary School is a non-denominational rural primary school, with a current school roll of 38 children serving an area of approximately 4 miles in radius from the village of Watten. Our pupils are currently taught within a P1-3 and a P4-7 composite class. Watten Primary is part of the Wick Associated Schools Group and is clustered with Thrumster Primary School.

The school is staffed by 1.0 FTE P1-3 teacher. The P4-7 class is shared between two teachers (0.5 FTE each) and the Head Teacher has the responsibility for the cluster. There is a 0.1 ASFL Teacher who visits the school weekly. Watten enjoys relative stability of staff, which helps to support and inform consistent evaluative decisions on learning, teaching and assessment.

The pupils at Watten Primary School have a good attendance (97% average for the school) but there have been some impacts on attendance due to Covid 19 which has interrupted learning. We have no exclusions recorded for the school during the 2021/2022 school session.

We identified reading, writing and numeracy as having specific gaps in performance for some of our pupils in the 2020/2021 session and our professional assessment and discussions around this lead to us using Pupil Equity Funding in this session to focus on reading, writing and numeracy. We have also utilised funding from the Scottish Government to implement weekly recovery teaching, focussing on writing and numeracy across stages within the school.

Overall in reading 74% of pupils are attaining the levels appropriate for their age and stage with a some pupils attaining beyond these levels. In writing 68% of pupils are attaining appropriate levels for their age and stage. In numeracy 71% of pupils over all stages are achieving the levels appropriate for their age and stage with some pupils attaining levels beyond this.

Our attainment in reading and writing has increased slightly over the past 3 years.

Our School Vision, Values and Aims

The vision for Watten Primary School is that we nurture confident, skilful, happy and healthy children by providing a safe, stimulating learning environment. All who learn in school are learning to understand the value of being responsible, reliable and respectful to all in our school, community and the wider world.

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Watten Primary School's values include: Nurturing; Confident and skilful; Happy and healthy; Responsible and reliable; Caring and responsive; Independent and Respectful.

The aims of Watten Primary School include:

- to provide an appropriate curriculum for our pupils, which will enable them to play an active part in our society using essential literate, numerate and creative skills.
- to meet pupils' needs and to raise literacy and numeracy levels of attainment in relation to national targets and exceed these targets wherever possible.
- to create a stimulating /caring, learning environment, which will equip pupils with the skills for lifelong learning and to encourage each child to reach his/ her full potential. We will encourage through intellectual and aesthetic learning, qualities of self discipline, self respect, independence and responsibilities.
- to create partnership with parents through a wide range of methods of communications with their own child and the life of the school and the wider community.
- to recognise, understand and care for individual needs, enabling children to be happy, caring and responsive both at entrance to the school and as a leaver.
- to promote a sense of identity and pride in the school and have high expectations in pupils' attendance and behaviour by promoting Positive Behaviour Management. Encouraging parents to be involved with their child's learning, to give their views on the life of the school and to promote a partnership with the school. We aim to develop positive links with our local playgroup, secondary schools and the community.
- to ensure our accommodation facilities for pupils are safe, pleasant and stimulating and that they are well suited to support the curricular activities for pupils, the work of the staff and the social and leisure activities which take place.
- to provide a range of suitable resources and expertise to support quality learning and teaching which are organised to ensure easy access.
- to have open and fair arrangements for monitoring the work of the school and managing of school finances.
- to be involved in regular self evaluation to improve the standard of learning and teaching in the school which will in turn improve standards of attainment and the quality of the pupils' experience

Pupil Voice: what is working well in our school?

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

- using the electronic profiling tool Seesaw was positive as it has good functions such as taking photos and voice recording. It is also easy to look back at previous work
- all children are members of a committee where their opinions and ideas are listened to and considered
- most children feel the school is helping them to become more confident

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- children in our infant class say they like their play resources and they have access to lots of open ended play resources which supports them making things

personal time in P4-7 is good and is a decent length of time

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.

- More books to read (including autobiographies and information books which children enjoy) This will encourage them to read more and make it more enjoyable
- A wider range of outdoor play equipment to encourage positive play
- More outdoor learning- fun, fresh air, learn better
- More football themed resources as there is a lot of interest in the class in football- motivating
- Mini football/pool/air hockey table for personal time & Friday fun-enjoyment
- Make the library more exciting and use it more- motivate and encourage reading

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: 1

Purpose: Establishing targets for improvement based on wellbeing indicators through surveys of pupils, families and staff to identify health and wellbeing areas of vulnerability

Progress and impact:

- This project links to National Improvement priorities of closing the attainment gap and improving children and young people's health and wellbeing, as well as school leadership and parental engagement. It is linked to Highland Council's 4 Key Service Action Plan Priorities of maximising the health and wellbeing for all children to give them the best possible start in life and developing leadership skills at all levels of the system.
- Based on the screening, teacher judgment and discussion with pupils and families, individual Health and Wellbeing targets were set in some instances and targeted Health and Wellbeing activities and programmes were used where needed.
- Strategies involved in this project included an initial health and wellbeing screening activity in September 2021, using the SHANARRI wheel with all pupils in P1-7 and an expanded questionnaire. This was updated regularly to monitor progress for our pupils and identify areas of concern.
- Based on the screening, teacher judgment and discussion with pupils and families, individual Health and Wellbeing targets were set in some instances

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Targeted Health and Wellbeing activities and programmes were used where needed.

- There was a whole-school deliver of UNCRC, linking in global goal. The UNCRC was also a focus of fortnightly assemblies with follow-up classroom activities and lessons.
- Our pupils tell us they feel safe and cared for in school and have adults they would go to in school if they were worried or upset about anything. Almost all children say they feel respected by staff all of the time. The majority of children feel respected by other pupils most of the time.
- Good progress has been made with this improvement project.

Next steps:

- Continue to deliver assemblies focussing on UNCRC with these being embedded in practice. Recruit pupil Ambassadors in term 1. Global goals thematic delivery.
- Support children's well being through continued use of well being wheels and actions in response to these, improved staff knowledge and implementation of trauma informed practice, restorative practices and ensuring our equalities knowledge and practice is embedded.
- Review our Health & Well Being Programmes for Mental, emotional and Social Health and Relationships, Sexual Health and Parenthood programmes

Improvement Project 2: Recovery of learning, teaching and assessment from Covid 19 impact

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Establish targets for adjusting classroom practice based on discussion with staff, pupils and families in regard to recovery learning and new opportunities from development of online learning and digital skills.

Progress and impact:

- This project links to National Improvement priorities of closing the attainment gap, improvement in attainment (particularly in regard to literacy and numeracy) and improved employability skills and sustained, positive destinations for all young people.
- It is linked to Highland Council's 4 Key Service Action Plan Priorities of ensuring the highest quality of learning and teaching for each and every learner, as well as maximising health and wellbeing for all children.
- Strategies used in this project included developing more play opportunities in P1 and investigative play learning approaches in P2-3, as well as regular outdoor learning opportunities for the whole school. Research into the benefits of outdoor learning on attainment has identified that 'the benefits of outdoor learning are helping to mitigate challenges and support recovery by providing positive learning experiences' (*Education Scotland, 'Successful Approaches to Outdoor Learning'*). We aimed to increase the opportunities for outdoor learning and play activities to support pupils in developing their critical thinking, problem solving and social skills which may have been impacted by the pandemic.
- The development of play-based learning and outdoors learning was supported by undertaking 4 x twilight sessions in play pedagogy by staff so

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that planning, delivery and development could be routinely and effectively evaluated.

- Our profiling moved to a digital form via Seesaw which provided greater scope for children sharing their learning in written, recorded or picture/photographic form. Work can be shared more easily, regularly and timeously. Children use technology regularly to support their learning through accessing games to reinforce their learning. Older pupils can use jamboards and share documents. Pupils use software such as Talk to Text and Speak to Search to support their learning.
- Highland Numeracy diagnostic assessments were carried out electronically and the results highlighted areas which needed additional teaching and areas where individuals needed some additional practice. This then informed teacher's planning. Combined with regular revisiting and reinforcement of learning within maths and numeracy this supported improvements in performance.
- Pupils in our infant class were observed to show enthusiasm for writing and are writing pieces which are appropriate in length. P5-7 pupils benefitted from the structure provided and making connections between literacy lessons.
- All pupils use chromebooks on a regular basis to support and extend their learning. Older pupils are able to share their work digitally via shared documents with their teacher. Pupils are sharing their learning with their families through digital profiling . This year we have transitioned from using Do jo to using Seesaw as our profiling tool. Pupils tell us that, "I like that I can reflect back on previous posts and I can feedback immediately to my parents about my learning." "I like that parents can reply to posts."
- Parents tell us that digital profiling supports discussions with children on their learning and children enjoy sharing their photos and work and talking about them.

Good progress was made in this area.

Next steps:

- Continue moderation activities within our school, cluster and across our ASG
- Develop reading comprehension across all stages
- Promote reading for enjoyment through reading challenges

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Establish targets based on professional discussion and judgement about new or widening gaps caused by Covid 19 restrictions and changes in engagement and attainment.

Progress and impact:

- This project links to National Improvement priorities of closing the attainment gap, improvement in attainment (particularly in regard to literacy and numeracy).
- This focussed improvement was also linked to the Highland Council's Key Service Action Plan priorities of raising attainment and achievement for all and ensuring the highest quality of learning and teaching for each and every learner, as well as developing leadership skills.
- This project linked to the ASG target of moderation of standards between cluster schools and across the ASG.
- The strategies adopted included using formative and summative assessments to identify gaps using Highland Numeracy Diagnostic Assessments, Salford Reading, AR reading, PUMA maths, Blackwells Spelling, phonics assessments & SNSA assessments.
- Analysis of termly writing assessments was carried out. The 'Talk for writing' approach was used in P1-3. In P4-7, a structured approach to writing was introduced with linked lessons and skills development. Daily short literacy bursts were used to support reinforcement of tools for writing
- The formal and informal assessment data collated from these assessments and activities throughout the year was used to inform planning, teaching and learning, along with termly pupil progress and planning meetings to identify areas of support required.
- Staff completed training on HN Diagnostic assessment and applied this knowledge to developing their skills in conducting and analysing numeracy assessment outcomes and planning further learning experiences.
- The Accelerated Reading approach to reading was used alongside Highland Literacy approaches to comprehension to reinforce reading skills and encourage wider choice of material to expand children's vocabulary and experience of varied writing styles.
- The school's PEF plan was adapted to include support for areas of need identified through assessment data and from professional teacher judgment and discussions.
- Moderation both within the cluster and across the ASG was carried out in terms 2 and 3. This allowed staff discussion across a variety of schools on learning, teaching and achievement of a level with the focus on writing. This supports staff in their professional judgements.
- Good progress was made in this area over the year.

Next steps:

- Continue moderation activities within school, across our cluster and ASG
- Embed use of Highland Diagnostic Numeracy Assessment for all pupils and use PUMA assessments and SHINE support package to support improvements in numeracy
- Continue to embed the use of the electronic profiling tool Seesaw

Evaluation of Progress**ADD SCHOOL VALUES HERE**

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Satisfactory
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

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

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 [ADD LINK](#) or by contacting the school office.

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