

Standards and Quality Report

2021/22



Caol Primary School

HIGHLAND COUNCIL, GLENKINGIE STREET, CAOL, FORT WILLIAM PH33 7DP

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 have aimed to 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. The impact of Covid has meant that this has not happened as frequently as we had initially planned.

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

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

Our School

Caol Primary School is a non-denominational school within a modern building on the shores of Loch Linnhe. We are within Lochaber ASG; our catchment area includes Caol and Lochyside. Currently 27% of pupils are in receipt of free school meals. We are on a shared campus with St Columba's RC Primary School. Our roll has increased by 9% with pupil transfers. Our facilities include a nursery wing with two nursery playrooms, ten classrooms and a shared ASN wing, gym hall and canteen. Our roll in 2021-2022 is 296 with 243 P1-7 pupils and 53 in Nursery. We are well resourced and staffed with experienced teachers and two new teachers. This session we have a newly appointed Headteacher and Depute Headteacher. We have experienced high staff absence this session due to covid and other factors. We have tried to mitigate the impact on learning through the provision of our digital remote learning platform (Highland Online Primary School) and consistent teacher cover. The school has a high percentage (44%) of additional support needs across the school including nursery. Our Pupil Equity Funding for 2021-2022 amounted to £42,293 + £16,356 carried forward from the previous year. The money was earmarked to provide additional support for targeted groups in literacy, numeracy and health and wellbeing. We had a positive Education Scotland Visit in September 2019 with very positive feedback for staff, pupils, and families.

Our School Vision, Values and Aims

School Vision: Team Caol is Safe, Respectful & Ready!

School Values:

Right	Choices
Fun	Activities
Many	Opportunities
Everyone	Learning

School Aims:

1. Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, is helpful and is respectful towards each other.
2. Continue to evaluate and improve our curriculum, teaching and resources using our Curriculum Plan and the School Improvement Plan.
3. Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.
4. Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.

During session 2021-2022, we have consulted with pupils, staff, and families to review our Vision, Values and Aims. We aim to update them for session 2022-2023.

Pupil Voice: what is working well in our school?

Using HGIOurS, our children have evaluated the themes of Relationships and Health and Wellbeing. Our children and young people identified the following strengths for our school this session:

What's going well for us with RELATIONSHIPS in our school?

- Most of us feel welcome, safe, happy and included.
- 90% of us feel we have the opportunity to make friends and have time with friends.
- 97.5% of us feel that staff are caring and make us feel safe.
- 97.5% of us like our school rules: Team Caol is Ready, Safe, Respectful and Kind.
- 97.5% of us feel that Children's Rights are important in our school.
- 98.7% of us feel that staff are positive role models for us.
- Mistakes are valued as part of learning and we are encouraged to persevere to find solutions when we make mistakes.
- 90% Of us feel staff have high expectations of behaviour.

What's going well for us with HEALTH AND WELLBEING in our school?

- We have healthy lunches with fruit and veg offered every day and water or milk offered to drink.
- We are aware of allergies as we have a pupil with life-threatening anaphylaxis and check our snacks are safe for everyone.
- Every class has 2 hours of PE each week which includes 1 hour of PE, and 2 Fit Kids sessions. Classes join in with Daily Mile sessions too.
- We have Big Pedal and Walk to School weeks.
- P5-7 all enjoyed outdoor adventure days at Glencoe. P6 enjoy swimming at Lochaber Leisure Centre and P7 enjoy snowsport sessions at Nevis Range.
- Staff support us in challenging times. We have Miss MacDonald our CSW we can talk to.
- We have football, shinty and netball clubs after school and we have a list of clubs available locally if we are interested.
- Staff are kind and helpful and keep us safe.
- We celebrate successes each day.

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

Using HGIOurS, our children have evaluated the themes of Relationships and Health and Wellbeing. Our children and young people identified the following changes they would like to see and the difference these changes could make:

Relationships:

What can we do to improve?

- We need to ensure everyone feel respected.
- Learn about Respect for each other through learning about racism, gender, cultures, our language. "Treat others how you want to be treated." (P7)

Health and Wellbeing:

Team Caol is always **Safe**, **Ready** and **Respectful**!

What can we do to improve?

- Raise greater awareness of allergies through assemblies and HWB lessons
- Start up our committees again.
- Bring back fruit in the afternoons
- Develop our playground.

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: Curriculum and assessment

Year of Project: 2

Purpose: Recovery from Covid-19 School Closures

Progress and impact:

In the past year we have focussed on improvement projects designed to help us to recover from the impact of Covid 19. Our priorities have included:

- Health and wellbeing of pupils and staff
- Recovery of learning, teaching and assessment
- Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Session 2021-2022 has been a challenge due to persistent staff absences with periods of high staff absence and limited supply cover. This has resulted in members of SMT covering classes and some classes having periods of self-isolation due to several Covid outbreaks.

Despite the very challenging circumstances, our staff and pupils have adapted very well demonstrating resilience and support for each other to ensure our learning experiences are good overall.

Health and Wellbeing

We have made very good progress in this area through the following strategies and interventions:

- Most of our pupils settled in well and pupils requiring additional support were identified quickly and support was put in place promptly.
- Our allocated Pupil Equity Funding was used effectively to provide a Children's Service Worker. Feedback from pupils, staff and families demonstrate this has been a valued intervention with opportunities for identified/referred pupils to meet for 1-to-1 sessions.
- Our whole school nurturing approach is effective in identifying pupils who have difficulty being ready to learn. Soft starts, emotional check ins, sensory breaks and increased opportunities for loose parts play have been effective in supporting pupils' regulation.
- The introduction of Decider Skills across the school through weekly assemblies has provided useful strategies to support our pupils to deal with emotional/mental health challenges. Some staff have reported that they are finding them useful also.
- Small groups of identified children from each class have experienced enhanced nurture sessions with a PEF-funded PSA. Due to staff absence, the frequency of these sessions was hampered, but all children responded well to the intervention.
- All pupils in P5-7 experienced 3 Government funded outdoor adventure days at Glencoe Outdoor Centre. Funding was sourced to pay for transport which meant that all pupils could access the sessions. Feedback was very positive with some pupils riding a bike for the first time and others overcoming a fear of water. Staff

reported an increase in pupil confidence and motivation and attending the days in year groups allowed for increased opportunities for socialisation with peers.

- Due to the removal of most restrictions, we were able to enter school teams into local sports competitions and festivals. Pupils responded positively to this appreciating the opportunity to compete locally and represent our school.
- Our Fun Fortnight and Big Walk Fundraiser were very successful events which involved children and their families along with community partners. It helped to re-establish connections and our sense of community following a significant period where connections were restricted.
- The purchase of loose parts and the reorganisation of our infant breakout space has resulted in increased collaboration between staff and pupils and opportunities to develop creativity, social skills and problem solving. Staff and children have responded very positively.
- The provision of Family Nurture Sessions through collaboration with Children's Service Workers and Lundavra Primary School meant that identified children accessed cooking experiences with a parent to promote positive relationships. This intervention worked well when parents attended.
- Music As Therapy training for 6 PSAs and the provision of Music as Therapy Sessions in collaboration with Claire Reynolds was successful. Staff confidence increased and feedback from the children demonstrate they valued the experiences for their own mental health and wellbeing.
- Family engagement through attendance at parent meetings, continuous reporting and attendance at open afternoons at almost all stages has been high.
- Our Pupil Council and Eco Committee has been re-established to take developments forward. Pupil Focus Groups and opportunities for all children to self-evaluate has ensured Pupil Voice is central to improvements and all pupils have the opportunity to share ideas.
- Recent contact from our new Connecting Carers Support Worker has resulted in several Young Carers being identified and supported this session.

Recovery of Learning, Teaching and Assessment

We have made good progress in this area through the following projects:

- Focussing on literacy, numeracy and health and wellbeing has ensured that pupils with gaps in their learning were identified and interventions put in place.
- Classes working together on a shared IDL project has increased the opportunity for staff to collaborate and pupils to widen their peer group and learning experiences.
- PEF-funded PSAs were trained to provide interventions in numeracy and phonics. Despite high staff absence and one of our PSAs moving away in February, almost all pupils made significant progress with number facts and phonological awareness. Going forward, we aim to train all PSAs in both numeracy and phonics interventions to that the impact of staff absence will be lessened in the future.
- Allied Health Professionals (SLT, OT, Physio, Ed Psych) have been back on campus working with children and supporting them to make progress in their learning.
- Views from our pupils, staff and families were collated and analysed to inform our updated Homework Policy. Pupil Voice was central to this policy.
- Google Classroom was a useful tool to communicate with children and families during outbreaks when classes had to self-isolate

Attainment

We have made good progress in this area through:

- The identification and use of assessment tools for baseline assessments supported teacher judgement and were used diagnostically.
- Pupils requiring literacy, numeracy and nurture interventions were identified and supported to make progress in their learning.
- Planning and Pupil Progress meetings and analysis of data (including SPP, SNSA and ACEL) were used to track pupil progress and possible barriers to learning identified.
- Achievement of Curriculum for Excellence level (ACEL) data has demonstrated improvements across all areas (Talking & Listening, Reading, Writing and Numeracy) in P1, P4 and P7:
 - most learners in P7 achieved second level in Talking & Listening, Reading and Numeracy and the majority achieved second level in Writing.
 - most learners in P4 achieved first level in Talking & Listening and the majority achieved first level in Reading, Writing and Numeracy.
 - the majority of P1 learners achieved early level in all areas.
- Despite staff absence impacting on the regularity of interventions, SPP data demonstrates improvements across Reading, Writing and Maths.

Next steps:

- Continue to ensure Pupil Voice and Participation is central to our improvement plan and our updated Vision, Values and Aims.
- Train all PSAs in Literacy and Numeracy intervention work so that staff absence will not negatively impact the successful delivery of our improvement work.
- Continue to provide CSW and Nurture support for our children and families with a focus on pupils who have difficulties with their emotional and mental wellbeing and attendance.
- Re-establish pupil committees to ensure all children have a broad range of experiences and can work in different social groups.
- Further develop our engagement with families by clarifying what families would find most useful and supporting families to access support as required.
- Provide regular opportunities for moderation and developing High Quality Assessments.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

Raise attainment in literacy with a focus on developing approaches to teaching writing and spelling.

Progress and impact:

- During 2021-2022, all teaching staff have developed their knowledge and understanding of Talk for Writing pedagogies through 2 training sessions and collegiate sessions to discuss and share practice.
- Teaching staff have reported improved confidence and motivation in the teaching of writing and an increased focus for us as a staff on learning and teaching as part of the planning, teaching, assessing cycle.
- The impact on pupils includes increased engagement, improved inclusion/scaffolding for learners, an increase in the variety of vocabulary used and a more focussed awareness of writing techniques which has led to greater quality in the writing produced.
- Class data (writing trackers) shows pupils are making significant progress in their writing.
- The purchase of class readers through Reading Spines and Page Turners has ensured every class has access to high quality texts providing vocabulary enrichment.
- P4-7 staff have all engaged in Wraparound Spelling training and delivered the programme in classes this session.
- Assessments have shown most children have made significant gains in their spelling ages from the baseline assessment.
- Teachers report feeling more confident when teaching spelling and notice the children have a greater awareness of spelling rules when are word building.
- Achievement of a Level data for writing showed an increase in attainment with the majority of children attaining expected levels. This is a welcome trend following a decline in attainment since 2019. Less than half the target group attained expected levels in P4 and P7 for writing. As a result of this, raising attainment in writing continues to be a focus for improvement planning.

Next steps:

- Develop a stream-lined approach to planning and assessing writing.
- Review our criterion for assessing writing and our systems for profiling.
- Develop a shared bank of resources for writing.
- Moderate writing with stage partners and ASG partners.
- Focus on handwriting and presentation of written work.
- Audit our reading curriculum and research effective teaching pedagogies to up level our practice.
- Review our phonics programme for P1-4 and assess and track all pupil's phonological awareness knowledge and skills for decoding and encoding.

Evaluation of Progress

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	Very 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	Very good
Theme 2 Our learning and teaching	Choose an item.
Theme 3 Our school and community	Choose an item.
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Choose an item.

Our overall evaluation of our school'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 <https://caolprimary.wordpress.com/> or by contacting the school office.