

Standards and Quality Report

2021/22



Lochaline Primary School

HIGHLAND COUNCIL | MORVERN CRESCENT, LOCHALINE PA80 5XT

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 progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG

Lochaline Primary School and Nursery is situated in the heart of the small village of Lochaline, overlooking the Sound of Mull. The school is a new building opened in June 2013. Lochaline Primary School is part of the Ardnamurchan Associated Schools Group.

The school has great facilities including two large classrooms, a resource area and community room. Outside there is a MUGA and a wildlife garden

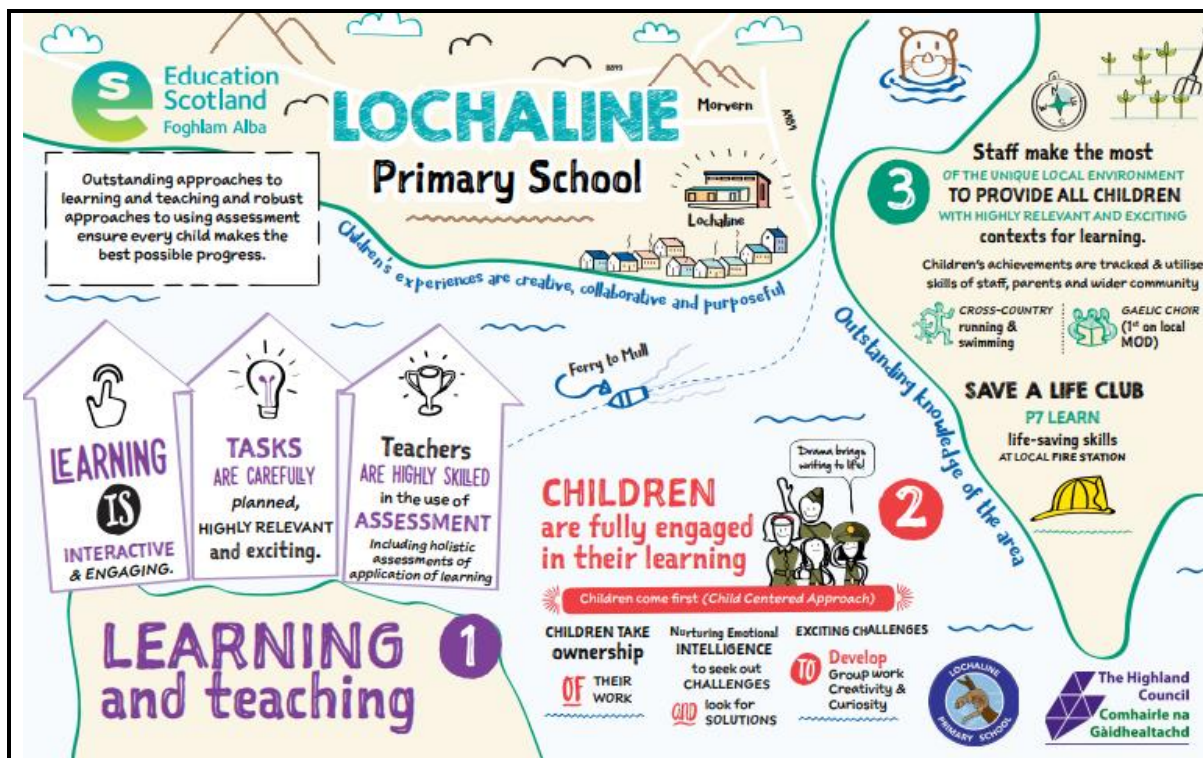
The school currently has one class for children from P1-7 with support from a general auxiliary, Feis tutors and other visiting specialists.

A nursery unit for children from 2 years old operates during term time. It is staffed by an Early Years Practitioner and Support Workers, managed by the Head Teacher.

The school roll is currently 10 with 4 in nursery.

The school was last inspected in 2019 and the inspection team found the following strengths in the school's work:

- Creative, articulate and kind children, who are rightly proud of their school and their many achievements. They make the most of the varied and exciting learning experiences offered to them.
- The inspirational leadership of the headteacher in nurturing a thriving and vibrant school community. His dedication and passion for ensuring that no child misses out is ensuring equity of opportunity for all.
- The consistently very high-quality teaching at the primary stages, which ensures that all children are making very good progress in all areas of their learning.
- The outstanding sense of teamwork amongst the school community. All staff willingly take on leadership roles, and parents play a key role in supporting the school to continue to succeed.
- The dedication of all staff in creating an ethos of nurture and achievement, where children and adults alike feel valued and respected. The wellbeing of the whole school community is central to the work of all.



Our School/Cluster/ASG Vision, Values and Aims

Wisdom, Justice, Compassion, Integrity

Happy and motivated pupils able to engage successfully with others out with the school

Staff who feel valued in all they do and say

Parents who experience inclusion in their child's education

Our aims:

- To provide a safe and secure environment which will motivate and arouse curiosity and foster an enjoyment in learning.
- To help every pupil develop their full potential through the Curriculum for Excellence programme.
- To present the curriculum programme in a manner both interesting and differentiating.
- To create an ethos of achievement throughout the school and to encourage all children to aspire to greater achievement by helping them to develop confidence, self-esteem, ambition and the discipline required for these goals.
- To enhance professionalism of staff through teamwork, personal and staff development.
- To continue our partnership with parents, to build upon it and to continue to work with parents to support the education of their children.

- To continue to foster a positive attitude and respect towards our school, each other and the wider community.
- To ensure equal opportunities for all.
- To nurture the esteem with which the community views the school and to continue to involve the wider community in the school programme whenever such opportunities arise or can be created.
- Subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their Social, Emotional and Physical Health.

Pupil Voice: what is working well in our school?

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

- It's a small school so everyone is friendly and knows everyone.
- The teamwork of everybody in the school works well.
- We get to meet other schools at sports days, Mods etc
- The teachers are friendly
- Rosie is good with bumps
- We have all learnt quite a lot this year, I have learnt about coordinates, I have learnt about angles
- We are told how to improve our work, support to work through it, and rewarded when we achieve

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.

- We would like to see the area outside of the school grounds developed – this project was started and children were asked to design what they would like to see but nothing ever came of it.
- Skills club back up and running.
- I like the school as it is but it would be nice to have houses or group points or prefects.

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: Recovery of Health and Wellbeing post-Covid

Progress and impact:

All teachers have delivered lessons which include SHANARRI indicators. Learners have been involved in completing HWB self-assessments. If concerns were identified, learners were supported by a trusted adult to explore these.

As a result of this, most learners are now able to discuss their feelings using the language of wellbeing. They are able to demonstrate this by linking their experiences, thoughts and feelings to the wellbeing indicators during check-ins.

There has been a focus on outdoor learning across the curriculum, with all classes maximising time spent in the local environment. The focus of this has been on developing resilience and prosocial skills. Staff attended Resilient Kids training.

As a result of this outdoor learning environments have been developed and most children have improved on their self-assessed wellbeing scores. Teaching staff observe increased motivation, engagement, and self-management in the majority of learners.

Next steps:

- Continue to embed the language of wellbeing across the school
- Ensure monitoring of wellbeing is established within annual assessment overview and within tracking meetings
- Ensure learner participation is facilitated across the school by establishing systems which ensure active participation in decision making and discussions
- Establish a Rights Respecting Schools pupil group and begin the journey to Bronze
- Update Equality and Diversity policy with stakeholders

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

All teaching staff make use of Highland literacy and numeracy frameworks to support the planning of learning and tracking of progress.

As a result of this all teachers are able to identify gaps in learning and deliver lessons which provide the appropriate levels of support and challenge.

Within all classes, learners can make use of a variety of digital learning tools.

This has allowed learners to experience increased opportunities for personalisation and choice in terms of how they demonstrate their learning and/or make use of accessibility features to address ASL.

The use of Learning Journals is now established across the school.

These have enabled most learners to reflect on their strengths and next steps for learning. The use of journals has allowed teaching staff and families to better understand learners progress and has allowed learners the opportunity to be active and explore ideas which have arisen during their learning experiences. The identification of targets allows both learners and families to work towards improvement and has supported feedback within the classroom and at home.

All teaching staff have been exploring play pedagogy. This is at the becoming well established across all classes.

Learners who are experiencing play based learning are enjoying the autonomy of the experiences and the opportunity to be flexible in how they find solutions to both new and existing problems. Learner feedback has been positive with most reporting that their motivation to learn has increased.

To address attainment in numeracy, teaching staff have been evaluating the teaching and learning in this area across the school. Problem solving and mental maths have been a particular focus.

Most recent data shows that most learners are making appropriate progress from prior levels of attainment.

Next steps:

- A focus on planning, observation, assessment, recording and reporting will continue supported by participation in Highland wide moderation
- Classroom visits will be reintroduced in order to share good practice across the teaching team, observe learners and secure improvements
- Within the ELC, a focus will be on creating literacy and numeracy rich environments, both inside and out
- Development of play based learning will continue to be explored across the school

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Attainment in session 21/22

Progress and impact:

All teaching staff have experienced a range of opportunities to discuss and moderate children's work – both across the cluster and Associated Schools Group, This has supported teacher's to have a shared understanding of standards.

As a result of our moderation activities, all teaching staff are confident that their decisions on learners progress are reliable. This has also supported learners during transition in ensuring pace, support and challenge is maintained.

An annual assessment overview is in place across the cluster which has enabled staff to develop a good understanding of where gaps are in learning. Staff use the Curriculum for Excellence benchmarks to support their planning, observations and assessments.

These approaches to assessment, planning and monitoring have supported target setting and differentiation as well as reflection on classroom practice and how this can be adapted to best meet the needs of learners. Deployment of support staff is informed by this to ensure timely and responsive intervention.

Next steps:

- Attainment in literacy and numeracy will continue to be monitored carefully via tracking meetings and formative/summative assessment
- Teaching staff will participate in council wide moderation training to continue to develop understanding of standards at a local authority level
- Approaches to tracking will be reviewed and developed including monitoring impact of interventions
- Opportunities for learner participation will be explored in order to develop the quality of learners' achievement
- Impact of Pupil Equity Funding will be reviewed throughout the year to ensure equity is achieved for all learners

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
	3.1 Very good

**Ensuring wellbeing, equality
and inclusion**

3.2 Good
**Raising attainment and
achievement**

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

Theme 1 Very good
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Good
**Our successes and
achievements**

Our overall evaluation of our 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 or by contacting the school office.