

Standards and Quality Report

2021/22



Spean Bridge Primary School and ELCC

HIGHLAND COUNCIL | SPEAN BRIDGE PRIMARY SCHOOL, SPEAN BRIDGE, PH33 7JN

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

Spean Bridge PS enjoys a small village context, just outside of Fort William. We are clustered with Invergarry PS, and part of the Lochaber Associated Schools Group. The catchment area is diverse with 20% of the pupils in SIMD 1&2.

There have been significant staffing changes over the past two years with a new Head Teacher appointed in 2020, maternity and absence cover.

We have an ELCC and 4 composite primary classes.

Our learners enjoy coming to school and are motivated and enthusiastic about learning.

We are committed to continuing improvement in our school, our cluster school, and our nursery all work closely as a team to ensure the sharing of information and good practise at all stages.

Staff know the children very well and employ a variety of teaching styles and differentiated approaches to accommodate the needs and learning styles of pupils.

We are committed to self-evaluation and self-improvement. We use a variety of evidence effectively to improve and evaluate our work – visits to classes and nursery, sampling of pupils' work and analysis and tracking of pupil attainment.

Our School Vision, Values and Aims

Our school ethos is underpinned by our core values, which were developed by the Pupil Council in session 2017/18.

- Caring
- Respect
- Responsibility
- Fairness
- Trustworthiness
- Learning and Achievement

Our vision is to enable every child to achieve their full potential, in an inclusive, caring environment; to be lifelong learners and develop skills for learning, life and work; to become responsible citizens equipped for the challenges of the 21st century.

Our School Aims were developed by the whole school community in Session 2018/19

- To nurture individuals who are motivated to develop a wide range of skills for learning, life and work
- To provide challenge, support and encouragement to all, in order to enable all pupils to reach their full potential in all aspects of the curriculum
- To promote learning and achievement and pupil engagement, through inspiring, and fun active learning approaches
- To enable the whole school community to communicate well, to listen to each other and to respect each other's views
- To value each child as an individual, to celebrate diversity and respond flexibly to meet the range of strengths, abilities and needs within the school community
- To provide quality education in a school climate that is well organised and has good discipline
- To ensure all members of our school community are welcoming, approachable, friendly, and supportive of each other
- To support all members of our school community to recognise their role as global citizens; to make informed decisions; to take responsibility for their actions and to actively contribute to local and global communities

Pupil Voice: what is working well in our school?

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

Comments from Primary 7 pupil focus group:

- We really enjoy playtime and our playground because we have scooter boards, football goals, wobble board and lots of things to do
- I love the lunches, they are really tasty and I always get plenty to eat
- We have lots of clubs and afterschool activities, like; Dance Platform, Football, and netball. We get to stay active and have fun.
- I like all my friends at school because they make everyone feel welcome
- I really like our new library. We have a great selection of books to read
- I think we are really good at sportsmanship in our school, we all play fairly and follow the rules

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.

Comments from Primary 7 pupil focus group:

- I would like new football goals for the playground because one of them is falling down a bit
- I would like to do more lessons on maths and fractions, I found this really tricky
- It would be good to have more cooperative games and leaders at playtime because sometime people get too competitive at football and other games.

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 from COVID-19 Impacts: Health and Wellbeing**Progress and impact:**

We are making very good progress toward School Improvement in supporting the Health and Wellbeing of our school community.

To measure the impacts of COVID-19 and supportive HWB interventions in school, staff have been working collaboratively to develop a Healthy and Wellbeing profile appropriate for each stage in school tracking HWB/SHANARRI indicators to be complete twice each session and reported to parents. In the next session we are rolling out an enhance annual HWB check based on research and informed by the Local Authority's development work in this area.

Explicit teaching of Social Skills has been delivered through weekly whole school assemblies (online and in person when allowed), displays in classrooms, Class Charters, Circle Times, Health and Wellbeing groups and Focus groups with ASNT.

We have made good progress to improve equity and positive outcome for all by utilising PEF funds to further develop our nurturing approach by employing a teacher 0.1 FTE and utilising online Boxall profiling tools for targeted pupils, who have been identified through Child's Plan review meetings.

We have developed Outdoor Learning through gardening projects, residential trips, city trips, use of school grounds and worked with partners to secure funding and install an outdoor classroom.

Play Provision is improving in the school through the enhancement of outdoor play opportunities and development of shared 'Discovery Zone' for P1-4 pupils.

Staff run regular lunch time clubs to support inclusion and wellbeing of children across the school. When we were allowed, we worked with partners to off afterschool sports clubs to support socialisation and improve physical health of learners.

We have observed growth in friendly relationships between different social groups of children which has improved attendance and equity for our most disadvantaged pupils through our focus on play, club, sport and outdoor learning.

Very good progress has been made in this area.

Next steps:

- Embed annual Wellbeing survey and analyse results in tracking meetings
- Update and adapt Health and Wellbeing profiles to include with regular reporting to involve parents and families
- Invite Families in for Assemblies focusing on Health and Wellbeing (SHANARRI and Decider Skills Training)
- Embed Decider Skills into school Community
- Embrace wider community into extracurricular activities to further improve attendance of target groups

Improvement Project 2:**Primary focus:** School and ELC improvement**Year of Project:** 2**Purpose:** Recovery of Learning, Teaching and Assessment

Progress and impact:

In Spean Bridge Primary School we have made good progress in improving outcomes for Learning, Teaching as Assessment. Staff have met and embedded ethos of the Recovery Curriculum with strong focus on Literacy and Numeracy.

The recently developed Curriculum Map with High Quality Assessments has been embedded into planning and tracking to ensure breadth of assessment focus and reporting to parents.

In Spean Bridge staff have undergone training and moderation of a Singapore Maths approach to teaching Numeracy and Maths in P2-7 which has improved pupil engagement and attitudes towards learning in maths. There will be a period of transition before we will see the impact on pupil attainment in Numeracy, but we hope to see wider improvements in the 2022-23 session.

Staff have worked collaboratively to develop stage appropriate Pupil Profiles for continuous reporting. 2nd level pupils work with increasing independence to build an online profile using digital skills acquired during lockdowns, we have developed an ASG approach and template to 2nd level reporting to support transition to the next phase of learner's journeys.

We have made good progress in the Recovery of Learning, Teaching and Assessment though there were significant barriers to progress due to staff absence.

Next steps:

- Further training for teaching staff in Singapore Maths approach to support changes in stage and composite classes
- Moderation opportunities and Learning Visits for teaching staff to develop in writing and maths
- Adapting and embedding a flexible approach to Curriculum Map to further reflect widening experiences as they come back online and opportunities that arise
- Work with in ASG for Standardisation and Moderation
- Work within LA framework to secure sustainable teaching staff for Spean Bridge PS
- Ensure regular tracking meetings can take place amid staff shortages

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Improve attainment in 2021/22 session (focusing on identifying new or widening gaps caused by COVID-19 disruption)

Progress and impact:

Attainment in Spean Bridge Primary is generally good tracking 14%- 24% above the regional average in Literacy and 1%-13% above the regional average in numeracy in the past 5 years.

In 2021/22 session there was an observable dip in the P4 cohort in line with regional averages largely due to the disruption in early stages of this cohort's formal learning and larger COVID disruption.

The attainment of our most disadvantaged group of learners has widened during the ongoing COVID lockdowns, class closures, and disruption due to increased absences of pupils from Traveller Community caused by poor health, sheltering vulnerable members of their community, and serious concerns about catching COVID.

During the final term of the session the school was able to put a COVID recovery teacher in place utilising Scottish COVID recovery funding.

The phonics based intervention targets the most disadvantaged pupils in school but due to the timescales, the impact of the intervention was difficult to observe in ACEL data but measurable progress was made in baseline phonic assessments carried out by COVID recovery teacher.

In Spean Bridge Primary School we have made progress with improving attainment but progress was significantly hampered by staff absences, lack of relief staff and ongoing Covid disruption.

Next steps:

- Implement termly tracking meetings with teachers
- ASG improvement focus to improve writing across the levels for all learners
- Train staff in delivering Literacy for All tools produced by Highland Council
- Continue to embed Maths Mastery approach to learning and teaching in maths.

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	Very good
Theme 3 Our school and community	Good
Theme 4	Very good

Our health and wellbeing

Theme 5 Very good Our successes and achievements

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

We have some concerns about our capacity for continuous improvement.

We feel the need for secure and sustainable staffing be put in place for our school in a timely fashion to allow continuity and progress in school improvements.

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://sites.google.com/highlandschools.net/speanbridge/home>) or by contacting the school office.