

Standards and Quality Report

2021/22

LOHCARRON PRIMARY



LOHCARRON PRIMARY

HIGHLAND COUNCIL | LOHCARRON PRIMARY SCHOOL & NURSERY

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 School

Lochcarron Primary School and Nursery is located on the beautiful west coast of Scotland. The school catchment covers rural areas of the Highlands, so many children arrive via bus or car. The associated school's group (ASG) is Plockton High, based in Plockton. Lochcarron is clustered with Applecross Primary and Nursery, which is located approximately 50 minutes' drive away, on the west coast.

Lochcarron Primary has both English (EM) and Gaelic Medium (GM) classes, plus an English Nursery. There is a P1-4 EM class with 22 pupils and a P5-7 EM class with 16 pupils. The Gaelic Medium has gone from strength to strength and now has 18 children enrolled, who are currently taught as a P1-7 class. The difficulties in recruiting GM staff has led to the class being taught as a whole for the entire week. We are hoping to recruit another GM teacher, who will teach the P4-7 group for two and a half days per week. The nursery currently has 8 children, ranging from 2 to 4 years old. The nursery was visited by the Care Inspectorate in May 22, when several recommendations were made. The staff have taken onboard the points raised and are working together to use the information to develop the ELC for the children.

Over the past year Lochcarron and Applecross Cluster has worked together to try to recover from the impact of the Covid-19 pandemic. The HWB of children has been a priority, along with targeted focus on literacy and numeracy. However, Covid 19 was still very much around and caused difficulties during session 21/22 with high staff and child absences during several periods of the year, which impacted on teaching and learning, and attendance. The nursery did not have the management teacher support to help with the curriculum support, which impacted on the early years staff. There has also been a change in management as a new head teacher was appointed in January 2022.

The school benefits from a supportive parent council, who actively fundraises to enhance the children's experiences of school. The parent council assisted with funding to allow the P6-7 children to take part in the first residential trip for 3 years, which was a resounding success.

Our Schools Vision, Values and Aims

Lochcarron

School Vision, Values and Aims

Our collective nursery and school vision is:

'Working as a team to enable all pupils to become successful, confident individuals who are able to contribute effectively in school and their wider community'

Our collective aims are:

In Lochcarron Primary School we aim to

Provide a stimulating, welcoming, safe and happy environment where children develop the confidence and life skills needed to succeed in their chosen paths in adult life whilst caring about their community and environment.

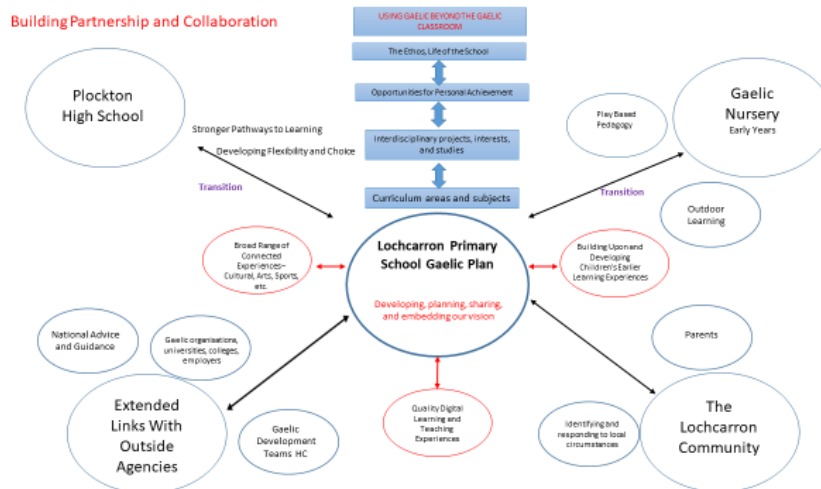
Develop each child's self-awareness of his/her own potential by offering a broad, varied and relevant learning experience through outdoor learning, interdisciplinary learning, enterprise opportunities, learning from employers & businesses and developing citizenship skills.

Encourage children to take responsibility in leading and evaluating their learning.

Our values are:

kind – confident – caring – supporting - positive

As a staff and parent group we have all jointly contributed to a whole school and nursery vision for Gaelic development over the next 3-year time frame. This has led to the creation of Lochcarron's Gaelic overarching plan.



Pupil Voice: what is working well in our school?

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

Nursery

- "playing with friends"
- "I like the things we have in nursery"

GM P1-3

- "it's a Gaelic school"
- "that we do work, especially maths"
- "we learn how to read in Gaelic"

GM P4-7

Kind, Confident, Caring, Supporting, Positive

- "I really like English, Science and Art because I can be imaginative and creative." (P7)
- "I like doing Science outside because of the different facts I am learning." (P4)
- "I like going swimming with my friends and teacher." (P4)
- "I like the sports we do at school because it helps keep me fit." (P7)
- "We do cool art and I like doing sports because I think I'm good at them and they're fun." (P6)
- "Art is time I can just chill out and it keeps me calm." (P7)
- "I'm excited for the trip to Gairloch Museum and hope to go on more school trips." (P5)
- "I really like PE because I like the games we play." (P4)

EM P1-4

- "I liked the Viking trip because we met a Viking and made swords" (P3)
- "Playing with the kitchen in nursery – pretending to cook" (P1)
- "I liked doing crafts – I made a paper spider. I made a paper ghost." (P1)
- "We can play with friends" (P4)
- "The French Café Day was good, I loved it!" (P4)
- "Learning and writing and maths. Making friends" (P4)
- "Sports day because we didn't have it in ages" (P4)
- "Easter cards" (P3)

EM P5-7

- "All the teachers are really nice and put a lot of effort into teaching us" (P6)
- "I like the school. My favourite things are maths, PE, art and reading" (P5)
- "I love that the teachers are so helpful and supportive" (P7)
- "The school is very welcoming, and it is easy to make friends" (P7)
- "Something I really like is how I can make friends here" (P7)
- "I like how people show their work by putting it on the wall" (P7)
- "I like the school because all the people are kind" (P6)
- "The nice caring teachers and pupils"

Easter Egg Competition



Ukraine Day



French Café



Sports Day



Loch Insh (P6/7)



Graduation and Prize Giving



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.

Nursery

- "we'd like swings and a slide in the playground"

GM P1-3

- "more stuff for kids in the playground"
- "we'd like to learn more things"

Kind, Confident, Caring, Supporting, Positive

GM P4-7

- "I would like a swing in the park." (P5)
- "Please can you remove the big rock in the playground? It's too dangerous." (P6)
- "Please add more to our school play-park." (P6)
- "An AstroTurf would be great!" (P7)
- "We need some outdoor equipment during playtime like footballs and games to play." (P6 & P7)

EM P1-4

- "to not waste food" (P4)
- "more parent helpers" (P4)
- "stop dropping rubbish" (P3)
- "share and let people go first" (P1)
- "more things to play with" (P2)

EM P5-7

- "I don't want to change anything" (P6)
- "the littering because it is bad for the environment and all the lovely birds and plants" (P6)
- "I would change the fact that there is lots of plastic and paper being wasted, and I think we are luckily fixing that!" (P7)
- "The thing I want to change is the hallway, it has a lot of stuff under the bench" (P6)
- "People to not litter" (P5)

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: Recovery of Health and Wellbeing

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: To rebuild children's confidence and resilience after the disruption of the Covid 19 pandemic, providing opportunities for children to express themselves, talk about their feelings and develop social skills and interactions.

Progress:

Link to NIF – Improvement in children and young people's health and wellbeing

- Screening took place using HWB wheel. Discussions were held and feelings were discussed. This enabled children to have open communication with peers and teachers. The children expressed how they had felt lonely and isolated at home during the pandemic; they had missed friends, structure and school in general. The open discussions gave them a voice. The Leuven Scale was used as a guide to emotional wellbeing.
- Individual HWB targets were part of the termly targets set by each pupil. These were evaluated termly and discussed with class teachers, which informed planning of HWB focussed lessons.
- The Children's Services Worker (CSW) delivered the 'Resilient Kids' programme, working with the P7 cohort to support them with their transition to high school. The sessions allowed for open discussions to take place, building their confidence and resilience.
- P7 took part in Junior Play Leader – developing leadership skills which had an immediate effect. This could be seen by the effect it had on others around them, who mirrored the leadership skills. i.e. when P6/7 were on the residential the P5 children

demonstrated their understanding of leadership, which they had picked up from the P7 cohort.

- Events held and parents welcomed back into the school

Good progress was made in this area, which built upon work which started as soon as the children returned to school after the lockdowns. A school and nursery focus for the new session will be embedding SHANARRI and looking at the whole school ethos – starting with a new vision, aims and values for the future.

Impact:

- Most pupils are starting to talk about their feelings and how they impact on their school life.
- HWB wheel introduced as a tool for children and staff to use as an indicator of vulnerable aspects
- Most pupils demonstrate more confidence when working with their peers
- Almost all pupils excited to be able to come together and share their learning with parents
- Almost all pupils happy to be involved in trips outside of school with their peers – social skills being developed again, and strong friendships being formed

Next steps:

- Use HWB evaluative wheel for target setting and learning walls – termly (1/2, 3, 4)
- Class displays on SHANARRI wellbeing indicators to help embed these as new school aims
- Involve pupils in planning and leading events
- Revisit school vision and values with HWB and positive mindset in mind
- Assemblies to focus on SHANARRI
- Continue to use the Benchmarks in HWB for assessments and achievement of a level.
- Plan for regular parental involvement – open afternoons, outdoor learning sessions, pupil led fundraising events
- New management teacher for curriculum support in the nursery to be in place for session 22/23
- Embed nursery routines both in the indoor and the outdoor areas
- Continue to develop the new outdoor area.

Improvement Project 2: Recovery of Learning, Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: to focus on recovery of learning, teaching and assessment (Including new opportunities with digital learning revealed by Covid 19 situation/remote learning)

Progress:

Link to NIF – Improvement in attainment, particularly literacy and numeracy

- Whole school/nursery approach to developing Gaelic provision – 3 year Gaelic plan; transition events held between the nursery and Gaelic Medium P1-3 class with children leading the learning. This developed strong relationships between nursery and school. The Gaelic classes performed Gaelic songs as part of Christmas shows, visits to local care home and as part of the end of term prizegiving and graduation.
- Mini apprenticeships introduced for children with additional needs. Engaging the learners through different methods and 'wrapping' the curriculum around the children
- Literacy and numeracy linked to developing young workforce, with collaborations across EM and GM classes.

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- Numeracy linked to developing mini business involving Hydroponics, funded by 'Food for Thought' grant. Children took ownership of buying and selling stock
- Numeracy and literacy woven into real situations to engage the learners and develop sense of self-worth and self-improvement.

Good progress was made in these areas. We will continue with the 'Gaelic Plan' linking with the community and developing links with outside agencies. Developing numeracy and literacy skills through hands-on activities and outdoor learning was started and will continue to be developed now that all restrictions have been removed. This will allow for pupil led learning, which will lead to improved engagement from pupils and parents.

Impact:

- Majority of children demonstrate an understanding of the Gaelic language.
- Almost all children exposed to Gaelic language when in nursery – woven into day-to-day activities
- Most practitioners have gained confidence in using basic Gaelic throughout nursery sessions
- Almost all of the P1-3 GM class demonstrate confidence in using their Gaelic within the classroom and also as part of the Lochcarron Community.
- The EM classes are embedding basic Gaelic within the class e.g. at the start of the day, increased signage in class and using Gaelic during different curricular activities
- Most ASN children more settled and relaxed in their environment leading to more engagement in their learning and as a result, most are making greater progress according to their own potential.
- Most pupils accessing the outdoor learning opportunities, promoting different ways of learning such as play-based learning and creative thinking, leading to development of higher order thinking.
- Almost all pupils have sense of self-worth, more confidence and better motivation; observations demonstrate children are regularly level 4 on Leuven Scale.
- Almost all ASN children more communicative with the outdoor learning leader, which fed back into class
- Majority of pupils demonstrated problem solving, accounting, profit and loss in a practical way. Numeracy skills developed through hands-on approach
- Most pupils taking ownership of improvement in own work, which has resulted in an increased self-confidence and awareness of their own progress in learning.
- Almost all pupils working together with peers to share and develop numeracy and literacy skills leading to higher-level thinking skills using active listening and effective speaking.

After the difficulties of Covid 19 restrictions, parents have expressed their relief at being able to take a more active part in their children's learning during term 4. The French café and the P1-3 Hydroponics business engaged the parents and local community. Outside groups, such as Gaelic singing and drama sessions were allowed on the premises. Badminton and shinty sessions resumed along with local competitions. The 'opening up' has helped children rediscover school life as it used to be and the impacted positively on the children's mental health. The children demonstrate a willingness to learn and a relief that their lives are getting back to normal. Parental feedback was sought on numeracy and literacy. The general consensus was that numeracy skills were quite strong within the school and that literacy should be a focus for the year ahead.

Next steps:

- Continue with nursery transition events into GM and EM classes throughout term 4
- Increase and improve Gaelic signage around the school
- Develop the Gaelic language through outdoor learning and whole school events.

- Continue to embed the use of Gaelic throughout a variety of curricular activities and at different parts of the day
- Staff to work together as stage partners, sharing ideas and collaborating to enhance children's learning (with focus on writing)
- All staff to take part in Writing Moderation throughout session 22/23 – 4 sessions across year
- Monitoring of learning samples in writing by HT and PT
- All staff to take part in Steven Graham Writing – 5 sessions across the school year
- Joint planning sessions across the Cluster for stage groups P1-4 and P5-7 with a focus on literacy.
- Identify gaps in reading resources; books, plays, high interest low ability books resources etc.
- Work with pupils to gather views and plan incentives.
- Breadth, Depth and Challenge within the curriculum to be a focus across nursery to P7
- Planned actions to be taken in the nursery on points raised by Care Inspectorate report in May 2022

Improvement Project 3: Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Performance Information

Year of Project: 2

Purpose: Focussing on identifying new or widened gaps caused by the Covid-19 situation

Progress:

- Termly learning and teaching conversations took place as part of pupils setting and assessing their own targets
- Digital communications were used, which fed into online PLPs for the upper school
- Formative assessment used by teachers to determine any gaps in learning.
- Tracking inputted on Seemis regularly
- Children requiring support identified through ongoing assessment and appropriate support put in place
- Regular involvement from the ASNT on a fortnightly basis in supporting the children, has ensured focus on supporting children with attainment gaps

Impact:

The National Average for combined Literacy at P1, 4 & 7 was 67% (for 2021) and in numeracy, 75%.

P1 EM

- 100% of 4 pupils achieved the level in listening & talking
- 100% of 4 pupils achieved the level in reading
- 100% of 4 pupils achieved the level in writing
- 100% of 4 pupils achieved the level in numeracy

P1 GM

- 100% of 5 pupils achieved the level in listening & talking
- 100% of 5 pupils achieved the level in reading
- 80% of 5 pupils achieved the level in writing
- 100% of 5 pupils achieved the level in numeracy

P4 EM

- 50% of 2 pupils achieved the level in listening & talking
- 50% of 2 pupils achieved the level in reading
- 50% of 2 pupils achieved the level in writing
- 50% of 2 pupils achieved the level in numeracy

The gaps can be attributed due to ASN and not to FSM/multiple deprivation

P4 GM

- 100% of 2 pupils achieved the level in listening & talking
- 100% of 2 pupils achieved the level in reading
- 100% of 2 pupils achieved the level in writing
- 100% of 2 pupils achieved the level in numeracy

P7 EM

- 100% of 8 pupils achieved the level in listening & talking
- 75% of 8 pupils achieved the level in reading
- 75% of 8 pupils achieved the level in writing
- 75% of 8 pupils achieved the level in numeracy

The gaps can be attributed due to ASN and not to FSM/multiple deprivation

There were no GM P7 pupils in session 2021/22

Termly tracking meetings took place between teaching staff and HT in which targets and progress were discussed in detail. Targeted interventions were agreed as a result of these meetings. Focussed target setting and formative assessments informed planning. Gaps were identified and addressed, with forward plans for session 2022/23 put in place. Children with literacy difficulties were identified and interventions planned for new session using new intervention tools. Drawing and Talking therapy sessions used with children suffering effects of isolation during Covid; these sessions impacted in a significantly positive way on the children. They started mixing with peers and responding to teachers. They developed better oral communication skills and became more engaged with lessons.

Next steps:

- Termly trackers to be introduced, with discussions held between HT and CTs
- Standardised assessments to continue to be used to gather robust data
- Literacy interventions: Progress in Learning, Wasps, Hornets to be put in place for children requiring support in literacy
- Phonological Awareness to be used across all P1-4 children and interventions actioned as and when required
- Moderation across the ASG to be used to inform planning and assessment of children and to determine achievement of a level
- Open afternoon to be held in term 1 with numeracy focus to deliver family learning opportunities
- Open afternoon to be held in term 3 with literacy focus to deliver family learning opportunities
- Monitoring of learning samples in writing, reading and spelling
- Phonics based reading for all – phonic based texts to be introduced to children in upper years with difficulties in reading
- PM Benchmarks to be used to determine new baseline information for literacy
- Develop reading for pleasure- outdoor library and class libraries-pupil involvement of choice of books & incentives
- Work with pupils to gather views and develop incentives/events/resourcing- such paired reading, World Book Day
- Drawing and Talking sessions to continue for children with emotional difficulties

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Satisfactory
Learning, teaching and assessment	2.3 Satisfactory
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 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	Good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Good

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 by contacting the school office.