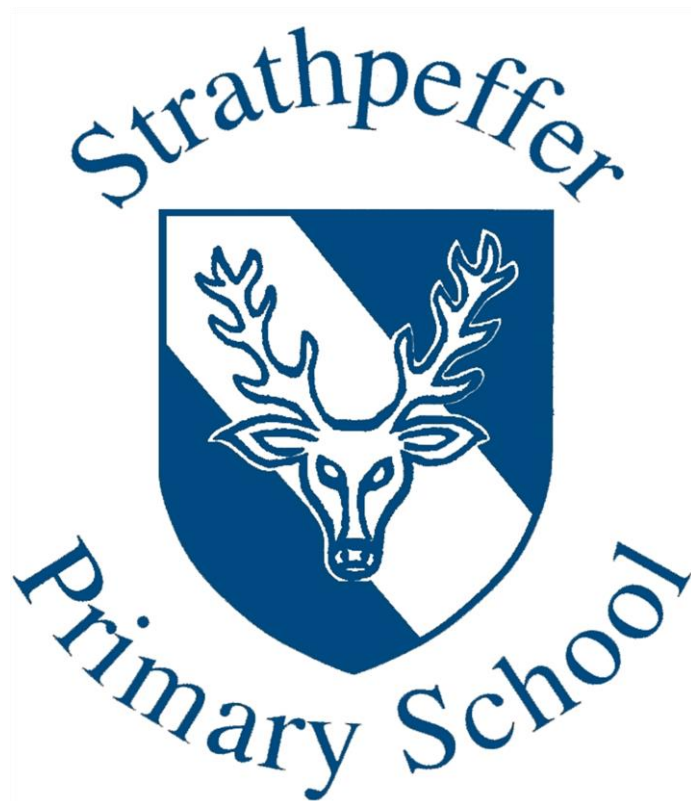


Standards and Quality Report

2021/22



Strathpeffer Primary School and ELC

HIGHLAND COUNCIL | SCHOOL ROAD, STRATHPEFFER, IV14 9AG.

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

Strathpeffer Primary School serves the communities of Strathpeffer itself, Brae, Fodderty, Blairninich, Achterneed, the Heights, Jamestown, Contin and Craigdarroch.

There are eight class teachers. The Head Teacher is non-class committed and is supported by a Depute Head Teacher and a Principal Teacher. We have an enthusiastic teaching staff and committed support staff, all of whom bring a range of skills and attributes. The children are usually in seven classes from primary one to primary seven but sometimes it is necessary to composite classes and this is done in various ways to suit the circumstances. We have a ELC provision (Nursery) and this is open from 9am-3pm and is staffed by five Early Year Practitioners. Parents can access the nursery when it best suits them and their children. From May 2021 we have been able to offer 30 government funded hours. There are two different ELC rooms where the staff and children rotate in their key worker groups.

We are part of the Dingwall ASG and we have close relations with the other ASG primaries and Dingwall Academy. As an ASG we meet regularly and some years we work on joint priorities.

During Term 2, from November 2021 to March 2022, many classes and staff were isolating due to COVID 19. We utilised our already set up online platform Google classroom and were able to deliver live lessons and learning opportunities.

Children in the school with additional support needs are very well supported in line with Highland Practice Model. During 2021-22 we had an allocation of two days support from an Additional Support needs Teacher (our Depute). We work very closely in partnership with other professionals and agencies to provide the best support for our children and families. Within the school we have around 27% of children recognised with additional support needs and around 23% who are registered for free school meals.

At the end of session 2020-21 the head teacher Carolyn Ritchie retired and Sarah Wojtunik was appointed, Sarah Wojtunik went on maternity leave in October 2021 and Andrea Millar (existing PT) was appointment as Acting Head Teacher.

Our School Vision, Values and Aims

In September 2021, with the children and families, we updated our Vision, Values and Aims.

Vision –

“Learn Together, Grow Together, Achieve Together”

“Kind, Happy, honest, Helpful”

Values –

Kind, Happy, Honest, Helpful,

Aims – In school we will...

- Be a kind and supportive friend to others and celebrate our differences
- Believe in ourselves, work hard and adopt a positive attitude to our learning
- Know how to make good choices and always try our best
- Develop our skills to become lifelong learners

Pupil Voice: what is working well in our school?

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

From Focus Groups August 22.

- Everyone makes us feel welcome in the school.
- We can talk to our teachers and all adults.
- Our teachers help us to get better by telling us how to improve and writing things in our jotters.
- We make new people feel welcome.
- Good things / achievements are celebrated / recognised.
- Most pupils in the group enjoy their work and feel challenged.
- We get lots of PE and exercise.

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.

From Focus Groups August 22.

- More outdoor learning for every subject, especially things like toasting marshmallows on the fire and den building.
- Improvements to our playground eg. Growing more flowers, weeds taken out of drainpipes
- Buddies for new people in all classes not just P1.
- To welcome people we could learn hello in different languages
- More after school clubs and groups. Committee groups to start again.

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: Health and Wellbeing (Recovery from Covid 19 School Closures)

Progress and impact:

- HWB wheels were used in Term 1 and 4 to reflect on SHANARRI Indicators. The children in both school and Nursery have a good understanding around SHANARRI and are able to talk about and describe the indicators. On the whole the children are happy and are respectful of one another.

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- Zones of Regulation has been implemented in all classes and ELC. Children use a check in method to convey to the class teacher which zone they are in. This allows an opportunity for the class teacher to discuss emotions with the child and support them if needed. Most children can identify and use strategies to regulate their emotions. Some children need support in this area. Advice from outside agencies is regularly sought for children with identified needs e.g educational psychologist / CSW / Nurse / PMHW.
- The Hive space has made a huge difference to children who find the classroom setting difficult. Children use this space to gather their thoughts, self regulate, have some quiet time, complete work tasks before returning to the class. It can be difficult to staff this area whilst still sporting all learners. The children love this space.
- Google classroom was used as a resource to home teach the children when classes or individuals were in isolation. Weekly, staff post photos of individual and group learning to share with the parents / carers providing a link home. Children enjoy seeing their photos on GC.
- Vision, Values and Aims were refreshed with the children and families. These were regularly shared with the children during online assembly and in class. This has provided the children and families with a sense of belonging and ownership. The previous Vision, Values and Aims were established a long time ago.
- Transitions between Dingwall Academy started early in the term. Individual children were identified and given extra support as they made the transition. These individuals felt more confident and at ease. Most P7 children felt happy and ready to move on as a result of the transition. Nursery transitions are robust and ELC and P1 work closely together throughout the year to ensure this smooth transition. P1 children are confident and parents / carers feel supported during this transition. ELC is very much part of the school and is invited to all whole school events therefore easing the transition process and giving Nursery children a sense of belonging.
- Good progress was made in this area.

Next steps:

- SHANARRI indicators to be embedded throughout the school via assembly / class lessons / wall displays / pupil council groups.
- Continue to implement and embed Zones of Regulation. Look for further training for staff to extend their knowledge. Ensure PSA staff are included in training.
- Continue to use the Hive in some form taking into account staffing.
- Establish feedback from the parents on sharing the learning on Google Classroom. Ensure parents are aware they can comment and provide feedback.
- Ensure all children are part of the Vision, Values and Aims through assemblies and activities.

Improvement Project 2:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Recovery of learning teaching and assessment (**Recovery from Covid 19 School Closures**)

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Progress and impact:

- Highland Council recovery documents were utilised by all teachers. Gaps in learning were identified using baseline assessments in literacy and numeracy. Children with gaps were targeted by the class teacher, PSA and PEF PSA. Ongoing assessment helped ensure that children were making appropriate progress following lockdown and class isolation periods.
- An assessment and profiling calendar was established for school and ELC ensuring a consistent approach.
- ELC staff have implemented Planning in the Moment. Children's individual interests are captured by staff and their learning is extended by staff either through discussion, provision of resources or careful questioning. Focus children are chosen each week and detailed observations of learning are shared with parents / carers. This is a two-way process and ELC staff report that the information they receive from parents / carers is valuable. There has been increased communication between home and school and EYPs are able to be more focussed with observations.
- Children with literacy difficulties / gaps in Primary 2-7 were identified and were put on the Lexia online literacy programme. All made progress using the Lexia assessment tracker. Some used this for a short period whilst others for a longer period of time. Most children enjoy this resource. The children in the younger classes need PSA /CT support to access this. At this early stage it is difficult to say if the children are able to transfer their skills into other literacy tasks in the classroom.
- Courses and Professional learning of all staff relating to our improvement projects is evident in classroom practice, during discussions with staff and CPD records. Staff continually reflect on the impact these new initiatives and adapt teaching and learning styles to suit individuals. New approaches are modelled and shared by staff.
- Good progress was made in this area.

Next steps:

- Continue to use baseline assessments in literacy and Numeracy. PEF funding will be utilised to continue to employ a PSA who will continue to provide targeted support.
- Extend Planning in the Moment, with support from Highland Council and EYESO, to fully evidence progression and planning for children's individual learning.
- Identify children in classes to use Lexia, use the baseline assessment and implement. Provide all parents of children involved information to support their child at home.
- Next session our whole school priority will be to focus on the learning, teaching an assessment of Numeracy.

Improvement Project 3:**Primary focus:** School and ELC improvement**Year of Project:** 1**Purpose:** Attainment (Recovery from Covid 19 School Closures)**Progress and impact:**

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- SNSA assessments were completed in P7, P4, P1. Over 90% of P1 pupils, around 60% of P4 and 75% of P7 were at the expected levels for Literacy and Numeracy. Results were used to identify gaps and inform future teaching. Data is continually analysed to ensure progression and to raise attainment.
- Attainment meetings and ASL meetings were established termly. This provided staff involved with a greater understanding of the needs and abilities of the children therefore allowing staff to be able to better support learners and seek advice from outside agencies when necessary. These will continue.
- A transition document was introduced to record information regarding learners and their progress. Some teachers used this at transition meetings at the end of the term. This will form the basis of our attainment meetings in Term 1 of next session.
- A whole cohort attainment tracker was introduced to track the progress of the learners and wider achievements. This is used in attainment and ASL meetings by SMT.
- ACEL data was completed and reflected upon. Due to covid and other unforeseen circumstances teachers were not as confident in their judgement of a level, this is reflected in our ACEL data which is lower than the SNSA results. The teachers identified that many children had gaps, strategic interventions are now in place to ensure that progress is made at the appropriate level for each child. Steps are in place to ensure attainment data is reflective of the children. There will be the reintroduction of learning visits and moderation. Staff will be involved in both school and wider moderation activities to ensure that a consistent understanding of what effective learning looks like across the school.
- Satisfactory progress was made in this area.

Next steps:

- Ensure time is spent with next teacher to analysis SNSA data. P1 SNSA assessments to be implemented earlier in the term.
- Continue to use all data available to support learner's individual needs.
- Ensure all staff are aware of their learners levels and strategies.
- Moderation of teacher judgement / expectations and standards.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Very good
Learning, teaching and assessment	2.3 Good
	3.1 Very good

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**Ensuring wellbeing, equality
and inclusion**

3.2 Satisfactory
**Raising attainment and
achievement**

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

Theme 1 Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Good
**Our successes and
achievements**

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

We are confident in our capacity for continuous improvement.

This year, despite being in the covid recovery period, has been a difficult time for children, families and staff. Many classes between November 2021 and May 2022 were self-isolating on more than one occasion and staff and children absence rates due to covid were high. Change in management staff also had an impact. Despite this we do feel we made good progress and supported our children through this difficult period.

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.