

# Standards and Quality Report

SCORAIG PRIMARY SCHOOL 2021/22

**SCORAIG PRIMARY SCHOOL**  
HIGHLAND COUNCIL | SCORAIG, DUNDONNELL, IV23 2RE

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/Cluster/ASG (Delete as required)

Scoraig School is a small non-denominational, rural school set in a beautiful and unique location on the peninsula of Scoraig, with views over Little Loch Broom and the mountains beyond.

Scoraig School provides a happy and safe environment where children take on an active role in their learning. We are a health promoting school, providing equal opportunities for all and promote understanding and respect for others and our natural surroundings.

Access to the peninsula is restricted. There is a mountain track which is a walk from Badralloch (approximately five miles) or an expensive boat journey from Badluarach followed by a twenty minute walk from the jetty (just over a mile) into school.

The school has four children in the Primary School and one child in the Nursery who comes in for one day a week (Friday). For the academic year 2022/23 the parents of our Nursery child have requested that the child remains in the Nursery.

Teaching staff stability is a real challenge; over the course of the last five years, the school has seen lots of staff join and then leave. For instance, the Headteacher role has changed five times.

Our current part time EYP (0.2) was employed from November 2020. The Class Teacher joined the school in February 2021. A new Early Years Practitioner (0.8) was employed in April 2021 and subsequently resigned his post in November 2021 to become a Pupil Support Assistant. Our Cluster Headteacher joined the school in October 2021 and our General Auxiliary started work in late November. These staff are all new to working for Highland Council. Our clerical officers, both employed from 2016, work in school on a part time basis.

Our CCR teacher who had worked for the school for two years left in March 2022 and this position was filled by another supply teacher who was working to support Nursery management in school.

Beyond COVID school attendance rates are poor with a combined average in the school at 87.35%.

Given the size of the school, and for data protection purposes, it would be inappropriate to set percentage based targets for attainment. Attainment data, particularly though not exclusively in literacy and numeracy, will compare favourably with previous levels and with comparator data provided by Scottish Government.

As an overview;

- 1) SNSA results have been favourable this year.
- 2) Tracking meetings between teaching staff and HT twice a year to discuss individuals and monitor wellbeing.

- 3) Use of summative assessment structures such as Highland Numeracy Progression utilised to confirm good progress.
- 4) Regular meetings with a regional Education Psychologist support progress and HWB.

#### Our School/Cluster/ASG Vision, Values and Aims

Vision – Providing a happy, caring and creative environment where everyone is learning.

Values – Happy, caring and creative

Aims –

To provide a welcoming environment where everyone feels happy, nurtured and valued;

To provide opportunities for children to learn through experiences and play, exploring the world around them, learning to care for it and themselves;

To support children to be creative and open-minded in their thinking.

#### Pupil Voice: what is working well in our school?

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

The children participated in a survey during the second week of term (WB22/08). The children expressed the following:

Lego and learning through play;

Outdoor PE;

Water colours;

Science (car experiment);

Making dens;

Cooking;

Playing musical instruments;

Beebot;

Tent;

Getting scales for the dragon.

#### 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.

Topic work - brochs;

Reading bigger books;

Reading;

Further utilisation of the environment around our school;

More practical Science experiments;

Opportunities to make art butterflies.

#### 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](#).

Given the size of our school it would be inappropriate to share percentage based attainment or targets.

#### Improvement Project 1:

Primary focus: Health and Wellbeing

Year of Project: 2021-22

Purpose:

QI3.1 Ensuring wellbeing, equality and inclusion – Theme 1 – Wellbeing

QI3.1 Ensuring wellbeing, equality and inclusion – Theme 3 – Inclusion and Equality

Children will be resilient and positive about their learning

Develop connections for learners, with the community and beyond

Progress and impact:

Content:

- ✓ Staff understand the HWB needs and characters of individual children including Nursery. Clear strategies are in place to support;
- ✓ Children respond well to the expectations of the school and feel able to express themselves to staff. Staff meeting time starts with a discussion as to the welfare of children and plans made to address any concerns raised;
- ✓ Nursery - included in planning of new topics;
- ✓ Nursery - encouraged to express needs and preferences;
- ✓ All children use the outdoors to support and enhance learning experiences;
- ✓ ASN needs are scheduled for annual review and good practice strategies and developments are discussed through authority EPs;
- ✓ Via our EP, all teaching staff have undergone zones of regulation training and these principles are used daily within the classroom and the children are familiar/feel comfortable with the language. The school has been staffed appropriately from late November 2021;
- ✓ Characteristics of effective learning/metacognition utilised to support children. The children can be readily found discussing this language during their learning;
- ✓ The school has participated in a range of visits to localities on/away from the peninsula to foster in the children a love of their area and an appreciation of how we can help one another. Couple with this has been the success of our penpals and subsequent visits to other schools and children from other zones coming to the peninsula.
- ✓ Additional resources were utilised to increase the swimming provision for all children. As the children live near open water this was welcomed by the community and the additional time allowed for further water confidence and skills to be developed. All children were encouraged to play and socialise with children in a sister school in the ASG;
- ✓ Parent engagement sessions have been limited by COVID and the regulations around accessing the site. Presentations on Growth Mindset are yet to be carried out. Positive parental engagement sessions will be critical to support the development of home/school relations and understanding moving forwards;
- ✓ A broad and balanced curriculum is planned and shared together with the children across the school. This has reflected the children's interests and this practice is reflected by the children in next steps of development e.g. the study of brochs;
- ✓ Nursery curriculum is mapped against the relevant experience;s and objectives and records are kept as to coverage and child attainment;
- ✓ Changes in staff mean that Boxall profiling is not being used across the ASG.

Next steps:

- Adopt use of University of Glasgow HWB indicators to evidence children's feelings of school;
- Unqualified staff need formal training to support the teacher and children to ensure inclusion and equality;
- School needs to improve parental understanding to support the work of the school. Positive parental relationships with the school need to be fostered.

### Improvement Project 2:

Primary focus: Learning, teaching and assessment

Year of Project: 2021-23

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

QI 2.3 Learning Teaching and Assessment

Fully embed the use of Wraparound Spelling, Talk for Writing, Emerging Literacy and Shared Reading

Build on the success of 3D Planning

Embed the use of Maths Assessments as part of the moderation cycle

Progress and impact:

Content:

- ✓ ALL children across the school are making good or better progress in relation to their individual learning needs;

- ✓ Timetable of primary school reflects the importance of Wraparound Spelling, Emerging Literacy (Phonics following RWI format to which the teacher is trained )and Shared Reading.
- ✓ Planning and observations of lessons show that the principles of Talk For Writing are utilised to support the children’s learning;
- ✓ Impact of Wraparound Spelling is evident in the lesson period but this learning is yet to be carried forward into independent writing;
- ✓ Further differentiation required across all subject areas for older children to improve progress and attainment rates;
- ✓ Primary children progressing through phonic letter sets. Daily formative sessions, use of phonics in word and sentence level work and summative assessment show good progress in all of the children participating in progress. ASN retention of information can be intermittent as shown in reading especially in relation to red words;
- ✓ Nursery - evidence of sounds being utilised and next steps are understood;
- ✓ SNSA results reveal children work at and well above national averages in all areas;
- ✓ Book and work scrutinies reveal children’s improving capacity to write sentences independently;
- ✓ Children report enjoying the topics covered in IDL and have played an increasingly active role in selecting what they learn. Their enthusiasm has been clear;
- ✓ Shared learning at the beginning of each term has been welcomed by parents. A greater breadth in the skills taught has been suggested;
- ✓ Parent understanding in the primary school as to the importance of experiential learning needs to be developed. This is accepted in the Nursery;
- ✓ Further utilisation of assessment levels in maths is required. Gaps in learning are noted in teacher’s planning and addressed in subsequent sessions. A review of when to use carry out summative assessment is required;
- ✓ The impact of IDL on learning in Literacy and Numeracy needs further exploration and training for all staff.

Next steps:

Time needs to be spent developing the skills of PSA and GA to support phonics, literacy and numeracy understanding and pedagogical methodology;

Phonics and Early Literacy skills training is required in Nursery.

3D planning - Further professional learning is required (Susan McSweeney);

Further differentiation and focused teaching is required for older pupils;

Parental engagement sessions to understand the curriculum and approaches to learning are required at all levels of the school.

### Improvement Project 3:

Primary focus: Attainment

Year of Project: 2021-22

Purpose: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

QI 3.2 Raising attainment and achievement

QI3.3 Increasing creativity and employability

Develop the use of ‘Realising the Ambition’ in Early Years

Focus on creativity across the curriculum

Continue to develop the use of digital learning

Focus on outdoor learning across the curriculum

Begin to develop knowledge of Metacognition

Progress and impact:

*Content:*

- ✓ Attainment for ALL pupils across the school is good in relation to their abilities. Progress is better than good for ALL pupils;
- ✓ ‘Realising the ambition’ for Nursery has been shared and improvements have acted upon and sustained. Due to a reduction in operating hours to one day a week and Nursery participation in swimming, moderation and assessment has been required in Autumn Term 2022;
- ✓ Stamina for learning in primary school is a recurring challenge. This is, in part, a result of our poor attendance figures;

- ✓ Greater use of baseline assessment at the start of the year is required. Our new Headteacher insisted upon baseline tests and benchmarking to be carried out at the start of his tenure. These have been used to gauge progress from October and have been scrutinised during ongoing internal moderation structures;
- ✓ Moderation, especially writing, needs to be extended to work across schools in the ASG and beyond;
- ✓ Creativity in the curriculum is evident through: song writing, book covers, character design, story lines, cartoon writing, artwork, PE games where they add new rules, music games where they become the conductor. Introduction of Enterprise concept to enhance imaginative work and employability;
- ✓ Chrome books and sumdog accounts and dance mat typing given to new P1 students. All students take turns to assist with the use of interactive 'board where they can also use topmarks maths, digital painting. Photography and video skills encouraged on ipads. Children supported to use the photocopier. Curiosity raised through L+T about bluetooth speakers and hover boards used at home;
- ✓ Google classroom used for specialist teaching, home learning and inclusion in theatre activities and Kodaly music lessons. Digital facilities used to support learning throughout the curriculum. The children have shown great enthusiasm for digital learning and often request to use their chromebooks during child initiated play;
- ✓ Metacognition language is used on a daily basis by the children in school and is evident in the classroom.

Next steps:

Actions by the parent body have limited the school's ability to utilise the area surrounding the school to further enhance the learning experience. It is important that home school relations are re- established during the school year 2022-23;

Parent information sessions should be developed to ensure the good work of the school is understood and supported;

Greater differentiation and pedagogical adaptations are required which should utilise learning success criteria. The older children should support the development of said criteria.

### Evaluation of Progress

We believe we have made the following progress this session:

| Quality Indicator                                 | School self-evaluation |
|---|------------------------|
| 1.3<br>Leadership of Change                       | Satisfactory.          |
| 2.3<br>Learning, teaching and assessment          | Satisfactory.          |
| 3.1<br>Ensuring wellbeing, equality and inclusion | Good.                  |
| 3.2<br>Raising attainment and achievement         | Good.                  |

| Quality Indicator                                 | ELC self-evaluation |
|---|---------------------|
| 1.3<br>Leadership of Change                       | Satisfactory        |
| 2.3<br>Learning, teaching and assessment          | Satisfactory        |
| 3.1<br>Ensuring wellbeing, equality and inclusion | Satisfactory        |
| 3.2<br>Securing children's progress               | Satisfactory        |

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 Satisfactory.  
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:

Good.

#### 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.