

# Standards and Quality Report

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2021/22



## GLENCOE AND ST BRIDE'S, DUROR AND BALLACHULISH CLUSTER PRIMARIES

HIGHLAND COUNCIL

GLENCOE PRIMARY, GLENCOE VILLAGE, PH49 4HP

ST BRIDE'S PRIMARY, NORTH BALLACHULISH, PH33 6SA

DUROR PRIMARY, DUROR, APPIN, PA38 4BW

BALLACHULISH PRIMARY, BALLACHULISH, PH49 4JQ

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 (Delete as required)

Ballachulish, Duror, Glencoe and St Brides are small, rural Primary Schools located in South Lochaber and within the Kinlochleven Associated Schools Group.

Last session the schools operated as dual clusters - St Brides/Glencoe and Ballachulish/Duror respectively. Ballachulish and Duror started session 22.23 with the Head Teacher of Glencoe and St. Bride's assuming the Acting position.

The Head Teacher is well supported by 3 Principal Teachers who each lead aspects of improvement across the cluster. The children in each school are organised into multi-composite classes – P1-3 and P4 – 7 in Ballachulish, Glencoe and St Bride's and a P1-7 class in Duror.

Consistent high-quality teaching is strength across the schools.

Early Learning and Childcare settings are located with Ballachulish and St Bride's Primary Schools.

School Roll and staffing details are as follows:

	School	ELC	Teachers/EYPs	PSA
<b>Ballachulish</b>	29	22	2/3	2
<b>Duror</b>	10	n/a	1/0	0
<b>Glencoe</b>	27	n/a	2/0	1
<b>St Bride's</b>	25	9	2/2	1

The average attendance rate across the cluster is 91%.

Duror Primary School was visited by Education Scotland in December 2021 and received positive feedback on attainment and improvement. The published letter can be viewed [here](#).

Glencoe Primary School and St Bride's Primary School were visited by Education Scotland in May 2022. This was an invitation from the schools to view the response to Covid, recovery and next steps for improvement. Feedback on the quality of learning and teaching is detailed in the following [visit note](#).

Some of the schools receive Pupil Equity Funding which is allocated to close the poverty related attainment gap. In Ballachulish Primary School, attempts to recruit additional staff

using this money were unsuccessful. As a result of this, the money was redirected into resources and third sector support. Improvements were noted in literacy and emotional regulation. Numeracy continues to be a focus. In Glencoe, attendance was supported alongside family learning. Literacy is the focus for the coming session.

The schools reflected on the best of lockdown to build on the digital momentum and parental engagement observed through periods of school closure. Recovery is key element of improvement and sustainability across the cluster.

### Our Cluster Vision, Values and Aims

Across our cluster, we ensure that all children develop the attributes, knowledge, and skills they need to thrive in life, learning and work. They will be able to demonstrate the four capacities (*successful learners, confident individuals, effective contributors and responsible citizens*) through the four contexts for learning (*curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement*) and in a curriculum which reflects the seven principles of design (*breadth, progression, depth, personalisation and choice, challenge and enjoyment, coherence and relevance*).

**We are Ready, Safe and Respectable so we can Work, Learn and Grow Together**

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

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

- Some of the activities are great, especially outdoors and melting marshmallows and our topic work (St B/DPS)
- We enjoy school trips and the P7 day (GPS/DPS)
- The Maths homework is fun (GPS)
- The (home learning) projects were great
- Like the House Teams (BPS)
- Fun 31 (Rights of the Child) (BPS/DPS)
- Charity and fund-raising events (St B/DPS)
- Visits to Glencoe Outdoor Centre

### 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.

- Playground resources, toys and games need to be better
- More stuff to do at playtime
- A nicer (atmosphere) sound around the classes; new paint on the walls
- Have the same teacher (BPS)
- Improving the (pupil) toilets (St B)
- Purposeful learning/meaningful learning (DPS)

### 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](#).

## St Brides and Glencoe

### Improvement Project 1: Positive Learning Experiences using Home and Parents

**Primary focus:** Parent/carer involvement and engagement

**Year of Project:** 1

**Purpose:** To drive purposeful learning beyond the classroom and school

**Progress and impact:**

To drive to an improved relationship with parents/carers using home learning opportunities, school staff engaged with current research on parental involvement. The focus was on learning and the sharing of ambitious outcomes. Being transparent with assessment and making this accessible to the learner and family was a further consideration.

As a result of this, leadership opportunities grew from professional discussions around 'what worked well during lockdown.' For the cluster, parental engagement was positive and there was a desire to keep that energy and momentum for learning at home with parents as a priority.

All learners engaged with termly learning projects. Where PEF money was available, this was used to support learner participation. SeeSaw used to share success as well as displays within the school.

Learning Projects led by one of the Principal Teachers, developed opportunities for creativity, imagination, and collaboration. These projects included; Math Passports; Drive-Thru Cinema; and Outdoor Learning.

A rationale recorded for homework was developed for St Brides and Glencoe and can be accessed [here](#).

Home learning partnerships were highlighted by Education Scotland in their Recovery Visit, in May 2022. The visiting inspector noted that views from staff, parents and learners were very positive and activities were positively received.

**Next steps:**

- Embed termly projects for home learning as our primary home-school link for learning
- Celebrate success with learning beyond the classroom and school using SHANARRI
- Establish Math Passports in partner schools (Ballachulish and Duror Primaries), led by allocated Principal Teacher.

## St Brides and Glencoe

### Improvement Project 2: Leadership for Change

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** To drive staff efficacy for improvement

**Progress and impact:**

Using Fullan's 'Deep Thinking', teachers engaged in professional discussions to support improvement planning.

Teaching staff took responsibility for improving Early Years play; improving number fluency, recognising digital leverage; a refresh of the literacy curriculum, and increasing learning in an outdoor setting.

Play

Play was developed in P1-3 beyond the classroom with the aim of improving problem-solving, collaboration and resilience. The use of Leuven Scale (a 5-point scale to measure

wellbeing and involvement) was used by the teacher to support observations and plan experiences accordingly.

The delivery of the curriculum developed to include play as core to new learning. Play resources were sourced and developed, including the creation of outdoor learning classrooms at Glencoe and St Bride's.

In St Bride's ELC, Early Years Practitioners developed an 'outdoor-to-indoor' rationale to support the implementation of free flow indoors/outdoors play

#### Number Fluency

Teaching staff developed and delivered Math Passports at Glencoe with success. This impacted positively on attainment in numeracy and parental engagement in learning.

#### Digital Leverage

SeeSaw was used effectively to showcase individual learning and achievement. There was also an increase in social media coverage with Twitter and Facebook as 'front-facing' adverts for the schools' success and achievements.

#### Literacy Curriculum

Talk for Writing is being trialled as the core resource for writing. Some teaching staff attended training to enable change starting Term 1 session 22/23 across all classrooms. Teaching staff will participate in moderation activities, supported by the identified Principal Teacher, to establish shared standards and expectations across the cluster.

#### Outdoor Learning

Understanding and applying a clear rationale for learning in an outdoor setting and exploring the outdoor setting for extended experiences across Early Years and P4-7 has broadened the curriculum and served to highlight opportunities for new skills, new knowledge, and new opportunities to achieve.

#### **Next steps:**

- Extend play and experiential learning to all stages and Levels, accompanied by the opportunities that exist in our community for outdoor experiences
- Build enhanced professional knowledge of Outdoor Education, Eco-School, Forest School and Play-Based Learning through CPD opportunities, community partners and engagement with current research

### **Ballachulish and Duror**

#### **Improvement Project 1: Health and Wellbeing**

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** To develop approaches to tracking and supporting Health and Wellbeing as part of recovery from Covid-19 impact

#### **Progress and impact:**

Some teaching staff used the wellbeing wheel to gather initial baselines for learner's health and wellbeing. Strengths and Difficulties Questionnaires were undertaken by Senior Leaders to identify anyone requiring targeted support. Play Therapy was identified as the intervention to support aspects of health and wellbeing.

A consistent school wide system for collating and tracking health and wellbeing information now needs to be implemented to ensure early intervention and effective monitoring of individuals. Impact of intervention works needs to be assessed more rigorously to inform ongoing improvements.

Little progress was made with the setting of individual HWB targets based on identified areas. As learners begin to understand the language of wellbeing, this is something which could be implemented as part of learning conversations with school staff.

Throughout the year, all teaching staff made good use of available Health and Wellbeing resources. This was supplemented well by third sector organisations and visiting partners. To ensure consistent approaches, it would be important to develop a cluster wide health and wellbeing strategy which includes curricular coverage as well as holistic support (in school and partnership).

**Next steps:**

- Ensure all learners across the cluster are familiar with and can articulate the language of wellbeing
- As a cluster design and implement a system for tracking wellbeing
- Class teachers to use wellbeing wheel each term to assess pupil wellbeing – use CSW where needed to provide support if this needs to be individualised
- Ensure pre/post assessments are undertaken for learners who are receiving intervention so impact can be understood
- Create an ASG wellbeing overview to support coverage of HWB experiences and outcomes
- Explore Compassionate Connected Classroom resource for P4 – P7 stage

**Ballachulish and Duror**

**Improvement Project 2: Learning, teaching and assessment**

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** To support recovery of learning, teaching and assessment following Covid-19 school closures.

**Progress and impact:**

The Highland Council Recovery Curriculum was implemented across the cluster. As a result of this, all children experienced increased outdoor learning opportunities. This allowed pupils to transfer their learning across contexts. Most learners participated well and showed increased levels of engagement and cooperation when learning outdoors.

Collegiate time was allocated to teaching staff to discuss assessment information and identify gaps in learning. Most teaching staff used this information well to plan learning and target teaching to address and close these gaps. Very good use was made of SNSA assessment information to inform planning. As a result of this, most teaching staff had a very good understanding of their learners and consequently most learners made good progress throughout the year.

Pupil Equity Funding was allocated to appoint a Pupil Support Assistant to deliver numeracy and literacy interventions. Due to challenges with recruitment, this post was never filled. Despite this, teaching staff attended Highland professional development opportunities linked to the improvement of literacy and numeracy – this informed class practice when addressing barriers to learning.

**Next steps:**

- Review of PEF planning for session 22.23
- Establish opportunities for pupils to take on leadership roles
- Continue to develop high quality feedback – learners should be able to explain their progress and what they need to do to improve
- Build in more opportunities for peer feedback

- Continue to design High Quality Assessment tasks to support teacher judgements and decisions about next steps

### Ballachulish and Duror

#### Improvement Project 3: Raising attainment and achievement

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose:** Raising attainment and achievement in literacy and numeracy through effective approaches to assessment and moderation

**Progress and impact:**

Teaching staff, together with Senior Leaders, continued to develop an attainment strategy. This should now be redrafted and finalised for use across the current four-school cluster to ensure consistency in terms of achievement of a level as well as information sharing at points of transition.

Pupil Equity Funding was reallocated to Creative Minds following challenges with recruitment. The work with Creative Minds focussed on emotional regulation to ensure identified learners developed self-management strategies to maximise learning time. A robust tracking system must now be developed, together with these interventions, to ensure continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Formative assessment strategies were used effectively by all teaching staff. Coupled with summative assessments – most teaching staff had a good understanding of gaps in learning. Because of this, the attainment of the majority of individuals and groups improved consistently over time. Learning conversations and learning reviews as part of the profiling process should now be explored.

Moderation was undertaken within the schools to support teacher judgements. Teaching staff are able to make reliable judgements about progress. Moderation will now be extended to involve Highland wide schools.

**Next steps:**

- Staff will make use of assessment strategy with High Quality Assessment Tasks planned and implemented
- Nursery planning and assessment training for any staff who require
- Ongoing use of data and assessment evidence to plan timely interventions for pupils
- Ongoing opportunities for pupils to demonstrate application of learning in unfamiliar contexts
- Continued use of Benchmarks and Moderation Cycle to inform professional judgements
- Consistent use of Online Learning Journals to track progress and plan next steps
- Improving the quality and consistency of learning, teaching and assessment in to raise attainment will remain a central focus in all school improvement

### Evaluation of Progress

We believe we have made the following progress this session:

**Quality Indicator**

**School self-evaluation**

1.3 Good

**Leadership of Change**

**2.3** Very good  
**Learning, teaching and assessment**

**3.1** 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** Very good  
**Our school and community**

**Theme 4** Good  
**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 [here](#) or by contacting any of the school offices.