

Standards and Quality Report

2021/22



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 Cluster

Marybank, Strathconon and Strathgarve Primary Schools are part of a tri-cluster arrangement, sharing one Headteacher between the schools. Marybank and Strathgarve were clustered together in August 2008, with Strathconon joining the cluster in November 2015. All three schools are set in rural locations within the Dingwall Associated School Group.

Since 2008, there has been a high turnover of Headteachers and teaching staff in all three schools. This has led to long periods of change and uncertainty for pupils, parents and staff. A permanent Headteacher was appointed in October 2016, taking maternity leave between 2017/2018 and 2021/2022 and a period of absence between 2018 and 2019. A permanent Principal Teacher was appointed in 2018. However, due the fall in school roll, there is currently no Principal Teacher in post. In March 2020 the schools were closed due to the Covid 19 pandemic resulting in a further period of change and uncertainty.

Our Cluster Vision, Values and Aims

The Vision, Values and Aims below include our nursery settings in Marybank and Strathgarve Primary Schools.

Vision

Three small school communities working together as a team to create a positive, inclusive, and vibrant cluster where everyone is valued, respected, and encouraged to achieve excellence.

Values

Honesty, Respect, Responsibility, Positivity, Uniqueness (we are three unique schools working together)

Aims

We aim to bring our school communities together to:

- Provide an inclusive, nurturing, and positive learning environment.
- Deliver an engaging, challenging, and creative curriculum.
- Provide high quality learning and teaching experiences.
- Develop pupils' skills to be successful learners, confident individuals, responsible citizens, and effective contributors.
- Promote good health and well-being for all.

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Pupil Voice: what is working well in our school?

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

Information was not gathered in 2021-22 due to changes in Headteachers, the Management and Leadership Team and staffing at Marybank Primary School.

However, the pupils were asked to reflect on learning and teaching last year and felt the following was working well within our schools:

- Online groups with Ms. Mundell
- Meeting the other children online for transition
- Some French with Mrs. Smith
- Lots of imaginative writing which was enjoyable until our hands got sore
- Brain breaks to let our brains rest and hands get better
- When Ms. Smith came it was a nice time to the summer because before that it was all switching with teachers, but it was good to have one teacher until the summer
- Swimming lessons were good

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.

Information was not gathered in 2021-22 due to changes in Headteachers, the Management and Leadership Team and staffing at Marybank Primary School.

However, the pupils were asked to reflect on learning and teaching last year and felt they would like the following changes to be made:

- Pupil Council to start again alongside sub-committee groups
- Keep the same teachers, having different teachers last year was quite hard
- Extending the older one's breaks, just that little bit more can make a big difference
- Harder work so we learn for going up to the academy so we can learn more

**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: Curriculum and assessment

Year of Project: 2

Purpose: Recovery from the Covid-19 pandemic

Progress and impact:

- PEF money was used to fund a Supply Teacher to allow time for Class Teachers to complete the PHAB2 assessment with individual pupils. This identified any phonological difficulties and allowed a targeted plan of support for individuals and/or small groups. The funding allowed a PSA to be employed to use newly purchased Phonic book to support those pupils 1:1 where gaps in learning were identified.
- Class Teachers in all three schools continued to use Highland Numeracy Assessments to track pupil progress.
- The PM Reading Benchmarking Resource was purchased and used with pupils to support teacher judgement in reading progress.
- Glasgow's Motivation and Wellbeing Profile was used with pupils to reflect on their feelings and current experiences. The majority of children liked their school, had friends, and felt people helped them when they were upset.

IMPACT

- The PM Reading Benchmarking Resource helped new Class Teachers in Marybank Primary School to plan learning and teaching to meet the needs of pupils within the school. This increased pupil confidence in reading ability and enabled the staff to track progress. The majority of pupils progressed in reading ability throughout Term 4.
- Class Teachers fed back that they find the Numeracy Assessments very time consuming, however, the detailed results provide an in depth understanding of where a child is at in their learning and are very useful in setting Numeracy targets and planning for learning and teaching. Going forward it has been agreed that the assessments will be completed twice a year to support the results of Key Assessment Tasks and teacher judgement.
- Class Teachers continued to track pupil progress using their own school trackers. The majority of pupils moved up levels in Big Writing and reading. Tracking pupils progress in spelling has highlighted that progress is slow for pupils. The Cluster use the Highland Literacy Wrap Around Approach. In discussion with Class Teachers, they felt that at times using this approach was challenging with the Primary 1 to 7 stages and that the older or more able children needed more challenging vocabulary to work with. Going forward staff will complete training in Morphological Spelling to develop strategies to support our more able learners.
- Glasgow's Motivation and Wellbeing profile allowed staff to adjust pupils learning environment and school settings to support their well-being. Regular brain breaks helped pupils to rest and re-focus for the next lesson. Older pupils acted as buddies for the nursery and younger children to strengthen relationships and allow more time for play.

Next steps:

- Use the results of formative/summative assessment and SNSA data to identify gaps in learning.

- Use 2022/23 PEF to employ a PSA to work 1:1 with pupils to improve Literacy and Numeracy skills.
- Develop new individual pupil trackers to show progress in learning and track attainment over time.
- Develop a robust assessment calendar to support teacher's judgement and share pupil progress with parents.
- Use the PM Benchmarking Reading resource across the Cluster to support teacher judgement of reading ability and track pupil progression.
- Track Pupils health and well being using Glasgow's Motivation and Wellbeing Profile.

Improvement Project 2:

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose: Developing Enquiry Based Learning and Play Pedagogy

Progress and impact:

PROGRESS

- Google sites were created to share digital profiles. These were actively used by the P4 to 7 stages, however, the P1 to 3 stages could not use it effectively. They required development in digital skills before being able to use this platform.
- In discussion with Class Teachers in August 2022, they continued to use the profiles but there was no function to notify when parents had engaged with their child's profile. This caused some frustration and both staff and parents shared a preference for moving back to using the Seesaw digital platform.
- In June 2021, an Acting PT was appointed to the Cluster. The PT had extensive knowledge of Enquiry Based Learning and Play Pedagogy. Priority 2 was developed with the PT and aligned with her management responsibilities in taking Play Pedagogy forward across the Cluster. Unfortunately, the PT returned to her base school not long after starting her new role in the tri-cluster.
- EYPs at Marybank completed 'Planning in the Moment' (Anna Ephgrave) training in early 2021, enhancing their knowledge and understanding of

IMPACT

- 80% of pupils improved their ability to reflect more meaningfully on their own progress and were able to set achievable and measurable targets in their learning.
- Whilst individual profiling did not showcase play-based learning, the schools' Google Sites were helpful in providing parents with a basic understanding of the principles of such an approach.
- EYPs have adopted Anna Ephgrave's 'Planning in the Moment' approach which has shown an increase in parental engagement with children's learning. 100% of parents shared their children's interests on new planning and observation documents.

Next steps:

- Engage all children, from Nursery to Primary 7, in Seesaw profiling.
- Use Seesaw profiling to engage 100% of parents in their children's learning.
- Develop a termly QA calendar to highlight key times in the year to share Literacy, Numeracy and Health and Well-being Key Assessment Tasks with families through Seesaw profiling.
- ELC to continue using 'Planning in the Moment' approach with a view to adopting similar planning approaches in the infant and upper stages.

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Introducing UNCRC Rights Respecting Schools

Progress and impact:

PROGRESS

- Pupil Groups were established for Digital Leaders, JRSOs, Pupil Council and Garden Group. These groups met online weekly with the HT. The pupil groups were made up of pupils from across the three schools.

Examples from the pupils:

Digital Leaders

We used the iPad to take photographs of learning in school and post on the Google websites. We also helped the other boys and girls on their Chromebooks if they were stuck. We also helped the teachers!

IMPACT

We got better at using iPad, Chromebooks and helping others like the other pupils and teacher.

JRSO

We were trying to order bike racks for the school to encourage them to cycle to school instead of driving. We were going to ask the Parent Council for funds and started looking on Amazon to buy them. They weren't going to go into the ground. We were going to ask Jim (school janitor) to fit them with a piece of wood so they were secure. The holidays came and we ran out of time.

We also line up with one JRSO at the front and one at the back and we make sure everyone is wearing their high viz vests.

IMPACT

Keeps everyone safe with wearing high viz.

It was nice to work with Jim our janitor and make him part of our school.

Pupil Council

We were trying to order water bottles for everyone to use because people kept forgetting them. We used to use them in Primary 1 to 3. We asked Sheila (school clerical) to order them for us but they were out of stock and then the holidays came. It's important to drink lots so you don't get a headache and feel unwell when you're at school.

IMPACT

Having water bottles will improve learning because we will feel well and able to do lots.

Garden Group

We planned to make a shelter for shade so if anyone got hot in the summer they would have somewhere to go. It was going to be made from tarpaulin and the crates. We got started with the crates and then the holidays came, and we didn't manage to get it all done.

IMPACT

The garden shelter will help kids to meet each other because they can go and talk underneath it and stay safe from the sun. It's hard to learn if we are too hot.

Next steps:

- Establish a Cluster Council with sub-committee groups.
- Establish a Pupil Council in each school.
- Work with individual focus groups with a focus on learning.
- Involve pupils in developing relevant committees, roles, and responsibilities.
- Class Teachers to actively lead sub-committees on a weekly basis.
- Ensure sub-committees are working towards a real goal which will make improvements for our learners.
- Sign up to the UNCRC Bronze Award.
- Complete relevant CPD from UNICEF training calendar.
- Staff and pupils to work collegiately to achieve Bronze Award.
- Work towards achieving the Digital Schools Award.

Evaluation of Progress

STRATHGARVE

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Satisfactory

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

We are confident in our capacity for continuous improvement.

The permanent Headteacher has returned to post following maternity leave and we are, therefore, confident that we have capacity for continuous improvement.

Evaluation of Progress

MARYBANK

We believe we have made the following progress this session:

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

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

Theme 1	Good
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Our relationships

Theme 2 Satisfactory
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Satisfactory
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.

The permanent Headteacher has returned to post following maternity leave and teaching staff have been appointed at Marybank Primary School. We are, therefore, confident that we have capacity for continuous improvement.

Evaluation of Progress

STRATHCONON

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 Satisfactory

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 Very 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.

The permanent Headteacher has returned to post following maternity leave. We are, therefore, confident that we have capacity for continuous improvement.

Planning

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://strathgarvemarybankstrathcononcluster.wordpress.com/> or by contacting the school office.