

Standards and Quality Report

2021/22



Drakies Primary School & ELCC

HIGHLAND COUNCIL | DRUMOSSIE AVENUE, INVERNESS. IV2 3SG.

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

Drakies Primary and ELCC (Early Learning and Childcare Centre) is a non-denominational establishment in the south of the city of Inverness, which is situated close to Raigmore Hospital, Inshes Retail Park and Police Scotland Highland HQ. The school currently has a roll of 226 children in primary one to seven and an additional 46 children enrolled in our ELCC, which offers 1140 government funded hours per year from 8am-6pm during term time. Our primary school children are split over nine classes, which remains largely consistent with recent years.

Our staffing at Drakies is settled, with all members of our current Senior Leadership Team having been in post for four years or more. We look forward to welcoming a Senior Early Years Practitioner to the leadership team in the 2022-2023 session.

We are aware that poverty may be a barrier to attainment and achievement for approximately 8.2% of our children and we utilise our £29,589 Pupil Equity Funding in an attempt to remove this barrier. In session 2021-2022, this was largely used to employ an additional full-time PSA and an additional teacher one day per week to target specific children in a bid to close the poverty related attainment gap. We also invested in additional numeracy resources and assessments, allowing us to identify and to target gaps in learning. In session 2022-2023 we aim to continue to employ an additional full-time PSA to target specific children. We also plan to enhance our range of early phonics-based books to ensure that effective early intervention is in place for literacy.

We have strong links with our Associated Schools Group (ASG), including our associated secondary school, Millburn Academy. Our Head Teacher attends regular ASG meetings throughout the session and all staff benefit from an ASG approach to 'Career-Long Professional Learning'. There is a shared ASG focus on the use of assessment and data, with a shared tracking and monitoring system leading to effective moderation and improved attainment.

There were no exclusions during the 2021-2022 session. Our attendance for P1-P7 pupils was recorded at 96.5%, of which 1.8% were authorised absences, such as illnesses and 1.7% of these absences were recorded as unauthorised absences, such as holidays during term time.

Our School - Vision, Values and Aims

Values:

* Respect * Kindness * Safety * Inclusion * Determination * Teamwork

Vision:

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all at the school.

Aims:

- * To provide a supportive, caring and health promoting environment in which children, parents and staff are valued and can work together in partnership.
- * To provide a creative curriculum which meets the needs of all children and where children are challenged to raise their attainments and achievements to the highest possible standards.
- * To ensure that children's personal development and health and wellbeing needs are fulfilled through collaboration of staff and other professionals.
- * To equip children with a lifelong culture of motivation, creativity and ambition in order to prosper in a changing society.
- * To encourage tolerance and respect for others and their beliefs so that our children become responsible future citizens.
- * To foster in our children a growing sense of responsibility for themselves and others, for their school, their environment and community.

Pupil Voice: what is working well in our school?

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

HWB

- "Our values of respect, determination, inclusion, teamwork, kindness and safety are working well and this makes me happy".
- "I feel that we can tell our teachers things and they will be respectful and help us."
- "Our emotional check ins are helpful because we can share our feelings and get help if we need it."
- "I think that we feel included and have a sense of responsibility when we get to share our ideas and opinions."

Learning & Teaching

- "Google classroom helped us learn in lockdown and now helps us in school."
- "In lockdown and when we're off unwell, I like it that we can contact our teacher and they will help us with any work we have."
- "I enjoy 'Talk for writing' because we get to do lots of different activities in small groups and it helps me. I loved the 'Elves' task."
- "The new maths textbooks are better because they give a far better explanation of what we're to do."
- "I think our teachers help us a lot with our goals and targets. I like looking back at our learning in our profiles"
- "Our transition project with the little ones when we planted potatoes, looked after them and then made tasty stuff with them when we harvested them was really fun."

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.

- "A new adventure playground with swings and more play equipment."
- "More outdoor learning opportunities for us now that we're older and continue to improve our outdoors, for example with vegetable patches."
- "Improve our remembrance garden."
- "Improve our topics, and learn more science"
- "We would like a meeting room for House Captains, Eco group and RRS groups."

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 from Covid-19 impact

Primary focus: Performance Information

Year of Project: 2

Purpose:

1. Improve Health and Wellbeing for all.
2. Recovery of learning, teaching and assessment.
3. Improve our attainment in session 21/22 (focusing on identifying new or widened gaps caused by Covid-19.

Progress and impact:

1.
 - Good progress was made in improving health and wellbeing for all and we feel that our capacity for ensuring wellbeing, equality and inclusion is good.
 - A few children accessed the counselling provision, funded by the Scottish Government. The 'YPCORE' assessment for all of these children demonstrated an improvement in wellbeing at the end of the block of counselling.
 - Six children attended 'Clarity Walk' sessions. Anecdotal evidence suggests that this was a successful intervention for these children.
 - Six children attended our small-scale nurture group. Boxall profiles were completed before and after these sessions to allow us to gauge progress and to form next steps.
 - The majority of our children completed health and wellbeing surveys, which allowed us to identify children who had a negative view of themselves and/or school. (See next steps)
 - Most children are aware of the UNCRC thanks to a weekly 'article of the week' focus at assembly and in each class, including our ELCC. (See next steps)
 - The majority of children have accessed the 'EmotionWorks' programme at assembly or in class and use the terms associated with this framework e.g. 'body sensations', 'triggers' etc.. The majority of our children understand their emotions and can speak about their emotions effectively as a result.
- 2 & 3.
 - Good progress was made in our recovery of teaching and learning, which led to good levels of attainment across the school. We feel that we have capacity to continue to improve in this area.
 - Most (77%) of our P1, P4 and P7 children were identified as being on track for age and stage in reading and most (91%) of our P1, P4 and P7 children were identified as being on track for age and stage in listening and talking. The majority (73%) of our P1, P4, and P7

children were identified as being on track for age and stage for writing. This resulted in the majority (69%) of our P1, P4 and P7 children being on track for age and stage for literacy as a whole.

- Our numeracy attainment remained higher than our literacy, with most (81%) of our P1, P4 and P7 children being identified as being on track for age and stage in all aspects of numeracy this session.
- PEF funding attainment impact: 9% of the identified children are now on track in reading for age and stage. A further 73% of the identified children made => 12 months progress in reading this session. In writing, 19% of the identified children are now on track for age and stage and a further 69% of the identified children made => 12 months progress in writing this session. In numeracy, 19% of the identified children are now on track for age and stage, with a further 69% of children making => 12 months progress in numeracy this session.
- Most children and their families from ELCC to P7 engage effectively with their learning folders. The format for the learning folders is consistent from ELCC to P7 and three sets of long-term targets were created in consultation with our children and families at all stages. Most children feel that they have ownership of their learning folder and have an understanding about the purpose of these.
- All classes, including the ELCC, have 'Google Classrooms' in place. Most parents have reported that these classrooms have supported children effectively during times of absence, and also with regular home learning tasks. All children in the pupil school evaluation focus group believe that the 'Google classrooms' support their learning during school time and at home, either in the evenings or during periods of absence.
- Weekly team teaching between our P7 teacher and a Millburn Academy maths teacher supported our journey towards very strong attainment in P7 this session.
- All ELCC staff observed 'Phonological Awareness' strategies being implemented in the P1 class over the period of a term. Our ELC staff members have used this improved understanding to improve the literacy opportunities in our ELC setting.

Next steps:

1.
 - 'Pupil Attitudes to Self and School' surveys will be completed at the beginning of the 2022-2023 session. The responses will be tracked as part of our new tracking and monitoring system and the responses will be focused on during attainment and evaluation meetings, with the expectation that staff are truly targeting and supporting children who have indicated that they have negative attitudes to self and/or school. All schools in our ASG will do the same and Head Teachers will then identify any common themes arising across the ASG.
 - Continue to ensure that the UNCRC underpins all that we do at Drakies, with a view to achieving our UNICEF Rights Respecting Schools Gold Award by June 2023.
- 2 & 3.
 - Our 'Numeracy steering group' will create clear guidance to ensure that 'Number Talks' and 'Problem Stories' approaches become embedded in our practice from P1-7, leading to improved attainment.
 - There will be an ASG wide improvement project in the 2022-2023 session which will focus on the use of data and assessment. There will be opportunities to moderate this data across the ASG to identify key areas for development, as well as identifying and sharing areas of strength.

Improvement Project 2: Review and enhance our curriculum

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

- Interdisciplinary learning (IDL) at Drakies will become meaningful, progressive, engaging and will reflect our context.
- Children will explore all 'Experiences and Outcomes' across all curricular areas in appropriate breadth and depth.
- Approaches to play-based and outdoor learning will be enhanced, with a strong focus on the development of key skills. All children will experience quality and regular outdoor learning opportunities.
- A curriculum rationale will be produced.

Progress and impact:

- Good progress has been made in this project and we are confident that we have capacity to achieve our aims. However, it has become apparent that this will be a 3 year project, meaning that we will require another 2 years to complete our work in this area.
- Our ELCC and P1 settings provide very good opportunities for children to learn outdoors and through play. Almost all ELCC – P1 children engage effectively with active, play-based and outdoor learning opportunities. These types of learning opportunities are the main vehicle for teaching and learning at these stages and we are confident that attainment at the end of P1 will continue to be good as a result of these approaches.
- Good opportunities for play exist in P2 - P4 classes, with most of these children learning through play for a proportion of each day. All of these teachers demonstrate a clear commitment to play-based and outdoor learning and have been developing their skills in this area through continuous life-long learning opportunities.
- Staff, children and parents have continued to develop our outdoor space. Several areas of outdoor space now provide very good opportunities for outdoor learning to take place.
- Our IDL steering group has identified a meaningful and relevant IDL programme and has provided all teaching staff with a variety of IDL opportunities to begin with for the 2022-2023 session. These IDL opportunities have clear links to our values, the UNCRC and our skills development.

Next steps:

- Children in P5-7 will begin to learn through exploration and outdoor learning more regularly.
- Pupil voice will feature more heavily in the 2022-2023 session, with all teaching staff allocated time to lead a pupil steering group.
- The IDL steering group will establish which 'Experiences and Outcomes' are not being covered in breadth and depth through our IDL programme and will forge focus weeks during which children will have the opportunity to engage with these.
- Pupil, parent and local business surveys will be used to seek views and ideas for our final IDL programme.
- The 'Meta skills' progression framework will be utilised to ensure that our curriculum is truly skills based. Stronger links will be made to these in our IDL programme.
- We will continue to develop our outdoor space to support our outdoor learning. A 'polycrub' will be erected in November 2022 and a nature rich area will be created where the old adventure play area was with the addition of trees, bat boxes, bird boxes and hedgehog homes.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	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 on our [website](#) or by contacting the school office.