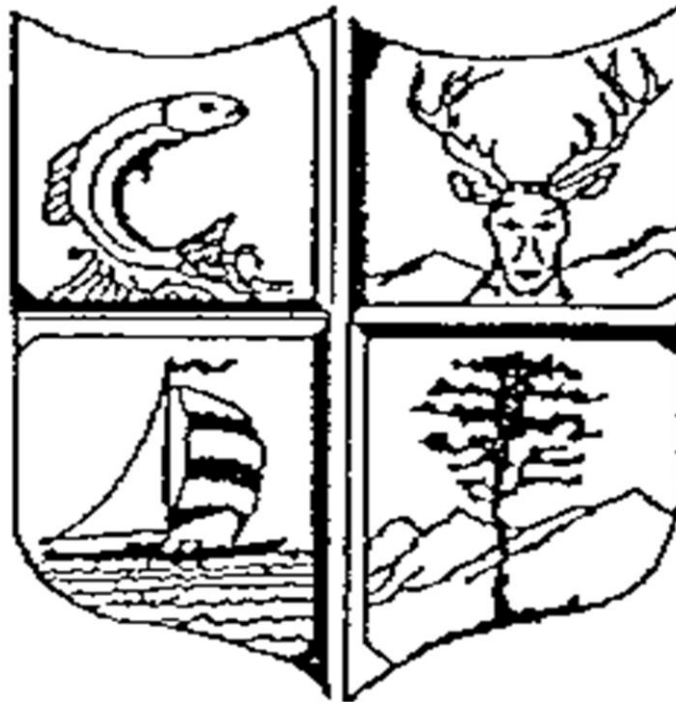


Standards and Quality Report

2021/22



Shieldaig Primary School and Nursery
HIGHLAND COUNCIL SHIELDAIG, IV54 8XN

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)

Shieldaig Primary School is a small but rapidly growing, rural school. Children in P1-7 are currently taught together in one classroom. The rate of growth at Shieldaig Primary School means that this is due to change next session, when two classrooms will be required to teach 25 children across P1-7. As a result of the increase in roll at Shieldaig Primary School the Highland Council have committed to a build project involving the renovation of the school house to form, amongst other things, a new nursery, break out room, staffroom and toileting facilities. This had been due to be completed by Aug 2020. Restrictions imposed as a result of Covid-19 mean that the start of the project was delayed until July 2021. Finally, as a result of further delays based on necessary ecological surveys the completion date was pushed back until late November 2022.

The school has been part of a cluster arrangement with Kinlochewe Primary School having formed in November 2019, with a permanently appointed head teacher shared between them. At the end of the 21/22 session Kinlochewe has been mothballed with the head teacher moving to a teaching Head Teacher in the new session. Shieldaig Primary belongs to the Gairloch ASG with 4 other schools. The ongoing pandemic has made cross school collaboration difficult until Term 4 2022 when we were able to do this properly.

The school is located in spectacular scenery and the staff and pupils make full use of the outdoor environment in which they sit. The school has links with many partners including Kinloch Woods, Beinn Eighe Nature Reserve, SNH, Gairloch Museum, local historian groups, community council, the Highland Council ranger, and a wide range of GIRFEC partners. This year Shieldaig Primary has received funding from Education Scotland to build a new kitchen garden and cooking facilities, as well as a sustainable waste system through composting. The school attended a residential at the Shielling Project which fit in with a developing ethos.

We have strong attendance and good relationships with families in the community. From August – December 2021 our ELC successfully relocated to the Shieldaig Village Hall. We took this challenge in our stride and thrived in this environment, with the Local Authority supporting some building updates and partnering with the village association. In January we moved into our new nursery accommodation and have

been settling in well here. Our May 2022 Care Inspectorate inspection of our nursery was very positive, praising the EYP's approach and the strong relationships with the children and their families.

Our School Vision, Values and Aims

Shieldaig Primary School:

Vision: Aspiration and Achievement For All.

Our Values

Respect
Creativity
Learning
Perseverance
Confidence
Kindness

Our Aims

- ☆ We want Shieldaig to be a school where everyone feels safe, happy and confident.
- ☆ We want everyone to stay fit and healthy.
- ☆ We want everyone to be helped to learn as much as they can, and for their achievements to be celebrated.
- ☆ The children will help to make decisions about the school and how they learn, and will work as hard as they can.
- ☆ Parents/carers and staff will work closely together to help the children learn.
- ☆ We will encourage parents/carers and the community to be involved in the life of the school.

Pupil Voice: what is working well in our school?

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

Children identified many things that are special about Shieldaig and the Primary School – including Community, learning, friends, kindness.

We began work discussing how we “belong” to a place, and the closeness to the school and the family relationships shone through.

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.

Keep the garden going, we love it.

More after school clubs.

More trips to other places.

We love learning about the past and the Vikings

We would like a better playground

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: 2

Purpose: Recovery from Covid-19 impact – Health and Wellbeing

Progress and impact:

- Our Food for thought project, “Grow, Cook, Compost” covering the entire year will boost engagement with learning, provide new experiences and give opportunities for children to shine in different areas. We purchased cooking equipment to support skills-based cross curricular learning through cooking.
 - o This was highly successful, delivering high levels of engagement with pupils and staff.
 - o Assets were enhanced including the purchase of cooking and gardening equipment, these will continue to be used in skills development and IDL.
 - o School garden was designed and built from scratch. Children have ownership of the space and continue to use the space for their learning.
 - o Teachers and children engaged with a child led project that engaged and developed the ethos of our school. Teachers experienced “handing over” to the children and exploring pupil participation.
- Residential at the Shieling Project to sum up Food for Thought project through craft learning about food.
 - o Great experience for children and families, challenged children outside the classroom and built resilience.
 - o As a result children could explain the links between their experiences and their own lives, reflect on their connection to their “place” in the Highlands, use skills they have learned in the school in a real life context.
- Use of Resilient Kids programme for P1s and P7s and Boxall Profiles for targeted children.
 - o Resilient kids received positive response from children involved. As a result children were equipped to speak of transitions with appropriate emotional language.
 - o Boxall profile data collected and will be used to monitor progress in 22/23
 - Teachers gained a deeper insight into the nurturing needs of targeted children. This can then be used to develop further health and well being support.
 - o Emotional literacy assessment completed in addition. Children were, as a whole, quite emotionally literate. But it has given us clear indications of areas we can work on as a school – focus in class, describing how I’m feeling, strategies for calming myself when I am upset.
- A week-long arts project based in Shildaig, including Kinlochewe Primary School. Developed with a local artist to celebrate creativity.
 - o As a result of this art week and the focus on creativity children were able to clearly identify the value of creativity, as well as unpack the skills embedded within the concept (curiosity, problem solving, open-mindedness, imagination, application).
 - o Children were beginning to connect the importance of creativity to the world of work
 - o Connection with local artist developed and an important partnership with the school.
- Development of play pedagogy across early / first level.
 - o Play pedagogy was focused on in the P1/2 class for half the week. As a result children were able to explore their learning through play situations, with the class teacher extending these to enhance learning. As a result of this, children starting P1 who had a limited nursery experience due to Covid, were able to transition into a nursery like environment focussed around play and the goals of Realising the Ambition.
 - o Proved difficult to implement in the P1-7 environment – how a multi-composite class can support true teacher enhancement of play. See next steps.
- Establish our school as a BSL/ Sign supported school

- Daily BSL lessons across the school, supporting communication. As a result, child with specific needs felt connected to peers through communication. Staff were able to effectively teach and great progress in curricular learning was made.

Next steps:

- Food for Thought
 - Garden continues to be a part of learning at the school
 - Polycrub fundraised for and bought by Parent Council. To be built in October 2022
 - Further outdoor learning/ environmental learning by developing forest school programme
 - Developing a skills based Friday programme across the two classes.
- Residential
 - Revisit in 23/24
- Emotional literacy
 - Use benchmarks gained in 21/22 to monitor progress and interventions in 22/23
- Arts week
 - Developing again for 22/23 but will be able to engage families further due to covid restrictions lifting. Reach out to other local schools.
- Play pedagogy
 - P1/2 class full time this year so great chance to develop using self evaluation. Class teacher focusing on the environment for play and learning. Find opportunities for learning from other teachers.
- BSL
 - Pupil with BSL as key communication language has left Shieldaig Primary School. BSL is not at Gairloch high school so will work with Gaelic and French as two languages.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery from covid-19 impact - Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning)

Progress and impact:

- Implementation of a recovery curriculum, focused on literacy, numeracy, health and wellbeing, to support all children in recovery of learning.
 - This was implemented across the school, returning to the full curriculum as this became possible.
 - The focus in particular on health wellbeing created a real sense of community within the school. Engagement increased as a result of the return to class, and this saw attainment improvements. Most children were able to better communicate and express their feelings.
- Literacy and numeracy were strongly linked to our Food for thought project. Cooking classes used numeracy and literacy through reading and understanding recipes. Composting involved numeracy progressions through data analysis and measurement. The garden was linked strongly to literacy through research, but also map making skills and creativity. Throughout, strong connections were made to the developing workforce through visits and virtual link ups.
- Numeracy and Literacy developed through our social enterprise selling clay fired souvenirs with local artist.
- Numeracy and literacy woven into real situations to engage the learners and develop sense of self-worth and self-improvement.
- Use of teacher assessment, diagnostic assessments, INCAS AfE assessments and SNSA assessments to support baseline judgements and monitor progress.
 - INCAS used to make appropriate comparisons to previous years and identify

- gaps.
- Development of play pedagogy across early / first level.
 - Class teacher developed in P1/2 class, receiving authority lead training
- Writing moderation opportunities across the ASG
 - Twice termly ASG moderation meetings held with class teachers, extended beyond writing to maths and reading. Very positive feedback from class teachers.
 - As a result of this, professional relationships have been enhanced across the cluster and there is greater confidence in teacher judgements around the assessment of learner work.

Next steps:

- Assessment
 - Strengthen assessment across the school, and use baselines from 21/22. Focus on reading for enjoyment, as well as improving SPP effort scores in Reading.
- Play pedagogy
 - P1/2 class full time this year so great chance to develop. Class teacher focusing on the environment for play and learning. Find opportunities for learning from other teachers.
- Moderation
 - Highland wide and ASG focus on moderation. Opportunities to engage with local QAMSO

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

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

Progress and impact:

- Termly learning and teaching conversations took place as part of pupils setting and assessing their own targets
 - o Digital communications were used, which fed into PLPs
 - o Formative assessment used by teachers to determine any gaps in learning.
 - o Tracking inputted on Seemis and SPP
 - o Children requiring support identified through ongoing assessment and appropriate support put in place (ie. Form 1s, and Child's Plans)
 - o Input from ASNT on a consultative basis in supporting the children, has ensured focus on supporting children with attainment gaps.
 - o Support from the deaf service on a weekly basis in developing teacher practice around supporting children's needs.
- Impact:
 - o The National Average for combined Literacy at P1, 4 & 7 was 67% (for 2021) and in numeracy, 75%.
 - Across P1, P4, P7 64% of students achieved the level in Reading.
 - Across P1, P4, P7 57% of students achieved the level in Writing.
 - Across P1, P4, P7 86% of students achieved the level in Numeracy.
 - Across P1, P4, P7 86% of students achieved the level in Listening & Talking.
 - o InCAS testing for P2-7 pupils showed that:
 - 72% of children were performing above their age in Reading
 - 84% of children were performing at or above their age in Maths
 - Within maths, improvements in Addition and Subtraction need attention

- Termly tracking meetings took place between teaching staff and HT in which targets and progress were discussed in detail. Form 1s were created with targeted interventions agreed as a result of these meetings, these were communicated with families. Focussed target setting and formative assessments informed planning. Gaps were identified and addressed, with forward plans for session 2022/23 put in place.

Next steps:

- Termly tracking meetings with discussions held between HT and CTs
- Standardised assessments to continue to be used to gather robust data
- Literacy interventions: Autism strategies through ASNT (Literacy in diversity), Active listening, Speed reading, strengthening differentiation.
- Moderation across the ASG to be used to inform planning and assessment of children and to determine achievement of a level
- Open afternoon to be held in term 1 with play based focus, understanding how P1/2 class will be for children.
- Open afternoon to be held in term 3 with literacy – reading focus to deliver family learning opportunities
- Monitoring of learning samples in writing, reading and numeracy
- Phonics based reading for all – phonic based texts to be introduced to children in upper years with difficulties in reading – Read write ink
- PM Benchmarks to be used to determine new baseline information for literacy
- Develop reading for pleasure- love for literacy – collaborating with village association to promote across the village
- Continue creating opportunities for positive skills-based experiences to engage children.
- Boost pupil voice by re-establishing a pupil council this year, seek rights respecting school award.

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	Very good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

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

Theme 1 Our relationships	Very good
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Theme 2 Excellent
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Very 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.

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 <https://shieldaigprimarschool.wordpress.com/> or by contacting the school office.