

Standards and Quality Report

2021/22



Loch Duich Primary
HIGHLAND COUNCIL |

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 are 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

The school roll has sixteen primary pupils within the range of P1-7. Pupils are taught in a single class for half the week and in two separate classes for the other half. This session started with a new Principal Teacher in post and an additional part-time class teacher who has been in post for a year. Two new part-time staff also supported the classes for part of the school week. The Principal Teacher took maternity leave in November and a new PT was appointed, on a fixed term basis. An Additional Support for Learning (ASL) teacher was available on a consultation basis only.

This year was the first that we experienced absence due to Covid-19, most pupils and staff were affected to some extent by this. Only towards the end of the session were wider family able to meet in person at school. Integration with other schools was limited until March 2022.

There have been no exclusions from school.

Loch Duich Primary is part of a cluster arrangement with Glenelg Primary sharing the same head teacher.

Our School Vision, Values and Aims

Vision

To provide experiences that nurture a sense of wonder, open-mindedness and challenge for learning and for life.

Values

Being Ready, Respectful and Safe

Aims

Using our unique context for learning.
Supporting our community
Building knowledge, understanding and skills
Promoting wellbeing

Our Curriculum is built around the Four Contexts of Learning:
Working to build the ethos of the life of the school as a community,
Learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;
Providing opportunities for personal achievement,
Developing skills through interdisciplinary learning.

Our vision, values and aims personalise our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Nov 2021

Pupil Voice: what is working well in our school?

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

Assembly discussions and surveys – Pupils appreciate learning about children's rights. Almost all pupils feel listened to and always feel that they can speak to a staff member about any concerns. They have graded their break-times on a weekly basis, created a Playground Charter and finding great solutions together if someone feels left out; they agree that all children are kind and caring and that all staff are too. They are able to evaluate themselves using the wellbeing indicators(SHANARRI).

Most pupils have very positive attitudes to learning but in particular to 'outdoor' learning (art, gardening, technology and creative free play.)

On two occasions, as Covid restrictions lessened, pupils joined with Glenelg Primary pupils. The children were very positive about having these opportunities to learn and play together.

Extended transition activities allowed both nursery and P7 pupils to prepare for new situations next session.

Pupil Voice: what changes would you like to see made?

Our children and young people are happy with what they do in school. They see the importance of literacy and numeracy but love learning about other things. They would like more of the learning they did this year. That includes expressive arts, opportunities to learn using outdoors, technology and science and French. Specifically, they would like to learn about bike maintenance with Jake; do more art, produce more food for the canteen and continue to cook and bake as well as learn more skills in computing.

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](#).

Our commitment to National and Highland Council aims:

National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy ☒
- Closing the attainment gap between the most and least disadvantaged children and young people ☒
- Improvement in children and young people's health and wellbeing ☒
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people ☒

Linked to National Improvement Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information ☒

Linked to Highland Council's 4 Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation ☒

We will maximise health and wellbeing for all children and young people to give them the best possible start in life ☒

We will ensure the highest quality of learning and teaching for each and every learner ☒

We will develop leadership skills at all levels of the system for now and the future ☒

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Recovery from Covid-19 School Closures

Progress and impact:

Professional learning from the Northern Alliance on play pedagogy was undertaken by staff; both free and teacher-directed play was timetabled. Classroom spaces were developed to allow an increase in pupil-directed play and learning. Observations noted development of skills in leadership, working together and enjoyment of pupils being able to choose their activity. Developed opportunities for staff (school) to collaborate with staff in other places.

Cop26 provided a national highlight on Global Goals. A programme of 'children's rights' was taught throughout the session. Pupils have deepened their understanding of the main concepts year on year, using their understanding to illustrate and share rights via producing a school calendar for sale in the community.

Improving spelling, by using a new programme 'Wraparound Spelling' with daily activities was initiated. Staff became acquainted with the materials and initial assessments were completed. Small pupil numbers per stage limit use of meaningful percentages to express progress but throughout the year, progress was assessed and year end assessments showed a good improvement, increased pupil engagement in spelling and an improvement in phonic knowledge. Phonic knowledge for almost all younger pupils also improved to age-expected levels hence recovering from Covid19 related school closures.

In raising numeracy attainment, several strategies were applied: Staff focussed on strategies and resources for assessment within the Highland Numeracy Progression. New textbooks were purchased and introduced. Continual use of diagnostic assessments show that attainment in numeracy has improved significantly with most children working at least at the age-expected level and all pupils showing a recovery from Covid19 school closure. Pupils report that they see value in improving numeracy skills and can relate these skills to future jobs. Staff have invested time in professional reading, online training and group discussion around 'working and long term memory' and in carrying out short-scale 'teaching sprints'. They each carried out small-scale enquiries into their pupils' learning. Teachers are now more effective in using learning techniques that improve learning for pupils. (e.g. using spaced learning, retrieval of learning and deliberate practice of knowledge.) We expect that this will, over time, lead to better long-term learning for pupils. Further, staff are building expertise in delivery of numeracy learning using resources purchased.

Pupil Equity Funding, given directly to school from government, provided funding 7.5 hrs/week on an extra member of staff who has worked with specific children in small groups in order to improve learning. A small portion purchased phonic reading books and maths resources. This has led to children, experiencing disadvantage, to make progress in both literacy and numeracy, hence 'closing the attainment gap.'

Opportunities for parents and wider community members to reengage in person (Open afternoon showing pupil work, in-person progress meetings, Jubilee

celebrations at Sports Day, end of session assemblies) were enjoyed with all families represented.

Next steps:

Develop opportunities for pupils to 'teach' other pupils.

Further sharing of 'Children's Rights' and apply for assessment of 'gold' RRSA (Rights Respecting Schools Award).

Continue spelling programme and improve standard of hand-writing.

Further develop the maths curriculum using the CfE 'seven principles of curriculum design.'

Teach pupils how to 'think about their thinking' so to improve their own self-regulation.

Hold regular parent forums to develop learning and the curriculum.

Very good progress in terms of pupil attainment and staff development was made in this improvement project.

Improvement Project 2:

Primary focus: School and ELC Leadership

Year of Project: 2

Purpose: Improve the curriculum rationale

Progress and impact:

HT undertook collegiate professional learning within the Northern Alliance on development of Curriculum Rationale and Interdisciplinary Learning (IDL) as well as further professional reading. A draft rationale was developed by staff and pupils (as above).

A focus on having a rationale that fits our unique context and a vision that inspires us, was initiated.

Our school continued to develop IDL curriculum within the structure of the four contexts of learning as a cluster with Glenelg . (See Glenelg contribution to document which equally applies to our processes in Loch Duich Primary too:

<https://education.gov.scot/media/lz0paqcw/nih329-case-studies-in-detail.pdf>)

Next steps:

Use the seven principles of curriculum design to evaluate and challenge our current provision.

Ring fence time for collegiate work as a cluster on this improvement project, allowing for further changes in staffing due next session.

Fair progress was made in this improvement project this session but progress was limited by significant staffing changes in the cluster and staff absence due to Covid19, hampered staff collegiate activity time.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

School self-evaluation

1.3 Good

Leadership of Change

Our Values - Be Ready, Be Respectful, Be Safe

2.3 Good
Learning, teaching and assessment

3.1 Very good
Ensuring wellbeing, equality and inclusion

3.2 Very 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 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 in the School Improvement Plan, which will be issued to parents and can be accessed by contacting the school office.