



## Standards and Quality Report

**School/ELC Setting: Dochgarroch, Teanassie and Tomnacross Primaries and ELC**

**Head Teacher: Fiona McKellar**

**Date submitted: September 2022**



## Context of the school:

The Tri Cluster comprises of three rural schools approximately 13 miles apart. Dochgarroch is our smallest school with a roll of 14 with one class and 13 in Early learning and Childcare, Teanassie with a school roll of 55 in 3 classes and 9 in Early learning and Childcare and Tomnacross with a school roll of 116 in 5 classes and 26 enrolled in Early learning and Childcare. We have an enthusiastic teaching staff and a committed support staff, all of whom bring a range of skills and attributes to the tri-cluster. The Head Teacher commenced her post in August 2021 and is supported by two Principal teachers, one in Tomnacross Primary and the other in Teanassie Primary. A large percentage of pupils use bus transport to get to and from the schools and we have several placing requests from the surrounding areas. The Tri Cluster is part of the Charleston Academy associated school group (ASG). We are a very supportive ASG and meet on a regular basis.

This year, we have had an increase to our ELC management allocation. This has allowed the PT from Tomnacross to take on the role of supporting our three ELC settings. There is a 0.1 allocation for each centre giving her the equivalent of half a day p/week in each setting. This has enabled us to produce a much more focused ELC action plan and ensure that the teams have the support they require. All three of our ELC centres offer 30 funded hours of childcare p/week.

Our Teanassie PT continues to drive our Rights Respecting Schools agenda across the cluster. We are currently working towards our silver award and hope to achieve this within 18 months.

Both our PTs also take a leading role in supporting the day to day running of their respective schools.

Across the cluster, we have an Additional Support Teacher for 3 days p/week. We have a total 3 full time PSAs and 5 part-time. We are in the process of recruiting 2 additional part time PSAs for Tomnacross Primary. One of these will be funded by the Pupil Equity Fund. We work very closely in partnership with other professionals and agencies to provide the best support for our children and families. We have an allocation of £29,400 from pupil Equity Fund for Tomnacross, £3,763 for Dochgarroch and £3,763 for Teanassie.

We make use of online platform "Seesaw" to increase family engagement and support pupil profiling. This is very popular with our families who feel involved in their child's school experience. We continue to develop this tool to improve our approaches to profiling and reporting.

## School Vision, Values and Aims:

### Cluster Vision, Values and Aims – Update April 2019

**VISION:** (what we want for all our children/staff/parents.)

**DREAM, BELIEVE,  
ACHIEVE TOGETHER.**



**VALUES:** (we want all our children/staff/parents to be)

**RESPECTFUL**

**INCLUSIVE**

**HAPPY**

**HARDWORKING**

Our **AIMS** (child voice)

#### **In school we will:**

- **develop skills for learning, life and work to help prepare us for our futures.**
- **know how to make good choices and always try our best**
- **be a good friend and be supportive to others no matter how different they are to us**
- **be confident in ourselves, believe we can do anything and achieve our own special successes**

## **Summary of Standards and Quality Report/School Improvement Plan engagement process:**

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Although session 21/22 saw no periods of remote learning, we still had no visitors to the school and all meetings were held virtually. We sought the views of our parents via online forms and questionnaires and were able to offer virtual 1:1 parent/teacher meetings in Term 2 and 4. As a result, our consultation process has been limited and we have less feedback to engage with than would usually be the case.

We continue to make good use of our online platforms to share information and seek views and look forward to a return to improved engagement this session.

## **Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):**

**Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. As a cluster, we were unable to meet in person for much of the 2021/22 session. We have had high levels of staff absence, including over INSET days and at staff meetings.**

**However, we have been able to spend time together to reflect on our current strengths and areas for improvement and are beginning to move forward with greater capacity for improvement.**

**What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We focused on the core areas of Health and Wellbeing and literacy. We bought in new resources to support quality teaching in reading and writing, achieved our Bronze Award from Rights Respecting Schools and continued to embed our work around the Zones of Regulation to support pupils' emotional wellbeing.

In session 21/22, or main focus was on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

## QI 1.3

# Leadership of change

### Themes (HGIOS?4)

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

### Themes (HGIOELC?)

Developing a shared vision, values and aims relevant to the ELC and its community

Strategic planning for continuous improvement

Implementing improvement and change

### Question 1

#### How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- A. Our Vision, Values and Aims were updated in 2018/19 with all stakeholders. These are displayed in every classroom and referred to on a regular basis. They are a key feature of our school ethos and tie in with our journey to becoming a Rights Respecting School. We have a monthly RRS theme which often ties in with Global Days such as World Water Day.
- B. We continue to develop our approach to effective Self-Evaluation involving staff, pupils and families. We use documents "How Good is Our School?" and the equivalent pupil version "How Good is OUR School?" to support this process.  
We have made good use of online tools such as Google Forms and Padlet to gather the views of our Stakeholders.  
We believe our ELC pupils are very involved in leading their own learning and there is a big focus on pupil autonomy in each setting. We have developed our approaches to responsive and intentional planning across all three ELCs.  
In 2021/22, each class took on the role of becoming a Committee Group for the school. This included RRS, Health and Wellbeing, Eco and Pupil Council. In our smallest school, the class formed the RRS group. The majority of our teachers took on a leadership role linked to our SIP (Rights Respecting Schools, reading and writing). Due to staff shortages, 2 teachers did not get the development time required to carry out this work so will carry this forward to next session.
- C. We introduced an assessment calendar for each term to meet the needs of the children. This includes a range of diagnostic tests alongside national assessments such as INCAS and SNSA. We have a whole school tracking system which is used throughout the academic year. We have developed a more robust transition document which is completed in June.  
We make good use of our developmental overviews to inform our improvement agenda for our ELC settings.

### Question 2

#### How do we know? What evidence do we have of positive impact on our learners?

- A. Vision and values are displayed around school. Assemblies link to the school values and exemplification given from each class. **Our pupils demonstrate their knowledge of our vision and values in regular discussion and everyday practice.**  
We have achieved our Bronze RRS award. We have a RRS committee group in each school and a lead teacher drives this development. Each class has a class charter which makes links to relevant Articles from the UN Convention on the Rights of the Child (UNRCR). **Our pupils are beginning to understand the concept of children's rights and can identify how they apply in their everyday life. RRS tasks shows engagement with relevant Articles.**
- B. Termly Self-evaluation / Quality Assurance calendars are in place to support regular and meaningful self-evaluation.

Last session, we used Google Forms to gather parental views on areas of Homework, Relationships and Parental Engagement. We had particularly good returns on our Homework surveys and this directly influenced the development of our Homework Policy. Families now have an opt-out option for the completion of homework. Many pupils / families felt overwhelmed by trying to fit homework around their busy lives and it created a lot of stress in the home. **Our learners are coming to school rested and able to learn. We have responded to the needs of our community with a flexible homework policy. Our surveys around relationships and parental engagement had very low return rates. We will review the timing and format of future surveys to maximise engagement.**

We used “Padlet” boards to gather the views of pupils on areas of Relationships from HGIOURS. By giving each class a committee role, we ensured that every pupil had a leadership role. **Our learners are involved in shaping their schools.**

Our planning in ELCC shows more evidence of pupil voice and planning happens alongside the children. **Our children are engaged and stimulated. They feel valued and that their ideas are listened to.**

- C. Attainment meetings show that teachers know where learners are in their learning. Achievement of a level targets are set for all classes. These are reviewed throughout the year and any available PSA time is used to target key gaps. There is meaningful discussion around moderation of reading levels to ensure pupils are reading at the correct level for their ability. This has fed into our cluster work around our Reading Strategy. Moderation of planning folders provides evidence that learners are being planned for using the appropriate levels of CfE. Staff are building confidence when comparing Benchmarks to our own internal assessments and this is something we will continue to develop. **These opportunities to reflect on the pace and pitch of our lessons ensures that our learners continue to make progress.**
- Developmental Overview and phonological awareness screening highlighted common areas of development in our ELCs - we are now focusing on the development of literacy across our sitting including rhyme and fine motor skills. **We are able to quickly identify next steps for our learners as they come in to P1.**

### Question 3

**What could we do now? What actions would move us forward?**

- A. Revisit our approaches to Self-evaluation involving all stakeholders to support ongoing school improvement.
- B. Interrogate Data better in attainment meetings using SNSA/INCAS from this. Display data from previous teacher. Explore different formats for capturing these discussions in a way that is time effective and meaningful for all.
- C. All staff encouraged to take on leadership roles which are linked to our SIP.
- D. Further develop meaningful pupil leadership in school improvement planning through HGIOOOURS and the empowerment agenda.
- E. Continue to develop our literacy strategy to ensure we pick up any literacy difficulties early on and are able to put effective support in place.
- F. All teaching staff will engage in Talk for Writing training to further improve the quality of our teaching and learning

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL****

**good**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting****

**good**

**Add more rows if you have more than one school (e.g. 3-18 settings).**

## Q1 2.3

# Learning, teaching and assessment

### Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

### Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- A. We foster very positive and nurturing learning environments and have strong relationship with learners and families across the school. Pupils are motivated in their learning. The majority understand the purpose of what they are doing and can talk about why it is important. Learner engagement is strong, children participate enthusiastically in their learning and there is evidence of meaningful pupil voice in some of our classes. Our pupils talk positively about their classroom lessons and there is evidence of effective differentiation to cater for a wide range of needs. We have started to build up our wider school and community participation and will continue to do so in the coming year. At Tomnacross and Teanassie, our P7 pupils are buddies with younger children (including ELC) and take on lunch time clubs. Our middle stages have canteen duties. Every class has been given a responsibility of a committee group which they lead for the school (RRS, Health and Wellbeing, Eco and pupil council). In each school, our older pupils have a number of traditions to contribute to the ethos of the school such as decorating the building at Christmas time, running an annual enterprise fayre and organizing a termly cinema club through their school business account (different in each school). Each class has their own fundraising pot of money. Children work with their teachers to decide how this money will be used to enhance the curriculum.
- B. Chromebooks are used well across the cluster. Programmes such as Lexia and Teach Your Monster to Read have been introduced to support many learners who are struggling. When used consistently, we are seeing strong results from both. Wraparound spelling has been used for a few years and we are seeing strong results - particularly around our P4 - 5 stages who have been using this approach since P2. There is a common approach to the teaching of phonics and spelling which supports progress. Across the cluster, we use a wide range of teaching approaches to engage and motivate our learners. We are starting to link back up with our outside partners such as Aigas, Abriachan and Forest Schools to enhance our curriculum. We know our learner motivation is high in these environments. Teaching staff and support staff make good use of resources such as Blooms and Blanks questions to promote higher order thinking skills. Our Quality Assessment tasks show evidence of application of learning. Our ELC staff are effectively using responsive planning to build on a moment of learning that is led by the pupils. We are improving our interactions with children to ensure we do not miss opportunities for extending language.
- C. There is a consistent approach to planning and assessment. Pupils involved in planning of topic planning, and all classes engage in an enterprise project in Term 2. Robust tracking system now in place using whole cohort tracker – looked at in Attainment meetings with HT. We use a variety of assessments (formative and summative) throughout the year. This is shared in the form of an assessment calendar which is issued every August. At the end of the session, we compare our SNSA data to our teacher judgements in order to complete Achievement of a Level data for the government. We continue to engage in discussions around the criteria for Achievement of a level.

## Question 2

### How do we know? What evidence do we have of positive impact on our learners?

- A. Our nurturing approaches are highlighted in parental views in child's plans, feedback from other professionals, evidence from monitoring visits, buddy systems, low incidents of behaviour and lesson tasks from our Health and Wellbeing programme - Zone of Regulation. Staff engaged in training around the Nurture principles and completed a nurture principle audit. Zones of Regulation is used throughout the school to support children's emotional wellbeing. Our classroom visits (some supported by QIO) show very good levels of engagement throughout almost all classes. **Learners are ready to learn and are making progress. Children can talk about their emotions and are developing strategies to regulate their feelings when anxious or upset. Our learners feel that they have a voice.**
- B. Blackwell spelling tests, phonological awareness assessments show improvement in spelling and phonics. Positive feedback in termly attainment meetings HT highlight strong engagement with Wraparound spelling and class teachers are confident when planning around this. Some pupils visiting Abriachan as part of their provision and classes are starting to engage with available partners. Visits from Early Years Officers and Care Inspectorate highlight our use of responsive planning. **Pupils are motivated when they succeed and when they are in challenging and exciting surroundings.**
- C. We are getting at interrogating data to plan for next steps. Some staff completed SNSA data training. We have our annual Assessment Calendar, collegiate activity, monitoring of jotters / work, classroom visits, moderation of Seesaw content, nursery profiles and AsfL tracking. **Pupils needs are identified and targets set to support / challenge.**

## Question 3

### What could we do now? What actions would move us forward?

- Meaningful pupil engagement in the improvement agenda using HGIOURS
- Continue to develop and streamline our approaches to monitoring and tracking ensuring there is scope to compare to previous year's data
- Further extend our work with partner agencies to enrich the curriculum and engage learners
- Improve our approaches to feedback and discussion around improvement for learners
- Increase opportunities for learners to play an active role in school and wider community

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL**

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting**

good



## Q1 3.1

# Ensuring wellbeing, equality and inclusion

### Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- A. Wellbeing is at the heart of our three schools. Our Zones of Regulation programme is used throughout all classes and supports children to reflect on their wellbeing, and support the wellbeing of others. Staff are sensitive and responsive to the wellbeing of each individual child. When a wellbeing need is identified, we are quick to respond and put support in place. Staff have a good understanding of the wellbeing indicators as an integral feature of school life. Our ELC settings have explored the wellbeing indicators (SHANARRI) and the children are seeing how these link to everyday life.
- We follow Highland Council positive Relationships Policy and have a big focus on Restorative Approaches. The staff have an understanding of our Equality and Diversity policy with curricular links made through RRS, RME and HWB. This is something we could develop further.
- We have now achieved our Bronze Award from Rights Respecting Schools and are working towards silver. Our assemblies link to RRS themes and our teaching staff are beginning to link lessons to articles. Staff received training from our Educational Psychologist around Nurture and there is good evidence of these principles in action.
- We are very lucky with our outdoor space at each school and promote opportunities for outdoor learning. This was more apparent before Covid when pupils regularly went on class trips linked to the curriculum and is something we are promoting this coming session.
- B. All staff engage in Annual Child Protection training and our HT has engaged in the in-depth training as appropriate. We use pastoral notes to record conversations with parents and our child's plan chronologies are in-depth. We revisited the Equality Act in our May INSET. Staff are aware of the protected characteristics that are listed in the act. We have highlighted the parts of our curriculum which could be more effectively linked to the promotion of diversity. We do not have a huge amount of diversity within our schools so recognize the need to plan progressive opportunities to explore these themes.
- C. We are an inclusive cluster and provide positive experiences for all pupils. We work closely with our partner agencies to meet the needs of our pupils. We have a wide range of needs and work creatively to support individuals. We currently have around 22% of our learners with a child's plan. Our plans are of a high standard and capture the needs of our pupils well. Review meetings are offered twice a year for level 3 and 4 pupils, and annually for Level 2s. We have a number of IEPs which are reviewed regularly and staff implement a range of strategies to support individual needs. Our PEF plans improves outcomes for learners. The focus for each school is different, in line with the guidance around PEF planning.
- Our Health Visitors meet with ELC staff on a regular basis to discuss individual children and we have had training from our partners at Speech and Language.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- A. We have spoken to our learners in the form of biannual surveys using wellbeing indicators – part of profiling - and our pre and post Zones of regulations surveys. All classes have a class charter which is linked to their rights and class lessons / school assemblies show evidence of engagement with this work. Evidence of contact with parents in relation to wellbeing concerns, use school counselling at 2<sup>nd</sup> level, use of Children's Services Worker, Primary Mental Health Worker and Family Support Worker. Many children with daily check-ins or other strategies to support transition to / from school and improve and aspect of wellbeing. Positive feedback from parents who feel they have been listened to. Solution focused meetings called for several pupils where things were tricky. Across the cluster, our pupils have benefited from experiences such as weekly trips to the Forest, links with Aigas and Abriachan, use of our extensive school grounds to deliver learning across the curriculum and trips to the local area. We used PEF money to pay for Nature For All Sessions at Dochgarroch. **Pupils are**

developing confidence when discussing wellbeing and are able to talk about things that help improve their wellbeing. Some short-term wellbeing needs are quickly addressed and have not escalated into something more significant. Our pupils benefit from developing skills through outdoor learning.

- B. All staff know their role in terms of child protection and have followed protocol correctly when required. Staff discussions on INSET (May) raised awareness of need to explore how we promote diversity across our cluster. **Leaners are safe and protected.**
- C. Annual overview of ASN tracking / child plan meetings, ASfL files on Sharepoint, feedback from other agencies, evidence of referrals to partner agencies, minutes from solution focused meetings. **We respond to the needs of children on an individual basis. Most children and families feel we have responded effectively to their children’s needs.**

### Question 3

**What could we do now? What actions would move us forward?**

- Link Positive Relationship policy to Children’s Rights and revisit with all stakeholders.
- Work towards RRS silver award
- Provide more opportunities around Equality and Diversity which are linked to curriculum including focus weeks
- Further improve our approaches to maintaining chronologies using Seemis.
- Open Nurture Base at Tomnacross to support wellbeing. Use of sensory play and relaxation at Dochgarroch and use of ASfL room at Teanassie to develop life skills groups.
- Plan weekly opportunities for outdoor learning. Continue to foster our partnerships with nearby forest schools and outdoor settings.

**Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL****

good

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting****

good

## Q1 3.2

# Raising attainment and achievement/ Ensuring children's progress

### Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

### Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- A. ELC plan for a range of activities to support the development of literacy and numeracy skills both indoor and outdoor  
Developmental overviews used throughout the year to track children's progress and shared with families. Developmental Overviews inform next steps for transition into primary 1  
Emerging Literacy and Words Up strategies have a positive impact in Literacy attainment at Early level. ELC pupils are very involved in leading their own learning.  
Emerging Literacy approaches are established across our Early level classes and pupils are experiencing high quality, targeted teaching. Wraparound spelling has had good impact on our Spelling Attainment, particularly around the start of second level, and we are making good use of our Lexia resource to support those with persistent literacy difficulties. The pace of learning within second level is strong and almost all of our pupils are making good individual progress.  
We use the Highland Numeracy Progression across the cluster and make use of diagnostic assessments for targeted groups of pupils. We used our Covid recovery teacher to support small groups of pupils with their numeracy.
- B. 3 x Termly progress and attainment meetings per year using relevant data evidenced in trackers including National benchmarks. Termly assessment calendar in place which includes national assessments, INCAS, Blackwell spelling and diagnostic numeracy tests.
- C. Opportunities for staff to moderate ACEL in school, cluster and ASG
- D. The cluster offers opportunities for wider achievements through after school clubs, committee groups, buddy responsibilities and performances such as Nativity. We run a Developing the Young Workforce week every year. This year, this was internal to the school due to Covid restrictions however in previous years and in future years, was in partnership with local businesses.
- E. PEF focus on literacy and health and wellbeing. PEF PSAs and Teacher working with targeted pupils requiring additional support. PEF money used to purchase new reading schemes to target those with literacy difficulties and released teaching staff to do development work around this priority.

### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- A. Progression of learning evidenced in profiles, completed Developmental Overviews, Words Up strategy embedded, most pupils achieve Early level in numeracy and literacy. Spelling ages have increased for the majority of pupils P4 and up and the majority of pupils using Lexia are making good progress. Monitoring visits show good pace across second level and attainments meetings show that teachers know where their learners are at in literacy and numeracy. **The majority of our pupils are building a secure foundation in literacy and numeracy.**
- B. Use of standardized assessments, InCas, SNSA, Big Writing assessments, Lexia, teacher assessments, progression pathways in numeracy and literacy, greater staff confidence in use of Benchmarks, trackers updated regularly. **Our teachers have a detailed picture of where children are in their learning and next steps.**

- C. Attainment meetings and moderation opportunities built into collegiate calendar, staff confidence around Benchmarks.
- D. Seesaw celebrates a range of in school achievements: Lexia certificates, good work, behavior and effort and sporting achievements. Parents encouraged to share out of school achievements. ELC staff share regular snapshots of individual achievements on Seesaw.
- E. PEF money used to purchase LIT/NUM resources outdoor and indoor, PEF PSA and teacher timetables termly reflective on progress and outcomes of learners, tracked interventions for PEF children working with PSA and teacher weekly, increased scores in Numeracy diagnostics.

### Question 3

**What could we do now? What actions would move us forward?**

- A. Develop achievement trackers
- B. Teachers to attend Talk for Writing training to raise attainment in writing
- C. Continue moderation across school, cluster and ASG
- D. Introduce cross marking in writing to support moderation.
- E. Revisit our approaches to numeracy teaching and learning to ensure this is consistent.

**Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL****

**satisfactory**

**Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting****

**satisfactory**

# KEY THEME

## from QI 2.2

### Curriculum

#### Theme 3 (HGIOS?4)

- Learning pathways

#### Theme 3 (HGIOELC?)

- Learning and development pathways

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- A. Learning in literacy and numeracy is responsive and flexible to meet the needs of individuals. We have a 3-year planning overview which ensures appropriate coverage of Es and Os. There is flexibility within this to enable learning to be led by pupil interest or events happening in the world.
- B. P1 - 7 pupils have digital Learning profiles, our ELC settings pupils have Learning Journey folders which act as their profile. Chromebooks are used in all our classes to enhance and support learning. Our pupils are developing good IT skills.
- C. We have a Developing the Young Workforce focus week each year and our Quality Assessment Tasks link to skills for Learning, Life and Work.
- D. Curriculum pathways are in place for all curriculum areas and are linked to the Benchmarks

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- A. Planning folders contain progression pathways with Benchmarks, teacher termly evaluations are recorded, use of Floorbooks in ELC, pupil input into planning learning
- B. Seesaw and Learning profiles, pupil work on Chromebook
- C. Curriculum map linked to DYW and skills for L,L,W
- D. Planning folders - *Children's needs are met through careful planning and intervention. Learning pathways can look different for different children.*

#### Question 3

**What could we do now? What actions would move us forward?**

- Update Curriculum Rationale including role of Outdoor Learning
- Development of skills- based curriculum
- Develop more sustainable community links to curriculum pathways
- Further develop pupil involvement in planning curriculum

# KEY THEME

## from QI 2.7

### Partnerships

#### Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

#### Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

#### Question 1

**How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?**

- Each school has strong links with their communities and an active and supportive Parent Council who are involved in the life and work of the school.  
Staff support families to actively engage in their children's learning/attainment and achievements through Seesaw and google classroom. Our Seesaw app ensures that parents know what has been happening in the classroom and gives ideas on how they can support at home.  
We have started working with some of our partner agencies again and have had parent helpers supporting schools.
- Our Parent Councils are kept up to date with school improvements and developments through termly meetings (individual meetings for each school) and we share regular newsletters.
- We work Aigas and Abriachan to enhance our curriculum as well as multi-agencies

#### Question 2

**How do we know? What evidence do we have of positive impact on our learners?**

- Feedback from parents at Parent Council meetings and workshops we have provided e.g Online anxiety workshop. Feedback from partners is always positive, they enjoy working in the cluster and talk positively about the skills and practice of our staff.
- Parent Council meeting minutes.
- Advice from agencies such as OT, SALT and Ed Psych is always acted on and we regularly consult with other professionals about how best to support our learners. **Our pupils' needs are met through a holistic approach.** Our Ed Psych is going to support us as we set up a new nurture space at Tomnacross and SALT are helping us to extend our use of Story Sacks in the ELC and beyond. Community links with Aigeas and Abriachan

#### Question 3

**What could we do now? What actions would move us forward?**

- Re-establish links with parents, local community and businesses, cluster website ready to launch.
- Improve our consultation with partners at the planning stages of change and improvement
- Continue to develop creative ways to communicate and share with families both online and in person
- Further expand DYW week
- Work with other agencies to deliver programmes such as Seasons for Growth and Resilient Kids.