

# Standards and Quality Report

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2021/22



**LUNDAVRA PRIMARY AND NURSERY**

HIGHLAND COUNCIL | LUNDAVRA ROAD, FORT WILLIAM, PH33 6JN

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

Lundavra Primary is an established primary school within the wider Fort William area.

The new build school opened in August 2015 following the amalgamation of Upper Achintore, Fort William and Fort William RC Primary Schools.

In Session 2021-2022 we had 211 pupils in 9 classes and 50 pupils in 2 Nursery classes. Our catchment covers the wider Fort William town area and includes an area of significant deprivation (SIMD 2) as well as areas of private housing.

### WHO WE ARE

- We currently have 68 pupils on FSM and together with pupils from the SIMD 2 area band this makes up 33% of our total population
- Alongside this we identified another 41 pupils due to CCF/Nurture concerns
- Adding these children to our FSM/SIMD total highlights that 53% of our school community are identified as needing higher-level supports and interventions
- We also have significant numbers of pupils with English as an additional language – this equates to 23% of our school roll
- We also have an above average number of pupils with identified ASN - 46% of school roll
- Of this 46% there are 24 children who have Stage 3 and Stage 4 Child's Plans and require high level support and interventions

Our school benefits from a supportive and proactive Parent Council which is very enthusiastic and committed to improving the work and life of the school and who organise fundraising events throughout the school year. We actively encourage parents and carers to be part of their child's learning at Lundavra and hold regular family learning events as well as class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share our learning through our school Facebook page, school website and school newsletters. The school and nursery have an open-door policy and welcome feedback from our parents.

We work hard to ensure that our school and nursery provide a broad and experiential curriculum that meets the needs of all our children, which respects their rights and deepens their skills for learning as well as their skills for life and work.

## **EQUITY, INCLUSION AND CREATING POSITIVE SOCIAL CHANGE**

We continue to work towards ensuring Lundavra Primary and Nursery are centres of excellence where Equity, Inclusion and Social Positive Change sit at the heart of our school's vision, values and aims.

### **PUPIL EQUITY**

Our highly considered, effective and impactful use of Pupil Equity Funding is central to the support we are able to provide to all across our school community. Our PEF Children's Service Worker promotes our equity values and aims through the daily support she provides to all within Lundavra. An extensive part of her role is to collect attendance data, it is then scrutinised and acted on appropriately. Our whole school attendance average is 93%.

The school's use of Pupil Equity Funding is featured on the Education Scotland National Improvement Hub in an ongoing Live Narrative Project to engage with practitioners across Scotland.

### **JOURNEY TOWARDS RIGHTS RESPECTING SCHOOLS AWARD**

We continue to work towards achieving our Rights Respecting Schools Silver Award. The children's awareness of their rights and how we as a school are both building their knowledge and enhancing their confidence to voice this knowledge is important to everyone within the school community.

We have well established Rights Respecting Schools Ambassadors group; the children are committed to the role and along with the Principal Teacher lead she school development very effectively. The strong emphasis on Article of the Fortnight sits at the centre of our learning within Lundavra. Staff, parents and pupils all have a growing understanding of what a Rights Respecting School is and actively contribute to our progress in this area.

### **DIGITAL LITERACY**

Since opening in August 2015, the school has developed and implemented a vision of how digital technology can enhance learning and teaching. In December 2016 the school gained the Digital Schools Award Scotland and during session 2017-2018 the school became a Google Reference School.

We have also showcased our work on Computer Science on the Education Scotland Practice Pipeline and were recognised as being a Sector Leading school in terms of Digital Learning during our HMIE inspection in May 2018.

During both Covid Lockdowns, our skilled and confident use of digital technology across the school community ensured that our online learning was effectively organised and structured, well received and highly engaged with by pupils and families from Nursery to P7.

### **OUTDOOR LEARNING/ECO/SUSTAINABILITY GRANT**

Our journey towards instilling the skills for life, learning and work with all across the community is intrinsic to our teaching and learning.

We aim for all children to develop a growing awareness of their place in the world and their responsibility within that.

Three of our Primary 6 pupils were chosen to be Members of the Children's Parliament (MCPs) during Session 2020-2021. Since October 2020, the children have been part of Scotland's Climate Assembly – the first climate citizens' assembly to have directly involved children. Over 100 children across Scotland were involved and, like the adult assembly members, learned about climate change and its impacts, and the solutions Scotland can take. The children's 41 Calls to Action on how Scotland should tackle the climate emergency were shared in Scottish Parliament as part of the Climate Assembly recommendations.

In August 2021 our three MCPs joined adult members in a meeting with over 75 Members of Scottish Parliament from across Scotland online to discuss their involvement in Scotland's Climate Assembly and their favourite calls to action. Our three MCPs were also chosen to represent the Children's Parliament during the COP26 Climate Change events in Scotland. They spoke at The Scottish Parliament to delegates from around the globe – putting children's rights at the heart of the debate on climate change.

The ecological goals at Lundavra during Session 2021-2022 were based around two of the Sustainable Development Goals, these were Food and our Environment and Biodiversity.

To facilitate this, our Eco Committee set the following objectives:

- Provide the opportunity for children and their families to develop a greater interest and involvement in healthy eating, food growing, seasonal foodstuffs and food sustainability.
- Support children to broaden their knowledge and understanding of the benefits of 'grow your own' on health, having greater food choices and the environment.
- Introduce new food experiences and variety to children's diets with the aim of extending the range of vegetables, herbs and fruit in their diet.
- Continue to build and develop our already strong community links through parental / carer and external agencies involvement in the use and maintenance of the beds.
- Continue to build on our school ethos of raising awareness and understanding of climate change by adding trees as part of our food growing project.
- Demonstrate to our community the positive impact of home grown produce on our environmental footprint through the reduction of food packaging, transportation, food production emissions, etc.
- Make our school grounds more attractive and welcoming for wildlife and insects.

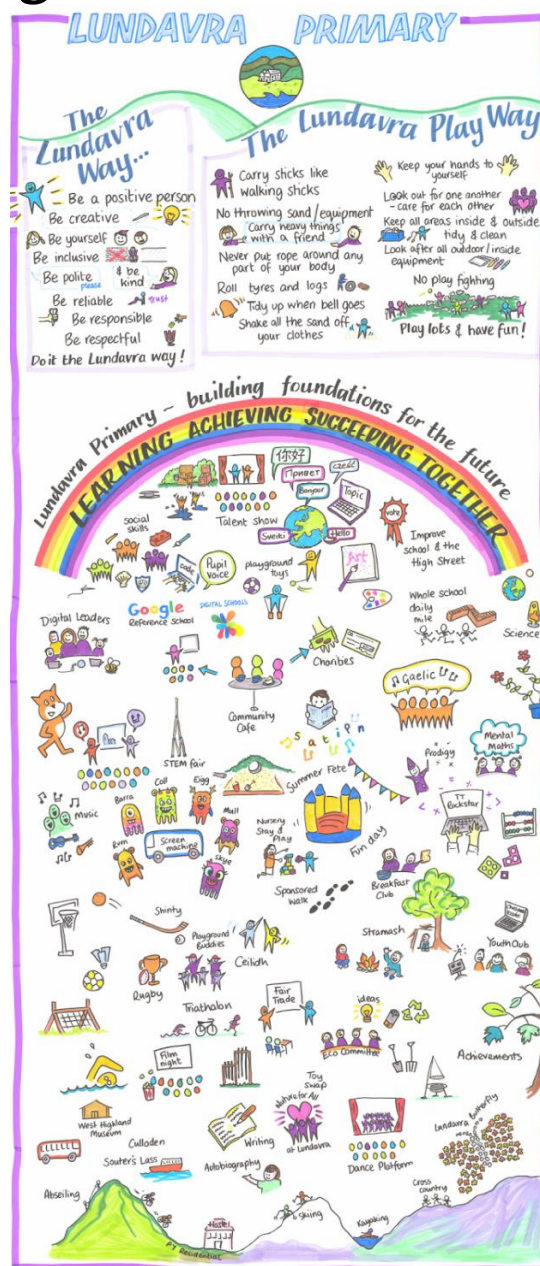
Through a £6,000 grant from the Community Climate Asset Fund, we have been able to build 10 planters and a garden shed, install a water butt and 2 compost bins. From this, we have been able to provide a wide range of outdoor learning experiences for all children. They have had the opportunity to plan, sow/plant, grow, nurture, harvest and utilise a wide range of vegetables and flowers. In addition, they have constructed hedgehog houses, bird feeders and bug hotels, erected bird houses and carried out beach cleans as well as twice weekly litter picks. These opportunities have facilitated learning across all areas of the curriculum, including HWB, expressive arts, technology science and literacy.

What we have been able to develop this year has given us a solid foundation to continue to build and develop our ethos, principles and practise as environmentally aware and responsive individuals and as a school as a whole.

A Quality Improvement visit in March 2018 and a very positive Education Scotland HMIE inspection visit in May 2018 identified positive outcomes for staff, pupils and community.

## Our School Vision, Values and Aims

# Building foundations for the future



## Everyone's school, Everybody's responsibility

At Lundavra Primary and Nursery, we are all:

Learning  
Understanding  
Nurturing  
Discovering  
Aspirational  
Valued  
Respectful  
Ambitious

### Pupil Voice: what is working well in our school?

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

[https://padlet.com/siobhan\\_bradley/s84fo0erfuep9lry](https://padlet.com/siobhan_bradley/s84fo0erfuep9lry)

### 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.

[https://padlet.com/siobhan\\_bradley/8s3sb7kotef76lxa](https://padlet.com/siobhan_bradley/8s3sb7kotef76lxa)

### Our Improvements 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



## Progress and impact

Our return to school in August 2021 and then throughout the session was hampered continuously by Covid absence both of staff and pupils. We strived to overcome this to ensure an equitable experience of teaching and learning at Lundavra with a strong emphasis on Health and Wellbeing for all pupils.

We as a staff believe that it was a successful year and have evaluated against the action points from the Lundavra SIRP 2021-2022.

### [Lundavra Staff Self Evaluation of SIRP 2021-2022 \(June 2022\)](#)

#### Good progress was made in this area

##### Next steps:

- Continue to ensure a strong culture of equity for all across the Lundavra school community. [PEF PLAN](#)
- We aim to continue to develop stronger assessment and moderation to ensure that Achievement of a Level is much more succinct, relevant, and cohesive across all stages and levels of learning at Lundavra
- Support teachers to have a shared understanding of standards at Lundavra and develop our shared values for learning and teaching in Maths, Reading and Writing and also what makes a Great Lesson at Lundavra
- Re-establish our culture of Distributed Leadership with specific roles and responsibilities for areas of learning/need and development for Lundavra school community e.g., PLAY, STEM, Emerging Literacy, Reading Recovery, Literacy for All
- Continue to build a strong, reflective culture of Self Evaluation that is inclusive of staff, pupils, parents and our wider community. [SELF EVALUATION OVERVIEW](#)

#### Improvement Project 2:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** Equity, inclusion and creating positive social change

##### Progress and impact:

- A Promoting Positive Relationships (PPR) policy was created by and shared among all staff (Senior Leadership Team, Class Teachers, PSAs, Clerical staff). The policy was edited and reviewed following whole staff training on in-service days around PPR. It continues to be a working document and one which welcomes all's input. We created a staff survey measuring our areas of success and suggesting areas for improvement re. PPR at Lundavra.
- [PPR POLICY and 5 POINT SCALE](#)
- We are beginning to use visual symbols consistently around the school with pupils who are non-verbal and have speech and language difficulties as a form of aiding communication and building trusting relationships.
- Two trained members of staff led a Seasons for Growth programme with P6-7 pupils. This series of sessions were designed to support children who had experienced significant change/loss in their lives.
- Our school's ASNT and CSW led and facilitated Social Skill sessions and Nurture groups for children (children with ASNs, SEBD, experienced

trauma/bereavement/significant change etc) throughout the school year (P1 - P7).

- Our school's ASNT worked alongside Early Years Practitioners from the Nursery setting to plan enhanced transition opportunities for children soon to be starting Primary 1.
- Individual pupil interventions and individual timetables were put into place following Child Plans to allow for specific needs to be met; regular sensory breaks/1-to-1 input in a quieter environment
- Our school's ASNT and CSW applied for a grant and bought £3000 worth of Sensory/ASN equipment to improve our facilities at Lundavra. We have purposefully not timetabled the Sensory Room to allow for organic, rich social interactions between pupils of different stages who use the space. It is an amazing transformation, and the pupils absolutely love it!
- Several new pupils have joined Lundavra, as well as several existing pupils extending their timetables for the school day. These pupils have significant needs (Stage 4 ASN). All enhanced, responsive transitions are proving to be successful, and we are beginning to extend their day and hours here at school. They now see school as a safe, welcoming environment where they can be the best version of themselves.

### **Very good progress was made in this area**

#### **Next steps**

- We aim to involve pupils and parents in the PPR journey, asking for their feedback and allowing their voices to permeate through our nurturing practice.
- Pupil passports (Passports for pupils with Stage 1-4 ASNs) will be written alongside direct input from pupils themselves/PSAs/previous CTs/ASNT so that their transition is smooth into their new class. All staff working with pupils will be clear about individual pupils' needs, and the best strategies we can use to support them to make good, safe choices.
- We aim to provide plentiful opportunities for communication between PSAs and CTs to ensure we are passing on essential information. This will hopefully ensure that staff relationships are equitable and empowering.
- We aim to use the Highland Council's 'Shanarri: Whole School evaluation tool' to begin to gather pupil responses on these Health and Well-Being indicators. From the learners' responses gathered, class teachers will then responsively decide on which two/three indicators they wish to develop across the course of the year.
- We plan to develop a culturally responsive, community-focussed curriculum which develops hope this will provide a voice and ownership for learners over the direction of their learning.
- Further develop learners' understanding of their rights, entitlements and how to be an active participant. We will look to the Sustainable Development Goals, Learning for Sustainability indicators like Outdoor Learning and Global Citizenship Education, and Social Enterprise to ensure our curriculum is interdisciplinary, challenges existing systems and actively inspires pupils to be passionate about creating positive social change.
- We will look to empower our pupils with the resilience and strength to take ownership of their decisions, with a whole school community focus on diversity, equity, and mental health

#### **Improvement Project 3:**



**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Maths Mastery Development - To implement Maths Mastery/Maths No Problem from P2 to P7

**Progress and impact:**

*Content:*

- Highland Numeracy diagnostic assessments were used in September, January and March.
- In Primary 3 and 4 15 pupils were identified to receive a 6-session targeted intervention with a PSA. 83% of pupils made an improvement.
- All PSAs received 5 hours training in Maths Mastery during February INSET.
- Primary 3-7 timetabled five 60-minute maths mastery lessons each week.
- Staff learning and teaching peer observations provided opportunities to observe and share good practice - staff agreed on shared values in numeracy as focus for observation.
- All concrete materials were collated and shared between classes.
- [Lundavra Shared Values of a Maths Mastery Lesson](#)
  
- In Primary 1 36% of pupils have achieved Early Level
- In Primary 4 50% of pupils have achieved First Level
- In Primary 7 51% of pupils have achieved Second Level

Through formative and summative assessment staff are aware of gaps in learning created through lock down and continued interrupted learning this session (Term 3).

**Good progress was made in this area.**

**Next steps:**

- Continue to develop community partnerships, involving parents more in the life of the school, enabling pupils to further develop skills for learning, life and work.
- Stage partners deliver parent workshops to provide parents with the knowledge and understanding of the different strategies which are taught in class.
- Continue to promote daily mental maths opportunities, giving the pupils opportunities to practise the four operations.
- Termly maths celebrations to promote a positive culture of maths mastery
- Continue to have high expectations of pace and commitment to deliver 5 sessions per week

**Improvement Project 4:**

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** Rights Respecting Schools

To continue to work towards achieving our Rights Respecting Schools Silver Award and develop Lundavra Rights Charter

**Our Ambassadors**

P1 Varrie and Freddie

P2 John Paul and Issac

P2/3 Hal and Niamh

P3/4 Layla B and Aidan MacDonald

P4 Connor John and Brooke

P5 Abbie and Lucy

P6 Meghan and Jacob

P6/7 Sarah and Kody

P7 Maya, Mollie and Ben

### **Intended Outcomes**

Establish working committee

Share action plan with staff/ and ambassadors

CAP session on Rights - 'First Steps to Rights', and development of Class Charter

Child led School Assemblies

Development and implementation of Class Charter in every classroom

Right of the Fortnight

Continued partnership with Children's Parliament

Community based project

### **Progress and impact:**

- Committee established at the beginning of Term 1. Children wanted to be called ambassadors. They felt that this set them aside from the other committees in the school. Badges were ordered and then handed out.
- Shared Silver action plan with staff and ambassadors. Everyone was keen, willing, and onboard.
- Led CAP session. Shared the 'First Steps to Rights' document with the infant teachers. An excellent resource for teaching rights to the younger children in the school. We also discussed the Class Charter. This will be a work in progress - lots of work required around the language of rights
- Maya, Mollie and Ben led a whole school assembly (**September 2021**). We discussed what it was to have a right, our journey as a school and what it will mean in the future. We shared the action plan and spoke about our journey towards the Silver Award. The ambassadors had found a song that they wanted to share with the rest of the school. Meghan and Abbie led a whole school assembly (**April 2022**). We looked at class charters and discussed the excellent work being carried out by classes. We also discussed the ABCDE of Rights - highlighting the importance of language. We also discussed our plans for a whole school sponsored walk for the children of Ukraine.
- All classes have embedded a class charter. We still need to do some more work around this, but progress has been made and the majority of children can discuss and relate to their class charter
- [Articles of the Fortnight](#)
- Our continued relationship with the Children's Parliament has been a huge success this year. Three children from Lundavra (Maya, Mollie and Ben) were chosen to represent the Children's Parliament during the COP26 Climate Change events in Scotland. They spoke at The Scottish Parliament to delegates from around the globe - putting children's rights at the heart of the debate on climate change.  
[Children's Parliament and Scotland's Climate Assembly \(Project Film #1\)](#)
- The ambassadors responded to the crisis in Ukraine by organising a whole school sponsored walk in order to raise funds for the children of Ukraine. A total of £2734.80 was raised.

**Good progress was made in this area**

**Next steps:**

- Continue with Silver Action Plan
- Set up new committee for 2022-2023
- Further embed Class Charter
- Further develop ABCDE of Rights within classrooms and whole school
- Apply for Silver Award
- Action plan for Gold Award

**Evaluation of Progress**

We believe we have made the following progress this session:

<b>Quality Indicator</b>	<b>School self-evaluation</b>
<b>1.3 Leadership of Change</b>	Good
<b>2.3 Learning, teaching and assessment</b>	Good
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Very good
<b>3.2 Raising attainment and achievement</b>	Good

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

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

Our overall evaluation of our Lundavra's capacity for continuous improvement is:  
**Good**

**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.