

# Standards and Quality Report

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2021/22



**Stratherrick Primary and Nursery**

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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

Stratherrick Primary School has a clear vision for developing change that leads to improvements in outcomes for learners. It is a vision based on shared values and robust evaluation of current practice and outcomes. With high expectations leaders steer the creation and the sharing of the strategic vision, ethos and aims. These inspire and motivate learners, staff and members of the community. Through the use of data, information and opinions, a clear identification of strengths and needs appear where everyone knows the path to success and how it is achieved.

In Stratherrick Primary we pride ourselves on knowing our pupils very well. We provide progression through the experiences and outcomes that is consistent with their learning needs and prior achievement and ensure that pupils are both challenged and supported where needed

Stratherrick primary is based in a rural location in the village of Gorthleck, roughly 25 minutes from Inverness. The catchment extends to Knochie Lodge (Whitebridge) in the south and Torness in the north. The current roll is 16 in the Primary and 6 in the Nursery. The nursery is new to the school in 2017 and runs a single session in the mornings.

The school has 1 mainstream class at the moment operating with P1-7 pupils working together, organised by curriculum levels of Early, First and Second. We provide opportunities for mixed-stage learning which is interest-based coherent and relevant, building on children's prior knowledge and taking into account personalisation and choice.

## Our School Vision, Values and Aims

Reviewed 2022

**“At Stratherrick Primary School we are learning together in a friendly, fun, happy and healthy environment.”**

### **Core Values:**

**Proud Pupils being  
Respectful and  
Open to challenges  
Understanding and caring  
Determined to do our best**

### **Aims: To ensure pupils are**

**Safe** – To protect us all from danger; **Happy & Healthy** – To look after myself and others; **Active** – To become smarter, stronger and have fun; **Nurtured** – To grow and be cared for; **Achieving & Learning** – To always try your best; **Responsible** – To be trusted and someone you can count on; **Respected & Respecting** – To listen to others and be listened to; **Included** - To be part of our team.

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

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

Nursery: Enjoy the outdoor space, feel safe, we play with the older pupils, love the tractors and the mud kitchen, enjoy snack and having lunch with the older pupils.

Primary Pupils: We are a fun school, we work hard, we like our teachers, we love PE, we have a big hall, it is good how all the pupils can play together outside, love being outdoors, we are friendly, our work is fun and we get to do a lot of different things, we love our party's, we feel safe, we like our clubs.

## 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.

We would like more drama and music lessons as we haven't had much of that recently. This would make lessons even better and we would become more confident in our work and lives.

We would like to do more Eco Schools work – especially as we have a large outdoor area. This would help us become more aware of environmental issues which is important to the world that we live in.

Harder work for the older pupils. This will help us to be more ready for the Inverness Royal Academy and S1.

## 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 School Closures

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose: Recovery**

Following the Covid Pandemic and the associated Recovery based curriculum, the school required a strategic overview of learning, teaching and assessment. This overview aimed to increase consistency of learning, teaching and planning within the school to enable more efficient collaboration between staff.

**Progress and impact:** Good progress was made in this area

**School Leadership:**

- Worked collaboratively with all staff to identify strengths and pressures. From this, next steps were identified and an action plan created
- School leadership ensured improvement priorities were developed and the timelines adhered to
- Vision, values and aims were developed in consultation with partners

**Teacher Professionalism:**

- Teachers actively developed CPD in line with recovery priorities and actively made changes to their approaches to teaching and learning

**Parental Engagement:**

- Due to Covid restrictions parental engagement was confined to email communications and virtual meetings
- All families were involved in the development of the new Vision, Values and Aims
- Families were invited into parental meetings, assemblies, sports day and a family BBQ when were eventually allowed to

**Assessment of children's progress:**

- Children's progress in 1+2 is ongoing
- Pupil voice has created a more holistic approach in school and ensured a more collaborative approach
- Class teacher has strong assessment strategies

**School Improvement:**

- Using the WTA, protected time for School Improvement Priorities and development was secured.
- Teaching staff utilise good teaching approaches to develop practice.
- PSA staff were included in training for approaches to be used in the class so that they could use their expertise to enhance it further.

- Training for staff was identified and delivered. Staff also were able to use their self-evaluation skills alongside their PRD process to identify training need individual

**Performance Information:**

- Children's attainment and achievement has developed well. Our Assessment data shows an increase in attainment levels and this is backed up by our yearly participation in the Scottish School Literacy and Numeracy Assessments

**Next steps:**

We need to build on parental engagement and get back into the community. Community engagement, now that Covid is no longer with us is a priority. We also need to ensure that our moderation process is robust and so this will be a priority next session too.

**Improvement Project 2: Recovery from COVID-19 School Closures**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose: Attainment**

Following the Covid Pandemic and the associated loss of learning time, the school wanted to focus on raising attainment for all. This aimed to develop the quality of teaching and learning approaches.

**Progress and impact:** Good progress was made in this area

**School Leadership:**

- Meetings for staff were collaboratively agreed to allow for a balance of training and planning sessions to develop approaches. The Covid restrictions limited the effectiveness of these as they were predominantly virtual, but strategies were used to increase effectiveness of these sessions
- PSA meetings with the Head Teacher to ensure that the staff were aware of the changes occurring in the school so that they could support effectively
- PSA timetables were adapted to ensure support was being allocated to areas highlighted as in need of support
- Recovery Teacher allocation to children was based on assessment data and the Teaching staff worked with SMT to decide on who to support
- Support was offered in the form of feedback, team teaching and optional additional training with SMT on the new approaches being used
- Head Teacher regularly offered CPD opportunities to staff

**Teacher Professionalism:**

- All school staff develop their practise well and took into account improvements in Formative Assessment and learner conversations and the development of their journeys

**Performance Information and Assessment of Children's Progress:**

- SNSA results for P4 and P7 displayed improvements in comparison to their previous performance
- Primary 1 SNSA results were strong
- Assessment strategies helped to energise the pupils
- From the Learning Conversations targets and goals set provided a vehicle for ownership and focus, especially in the younger years

**School Improvement:**

- WTA was used to protect time for staff to collaboratively work, plan and train together
- Staff training sessions delivered on curriculum/pedagogical changes

**Next steps:**

We now need to broaden this and incorporate more moderation and to improve assessment strategies across the school for consistency and progress.

- Trial use of new, more analytical approach to tracking and monitoring learning and assessment data
- All staff to attend training relating to ways to raise attainment in literacy

**Improvement Project 3: Recovery from COVID-19 School Closures**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose: Health and Wellbeing**

Following the Covid Pandemic and the associated unsettled period of time, the school wanted to focus on ensuring the Health and Wellbeing of our school community.

**Progress and impact:****School Leadership:**

- The Head Teacher ensured that the plan kept on track
- They involved all staff in the process
- Curriculum plans were detailed and appropriate

**Teacher Professionalism:**

- School staff embraced the pupil voice groups and led them in their own ways
- After school clubs were led by staff and were very successful – fitness club, gardening club and craft club

**Parental Engagement:**

- Parent helpers were at all clubs and played an active role in the planning and support in them
- Parents are keen to get further involved and we would like them to be volunteers in school moving forward

**Assessment of Children's Progress:**

- We used the pupil version of HGIOS and this was very successful
- The new Sexual Health program is up and running
- Pupils feel that they have a bigger voice now, as this was lost during Covid
- Individuals supported by PEF were able to access the school for longer periods of time

**School Improvement:**

- The new Sexual Health program is up and running and will lead to better learning
- Pupil involvement is higher and so ownership of school priorities will enhance learning and lead to school improvements
- As pupils are familiar with the wellbeing wheel their health and wellbeing will be enhanced

**Performance Information:**

- Child Protection & Safeguarding training completed annually
- We actively implement the Safeguarding and Child Protection information, in delivering and attending training to ensure we are skilled, confident and proactive to support children to reach full potential and to raise attainment

- Equity and diversity policy will ensure the rights of the child will be a priority

**Next steps:**

- Continue our work on the rights of the child and pupil voice groups
- Continually ensure our sexual health program is fit for purpose and consult stakeholders regularly
- Keep on top of our policy development
- Develop our understanding of the wellbeing indicators to make sure our approaches are robust and supportive

**Evaluation of Progress**

We believe we have made the following progress this session:

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

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

<b>Theme 1</b> <b>Our relationships</b>	Very good
<b>Theme 2</b> <b>Our learning and teaching</b>	Very good
<b>Theme 3</b> <b>Our school and community</b>	Very good
<b>Theme 4</b> <b>Our health and wellbeing</b>	Very good
<b>Theme 5</b> <b>Our successes and achievements</b>	Very 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 by contacting the school office.