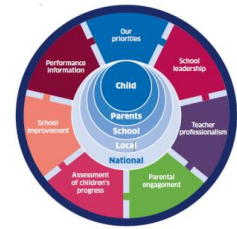


SCHOOL STANDARDS AND QUALITY REPORT 2021/22



Standards and Quality Report

School/ELC Setting: Lochardil Primary School

Head Teacher: Audrey Kellacher

Date submitted: August 2022

Context of the school:

Lochardil Primary School and Early Learning Childcare provision is located within the Lochardil area of the city centre of Inverness. It was built in 1964, with additional capacity added, and located within a settled area. We have been a capped school for the past 8 years to try to manage the increasing demand on the school roll and places are open to catchment pupils only.

Our school roll for 2022-2023 is 381 pupils including our ELC (rising to 397 pupils as further ELC intakes join) This includes 325 pupils P1-P7 and 56 pupils currently in nursery (72 enrolled). This is set across 13 classes and 3 nursery playrooms rooms. We deliver a flexible ELC provision from 8am-5.45pm with capacity for up to 80 children at any one time across the 3 rooms. We also offer an 8am – 5.45pm provision where pupils can feel welcome to enjoy breakfast club provision, school day, and Out of School Care provision (max 40 children at any time). This reflects our local context and community need for childcare provision due to many working families.

Due to the pressure on our campus from a large school roll, we have very limited free space available. Class size data shows we have a higher than local and national average. Pupil/ teacher ratio is higher also within a number of classes at Lochardil Primary than both local and national averages which are on a par.

The majority of our pupils fall within the SIMD index range from decile 4 to 10, with below 1% in decile 1 or 2. Our school has been capped for the last 8 years however we have seen a number of pupils placing request to our school this session now the cap has been lifted. There is a changing dynamic and Covid-19 has highlighted this where there is some experience of hidden poverty within the locality. 2.6% are entitled to FSM, and 3.4% identified for PEF support. 1.8% of our children are care experienced, and approximately 5.2% of our pupils have an additional support need recognised at Level 3 or 4 on the matrix. 5% of our pupils have EAL (English as an Additional Language). Our whole school attendance average was above 90+% (a decrease from previous session but in line with national trend data), and over 30% above 95% attendance (our goal for all). This reflects a positive level of engagement but also shows the impact of Covid-19 both as positive cases and family support.

To date, we have been impacted through Covid-19 cases that have originated within the community, with several class closures during terms 1-3, to manage rising numbers and outbreaks. The change to National guidance regarding isolation during term 4, improved attendance latterly.

The strength of our team to support each other, our families, and local community, during such periods of unpredictability, is commendable.

School Vision, Values and Aims:

Vision Statement (agreed June 2016)

Lochardil Primary School strives to equip all learners with a variety of experiences for lifelong learning in a fun, stimulating, challenging and rewarding environment. We share a sense of pride and encourage each other to be the best we can be, where everyone feels safe, included, valued, respected and able to contribute equally within the world.

Core Values (renewed October 2016)

Pride, Respect, Responsibility Confidence and Love

Motto (agreed March 2009)

Share, Care, Work and Learn

Aims

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.

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.

Session 21/22, like session 20/21, was impacted by Covid-19. From the unpredictability of the spread to the national change in guidance and cease of PCR and LFD testing all within this school session. A hybrid model of education including periods of remote learning, face to face, and hybrid approaches, were delivered to minimise impact of interrupted learning, and affected by safety mitigations to avoid spread. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have made amendments to plans to have all engagements digital.

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

We are confident in our capacity for continuous improvement. Factors however that may affect this are –

- Continued recovery from global pandemic - educational and social capital.

Review of School Improvement Work against the National Improvement Framework Priorities

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 2 years we have focused on improvement projects designed to help us to sustain learning in the context of the pandemic and recover learning. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources and additional funding through Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Periods of remote or hybrid learning during session 21/22 in response to Covid-19 mean that these projects are still focused priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Learning, teaching, assessment & moderation
- 3) Attainment in session 22/23

We have carried forward incomplete aspects of our 2021/22 Improvement Plan into our 2022/23 Improvement Plan.

Q1 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 setting 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?

- Strong and well-established shared vision, values, and aims that our stakeholders participate with and actively engage with to reflect our school and wider community.
- High standards and shared expectations for all, with an ongoing improvement agenda driven by our Inwards, Outwards, Forwards model.
- Robust framework of vision for a better world and priorities used to focus continuous improvement with a commitment to Vision 2030 and entitlement to Learning for Sustainability.
- Staff have a secure understanding of our local and global context and social capital, through raised awareness of and focus on Global Goals and UNCRC Rights of the Child.
- Positive relationships – children, staff, and families, provide regular opportunities to reflect and make improvements for positive impact.
- Pupil Voice and participation is strong through various opportunities to be part of pupil groups, class opportunities, participate in local and national forums and meet with key decision makers i.e. Highland Council, and Scotland's Children's Rights Commissioner. Learners feel empowered.
- Engagement with national awards to raise aspirations, promote wider recognition and experiences for all, and provide a vehicle for active citizenship to address global concerns i.e. Climate Change, Equality, Social Justice, and support for those seeking sanctuary.
- Staff wellbeing and self-care remains as a priority and promotes collegiality, positive team culture, high staff attendance and flexible working to ensure learning was available in person and/or online if required.
- Increased understanding of positive mental wellbeing and awareness of trauma informed practice is supporting a culture of inclusion and recognition of behaviour as communication.
- Staff meetings and collegiate activities are mutually agreed, involve active participation to address priorities, with professional dialogue supporting teacher professional judgement.
- Shared leadership model where staff, and pupils, at all levels, can lead or contribute to change for improvement. This builds capacity for improvement and captures individual skills or expertise for enhanced learning experiences e.g. through research informed working groups.
- HT and 2 staff members have been invited speakers to local and national professional learning events which has supported an increased professional learning community to support improvement.
- Innovative and creative approaches to working with partners/community provided extended opportunities for achievement. Collaboration on programmes e.g. Inverness Caledonian Thistle FC and PEF digital literacy and active citizenship, links with the Christian Culduthel Centre Tom's Cabin, participation in the 'Heartstone Odyssey' project, have been used in other schools locally and nationally to inspire and support others to engage in such approaches to support improvement and engagement in learning.
- Data systems for clear tracking and monitoring of data over time for focus areas of Literacy, numeracy and HWB. Teachers are involved in using aspects of the systems through input, analysis and review of data.
- Family engagements and community partnerships (virtually and latterly in person) focusing on sharing the learning and rebuilding connections from pre-covid times.

- Increased confidence in staff and pupils in using a range of digital tools (GAFE) to deliver and engage with learning online, enhance learning provision face to face, or facilitate hybrid learning due to e.g. covid.
- Continued self-evaluation to highlight strengths and developments using an Inwards, Outwards, Forwards model, and pupil/staff/parent/carer voice.
- **Implementation of new leadership/management structure in place for ELC by HC has provided support, stability, and it to be operational. Senior EYP appointed to strengthen management structure.**
- Pandemic school closures and mitigations provided conditions for collective study for continuous improvement and appropriate pace of change i.e. Place2Be Mental Health Champions, and engaged with the new Whole School Approach Framework for schools to support children and young people's mental health & wellbeing.
- Staff and pupils continued to have increased resilience to respond and adapt to change.
- Practitioner enquiry using Teaching Sprints methodologies to focus working group strategy with research to ensure high quality professional learning, supported targeted measured interventions for improvement e.g. numeracy/maths home learning experiences.
- Teachers are clearer when assessing children for ACEL judgements showing increased confidence with the benchmarks and using different sources of evidence to make a judgement.
- Updated and improved access to Lochardil school policies, (catalogued using QR codes to ensure ease of access for staff and visitors) and include pupil voice in line with Scottish Government recommendations
- Pupil activism through our improvement focus has been recognised at Scottish and UK Government levels to support ourselves improve but also that of others either coming to our country or by providing a voice for those that cannot be heard at the moment.

Question 2

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

- Values are visible through display, celebrated through assembly (virtual and face to face), and exemplified through the 4 contexts of learning or on social media.
- Pupil/Staff/Parents/Carers voice - Visual Menti wordals, Padlets, Jamboards, photographs
- Blog, Twitter, Google Classrooms
- USP - statements on what Literacy, Numeracy & HWB is like in and throughout Lochardil Primary.
- Strategic pathway using Lochardil landscape overview. Clear focus, appropriate, and in context of Vision 2030 Culture, Curriculum, Campus & Community, Global Goals and Rights of the Child.
- HT weekly bulletins for staff, HT update reports to Parent Council, 'You Matter, Let's Natter' online drop in sessions.
- Pupil groups – opportunities for pupil leadership
- Staff working groups
- Peer observations
- Systems - Risk Matrix, Lochardil Data Dashboard, SEEMiS
- Pupil overview trackers (gap codes, leuven scales etc)
- Clear SIRP, Leadership remits, Working Groups, Pupil Groups, Class Councils.
- Assessment overview
- SHANARRI tracker
- Partnerships with wider community – Parent Council meeting minutes, joint events calendar, Inverness Caley Thistle FC,
- Re-establishing community links to participate in wider learning opportunities again.
- Success and recognition of award achievements including UNICEF Re-accreditation for Gold Rights Respecting Schools; Eco Schools Scotland 6th Flag; City of Sanctuary UK, School of Sanctuary (1st school in Scotland); and Digital Wellbeing award from Digital Schools Scotland. Invited to be ambassadors for 3 of the programmes.
- Young Leaders of Learning training was attended by HT & PT, and pupil group and schools matched complete.
- All classes and ELC groups have their own individual Google classroom.
- Staff, children and parents/carers sustained connections, rapport and education through Google Classrooms during periods of change/uncertainty
- Practice has been enhanced and consistency of learning and teaching supported through a shared understanding based on feedback from working groups.
- Goggle Classrooms – access to learning and teaching at all times throughout unpredictable periods of covid i.e. blend of face to face, online, and hybrid models offered to be flexible to the situation/evolving guidance from Public Health.

- Positive staff attendance records - provided consistency for children.
- Gender neutral play audit was undertaken to enhance understanding and raise awareness.
- Realising The Ambition theory used to focus purposeful literacy and numeracy play experiences to raise attainment.
- Digital tools use – devices including Chrome tabs, Chromebooks, iPads, and Google Classroom (ELC-P7) in use across all levels. Collaboration tools used at Second level.
 - Staff HWB lounge developed and populated for staff with resources, experiences, sharing space, forum.
 - ASG Google classroom created for collegiality, moderation and shared as a space for wider colleagues
- Collaborative WTA plan, working groups, leaders at all levels.
- Distributed leadership opportunities where pupils lead e.g. Lochardil Larder hamper enterprise, Heartstone exhibition, Humanitarian action for supporting Ukraine, Mental Health awareness campaign, Send My Friend to School participation, UNICEF campaigns i.e. Soccer Aid, Kahoot Quizzes, Red Nose Day, P7 pupil participation in Columba 1400 leadership academy (virtual) leading to a Fun Day for all.

Question 3

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

- Robust moderation – Inwards - Implement and follow SMT management calendar (as pre-covid practice) to ensure all tasks are undertaken per calendar year to manage, monitor and moderate high quality of learning and teaching; Outwards - Working collegially with our ASG on our moderation plans to continue to build a staff professional learning community, share expectations, and provide robust professional judgements based on moderation experiences; Forwards – through QAMSOs & HC improvement groups to ensure improvement in line with national/comparator schools or LA's. Aim to support movement from 32/32 LA for attainment.
- Improve record of data dialogue with staff e.g. SMT with teacher, teacher & teacher, teacher & PSA etc. to target interventions more robustly.
- Be succinct and more efficient when gathering and presenting evidence.
- Continue to make explicit pupil voice on all policies.
- Participate fully in the Young Leaders of Learning programme as planned with our trio Lochardil Primary, Muirtown Primary and Culbokie Primary. Awaiting further guidance from HC.
- Use identified aspects of HGIOURS more systematically within each class to target improvement in learning provision.
- **Lochardil school policies will be structured using the UNCRC Articles organisation elements 3 Ps - Provision, Protection, Participation.**
- Upskill staff knowledge and skills on Play Pedagogy (focus on Early level but also across First and Second level) & quality of learning and teaching outdoors.
- Continue to engage in citizenship campaign work that will provide context for our improvement priorities and improve outcomes for our young people.
- Strengthen the team by appointing staff to vacant positions i.e. DHT, and PT management cover. Clear role for new DHT as part of the SMT.
- Senior EYP appointed to rebuild the ELC management team – clarify their role within the ELC setting and implement their skills to strengthen the running of the ELC and OoSC provision in partnership with our Principal Teacher.
- Restructure of ELC room provision and allocation of EYPs to allow teams to move forwards sustainably for improvement in consistency and depth of learning and teaching.
- HC share redesign of ASN/ASL so impact of allocation changes can be planned for timely.
- HC to incorporate our campus in to capital budget improvements to increase working space through build.
- Appoint to vacancies when approved.

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**

5 Very good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale **ELC setting**

4 Good

QI 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?

- Our culture and ethos is underpinned by learning for sustainability and the Rights of the Child. This provides high quality, purposeful, learning experiences across the classes for the children to experience.
- Pupil voice is integral to our approach and children are regularly consulted on various themes encouraged to share their thoughts through different modes.
- Almost all children are engaged and enthused by their learning, and feel proud to be a member of Lochardil Primary School.
- Staff know their children well using all data available to them, and this supports matching of learning to needs, interests and standards.
- Shared expectations for quality learning and teaching across all stages of the school (inwards), and for some stages of the school i.e. second level (outwards across ASG).
- Curriculum structures allow for personalisation and choice to be within aspects of the curriculum.
- Resources are improving and digital technologies can be accessed to support engagement and assist any learner with tools to support achievement and attainment.
- Staff have developed their skills to ensure that children's needs are met as effectively as possible. Teachers know their children well and where they are in their learning. Differentiation is used to meet all needs.
- Staff CLPL training including Talk for Writing (Non-Fiction), Teaching Sprints, CYPMHW modules, and School of Sanctuary completed this year to support consistent approach and shared dialogue.
- Our learners display evidence of the 4 capacities of CfE regularly. The wealth of learning experiences regularly engaged with showcases the 4 contexts for learning, and the support from school and home for the full learning journey.
- Our children have access to a range of learning and activities within the local community, and due to school location can access without the barriers of transport etc involved. They contribute to the life of the school and our local community and feel proud to be ambassadors in various contexts.
- Our children regularly have the opportunity to take on leadership roles throughout their school journey and there are examples of such within each of the 4 C's Campus, Culture, Curriculum and Community.
- **Assessment calendar implemented – consistent evaluation points throughout the session to ensure children are on track with attainment/achievement. Assessment evidence is valid, reliable and used to report on children's progress.**
- **Lochardil Learning Pathways are consistently engaged with to track individual pupil learning journeys and share progress for: Skills for life, learning and work and termly SHANARRI indicators (dates for these on the annual staff calendar).**
- **Next steps are being reviewed for Key assessment tasks (dates on annual staff calendar but flexible to meet the needs of individual classes and pupils).**
- **Working Groups refer to plans at key points on the calendar and share to ensure accountability of all not simply those in the group. This provides stability across the whole school.**
- **Re-established peer partner visits and observations from SMT, with clear focus on identified aspects from GTCs to monitor high quality learning and teaching.**
- We have developed robust systems to determine where pupils are within their learning for the core areas.

- Early Years Developmental overviews have been used in HC for a number of years in N3 and N4 to give an overview of children's development, and we compile such data to use to measure our strengths and areas for developments.
- Mindfulness training programme implemented and experienced; HWB Google classroom with all mindfulness resources available.
- "Forest learning" sessions – regular and consistent.
- High interest and engagement in learning through Pupil Learning Pathways and planning continues to be reviewed on a termly basis by SMT and key workers. Increased knowledge, understanding, skills and application of "Responsive Planning".
- Early level staff have completed CLPL focused on Play Pedagogy and practical implementation. Learning and teaching has incorporated aspects of play based pedagogy into practice for year 1 of this.
- First level classes worked in partnership with CALA Play & Learning Advisor to implement and promote play based learning through series of active play sessions.
- Targeted intervention for literacy improvement - PEF groups 'Heartstone' literacy & expressive arts focused global citizenship project exploring sensitive and global themes/issues. - see separate plan & evaluation for detail.
- PEF DYW skills group with a focus on literacy and numeracy for all skills - Lochardil Larder enterprise (see additional floor book evidence and evaluation)
- Planning and tracking is now more consistent and comprehensive across all stages.
- Monitoring systems i.e. data dashboard, is now in place and SMT and some staff are accessing the full potential of such data.
- All staff have access to relevant information on each individual and will know their story. Transition is robust and recorded on paper or digitally.
- Creative use of additional opportunities e.g. Art Therapy, Clarity Walks, PEF groups, are used to support children identified as requiring additional support to succeed, in addition to state funded/supplied.
- Emotion Works theory is used across the school to support consistent HWB structure, emotional literacy, build resilience and self- regulation, and teachers are using Emotional Literacy assessments where appropriate.
- Playground Champions initiative implemented and support for peers now active in the playground.
- Systems for support for learning are in place e.g. Form 1s, child's plan process, access to external services, are in place.
- Literacy, Numeracy and HWB working groups have created agreed USP for Lochardil Primary.
- Some class teachers engaged with Teaching Sprints research to pilot impact on numeracy home learning. This was positively received and results.
- Staff were inspired by numeracy learning and teaching outdoors and many classes participated.
- Numeracy engagement at school and ASG level based on the benchmarks and moderation of such.
- Literacy phonic trackers have been reviewed to ensure consistency throughout and based on the HLP Guidance.
- SNSAs undertaken at P1, P4 and P7 are comprehensive and useful – data used diagnostically.
- New reading materials purchased for Infants.
- Writing Assessment Rubric from the Highland Literacy Recovery built into our own writing assessments/ policy. Implementation and engagement still required.
- Policies reviewed and updated.

Question 2

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

- USP created for Literacy, Numeracy & HWB, and expectations for looks, sounds, and feels like across the school.
- Data dashboard to tell their data journeys.
- Data i.e. SPP, SNSA, ACEL data, and class level assessments e.g. Blackwell spelling
- Phonic Trackers - termly evaluations
- Literacy Recovery Teacher (contract ended June '22), once per week for individuals/groups. Evaluation summaries.

- Targeted interventions e.g. Literacy - Nesy, Lexia; Numeracy – Teaching Sprints to focus home learning; HWB – SHANARRI wellbeing wheels and trackers
- PSA timetable/ Pupil groups online during lockdowns.
- Parent/Carer feedback on exit polls, Mentis, Jamboard, Google forms, anecdotal.
- Photographs and film from 'Heartstone Odyssey exhibition' exploring world issues/themes through Expressive Arts
- KATs
- Talk for Writing
 - Fiction (training completed 2019) is used as a process across the school and is evident in classrooms.
 - Non-Fiction training completed by all teachers Feb '22. Examples of this methodology on display in some classes.
- Play & Learning Advisor led play sessions across P3 & P4 year groups (our identified most impacted by Covid-19) and modelled sessions that the class teacher and some PSAs were part of.
- Working groups have re-evaluated the effectiveness of New Zealand maths assessments and literacy assessments. Trackers edited and improved.
- Working groups training/offer of additional CLPL minutes/slides/resources.
- Moderation of Key Assessment Tasks by SMT evaluating quality, parental engagement and pupil voice.
- Peer moderation of Key Assessment Tasks by teachers.
- Peer visits cycle reinstated this session – teachers and SMT have focused on: High quality Learning and Teaching.
- Learning and teaching of SHANARRI indicators of wellbeing across the school - Use of wellbeing webs to monitor pupil's perception and view of their wellbeing (assessed termly)
- upskilled staff through training and CLPL opportunities
- All staff completed [Place 2 Be Mental Health Champions Foundation Course](#) April 2021, and have built on this through completion of the CYPMHW modules from the Scot Gov. Whole School Approach Framework.
- All staff completed [Respect Me training](#) - April 2021 and this supports a restorative culture for resolve.
- Mentally Healthy Schools Audit completed. Decision made to not pursue fee paying award but use the content of our findings to improve our HWB offer and respond to our local context – i.e. become a school of sanctuary for anyone seeking sanctuary.
- Open sessions for family engagement (4 per year with a focus on core areas plus free choice of learning sharing) in sync with Learning Pathway focus for learning.
- Exit polls allow for parent/carers voice to be heard and actions put in place in response/justifying.
- Areas for data collection were included this session i.e. GAP codes, Leuven Scale, SIMD, FSM, PEF, ASN, SPPs, SNSAs, ACEL, attendance, and HWB to support data rich/tracked story for our learners.
- Nurture groups as targeted interventions to support small groups/ individuals with social skills and interactions, raised self-esteem and motivation to participate in learning (paused at the moment due to COVID-19)
- Literacy, Numeracy and HWB working groups have plans, evaluations and minutes from meetings.
- Literacy group actions recorded detailing actions such as a clear code for how to record assessment agreed on phonic trackers, revision of the clusters of phonics sounds from Wraparound Spelling, so they are more appropriate for Second level, and using the phonics chart/grapheme chart as tracker for wraparound spelling.
- Review of Writing Assessment Folders and systems in place e.g. use of story slips, completed. Google form reviews. Rubrics in place to support our folders. Exemplar writing rubric folder available to staff to back up judgement as required
- Literacy Policies- SPELLING Policy, WRITING Policy, HANDWRITING Policy.
- World Book Day event photos of engagement on social media & blog.
- Teaching Sprints evidence - Summarised findings on reading research materials for future use.
- Moderation folder of KATs both by SMT & peers/colleagues.
- Peer visit cycle timetable, & observations records folder.
- Talk for Writing - non-fiction course register, and resource materials.
- Learning Conversations recorded on KATs.
- Record of 4-week Teaching Sprints within Numeracy.
- Photos of learning outdoors through numeracy. Participation in National Outdoor Day through Numeracy and Literacy, and HWB.
- CCR timetable and Community engagement films e.g. Christmas BSL Sign-Along.

Question 3

- Continue with momentum of working groups to focus on
 - Moderation and assessment
 - Raising expectations for achievement for all – ensure agreed consistent standards are within every classroom.
 - Source an agreed standardised reading fluency age programme to be used at P2, P3, P5 and P6 once a year.
 - Work with our ASG Raising Attainment DHT to agree ASG moderation plan, support with trialling Numeracy assessments after all our research, and use a shared Numeracy assessment/tracker across the ASG to moderate standards.
 - Play Pedagogy – with a focus on Early level for a change in practice, but also inclusion of such across all other stages to support engagement with learning. Active Play & Learning advisor will have a consultative role this session and build capacity through the Playground Champions and PSAs to support play both in the playground and through learning in class.
- Extend learning outdoors engagements and success more consistently across the school.
- HWB curriculum – resource transition from SHaRE to RSHP and update materials in line with guidance on LGBTQI+, develop a progression framework & tracker based on CfE, Benchmarks, & UNCRC to ensure coverage of the curriculum.
- Raise attainment in - writing (continue implementing strategies from Talk for Writing as a process, ensure provision of structured opportunities to write and further experience to extend writing and produce more quantity and quality of pieces, and also use the TFW Non-Fiction approaches to improve learning and teaching methodologies); and numeracy (problem solving, money, time, data handling application).
- Use of PSA staff to restart nurture/focus groups to implement targeted interventions. Due to level of pupils requiring care needs, this is proving challenging to focus on the educational support for those needing support.
- Build back and build forwards from impact of Covid-19 on our offer of experiences i.e. choice of play resources, reinstating areas of the rooms e.g. cosy corners/areas, use of Clever Touch board/ICT.
- Rebuild our intergenerational partnerships developed by ELC staff and pupils to strengthen learning experiences and practise of skills.
- Analyse our data alongside local and national data to provide an indication of our achievement in line with others.
- Imaginative play as a focus for improvement through dress up, role play and small world interactions.
- Re-focus on 'Words Up' messages to support improvement in speech and model with parents/carers.
- Improve knowledge, skills and confidence with accessing the Data Dashboard and using its content to plan and measure interventions for improvement.
- PM benchmarks resource was purchased pre-covid and not been used as present. Agreed to use this for individuals who may be high achieving or not meeting the milestones as age and stage appropriate, to more fully meet the needs of all.

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**

4 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**

4 Good

QI 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?

- Our school has an inclusive approach where we are welcoming and ensure wellbeing is a priority for all. Everyone is included and UNCRC rights are respected.
- UNICEF RRS Gold reaccreditation award achieved June '22 – recognition we are UNCRC rights respecting to the highest standard and an ambassador school for the programme.
- 1st School in Scotland to be recognised and awarded School of Sanctuary status June '22. The report captures our effective practice and highlights our focus to create a culture of welcome and inclusion, equity and equality, and forward thinking status given our current context and location, enabling us to be ready for visitors/those seeking sanctuary.
- We use the GIRFEC approach and Highland Practice Model to ensure we aim for all our children's needs to be met fully. Confidentiality is priority.
- We have a robust DCPC programme of training in place from HC where the HT regularly engages with local and national training through this online platform.
- Our rationale, policies and practice reflect statutory requirements.
- Effective and consistent approaches and systems for promoting positive relationships. Positive partnerships with parents/carers, partners and wider community, working together to achieve positive outcomes for children and families.
- We are data rich and draw on such to ensure equality and equity for children and their families. Staff have participated in Equalities & Diversity training.
- Our PEF plan and delivery targets support and closing the gap for pupil learning. Our curriculum takes account of diversity which is promoted throughout the school. Support is provided to ensure each pupil has access to curriculum. We promote and encourage mindfulness and outdoor learning with links to curricular areas.
- HT & all staff are aware of any pupils requiring any additional support, and use creativity to provide supportive solutions where lack of resource/funding presents as a barrier.
- Clear system and known process in place to access additional support/intervention required where everyone has ownership.
- Clear HWB SHANNARI tracker document and data collated for overall school and also individual grades.
- Pupil groups have leadership for promoting a positive culture, – Playground Leaders, have encouraged and supported positive relationships in the playground during unstructured times e.g. at break or lunch etc.
- Pupil voice is strong across the school for various purposes. Pupil learning council reps (Changemakers) created a timeline of class responses to contribute to our S&Q under the same headings. HIGIOURS questions were used to support discussion.
- House captains and vice captains are responsible for a term each to plan, implement and then evaluate an experience/active citizenship inspired theme to raise and celebrate our culture within the school and remind us of our togetherness.
- We fulfil statutory duties and requirements, and have systematic processes in place to ensure our children are safe, well, and have their needs met.
- All staff are qualified with the correct documents in place. Staff regularly engage with training to keep abreast of any legislative guidance and policy update.
- Strategic direction and support from HC to ensure the most relevant and recent information is shared, and access to training/speakers.

- Our own Health and Wellbeing Group steer on various priorities as detailed in their plans and meeting minutes.
- Development and implementation of a mindfulness programme for use across school - purchased 'Calmer Classrooms' programme and 'Mindfulness' resource.
- Staff training opportunities are regularly accessible on resource specific sites we have purchased e.g. Tree of Knowledge to support HWB, and on the HC platforms for safeguarding
- TOK in use for CLPL and used to deliver lessons within 5 classes so far.
- New playground champions have been selected and training ongoing. Continue to use emotion works cogs to resolve any conflicts in the playground. Training on points based systems, conflict resolution and restorative practice being implemented.
- Work with outside agencies/charities or partners e.g. 'Clarity Walks' nature nurture groups x2 (P7s & P3-P6 groups), and previous groups; Art Therapy; ICT FC programmes through PEF such as leading on physical health through Global Citizenship themes 'Soccer Aid' and previous work with the 'Football Memories' group; Intergenerational work with groups such as local care home Ach-an-Eas, Spokes for Folks charity (pre-covid), and 6,7,8 Club, provide real life community experiences to practise knowledge and skills for our young people. Working with the community allows our young people to grow up ensuring wellbeing entitlements are met and protected characteristics are supported by all.
- Introduced Calmer Classrooms mindfulness resource to support learning & teaching.
- In development - mental, emotional and social wellbeing tracker for pupil assessment.
- Upskilling staff around recent legislative guidance has given all staff further confidence in managing sensitive situations.
- Child Protection & Safeguarding training completed annually.
- PEF groups have been a huge success for ensuring inclusion and equality. The strategies were effective at supporting these identified pupils to raise attainment and achievement, build self-worth and value as part of a team taking global action and making a positive difference both locally and globally. Such young people facing challenges, learned to lead, and become confident to share the positive difference their role and work was making, and inspired others to create a movement for change.
- Community active citizenship experiences have provided real examples of purposeful engagement e.g. UNICEF Outright campaign and our response received on behalf of Claire Haughey (Minister for Children and Young People).
- Our mutually beneficial partnership with our Malawian partner school Mwenje Full Primary School did not progress in 2021/2020. We returned the grant we had received to British Council. We will continue to pursue and establish this international link as Covid-19 settles.
- 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.
- Parents/carers are our true partners and we support them and their families when they reach out or we are made aware of a need. We have a non-judgemental solution focused approach.
- Parent/carers views are sought in different forums and we respond/work with them as appropriate.
- Pupil voice is strong across the school when evaluating improvement aspects, using HGIOURS, within profiling and reporting, Child's Plans, Pupil Groups, Class Councils, digital tools, and in person.
- We comply with legislation, statutory duties and code of practice. Staff are fully trained how to adhere to policies and practice and fulfil duties.
- Our data tracking is a useful tool to allow us to support all our children that may be experiencing challenge at any time while at Lochardil Primary School.
- Our out of school care provision is widely used and this generates high revenue for Highland Council. It is also an opportunity to continue their learning experiences within a safe and familiar environment.
- Strong working relationship with Health i.e. to provide care, safety, and administer medication should our young pupil become ill through seizure.

Question 2

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

- Evaluation reports and action plans shared when receiving/achieving the awards for UNICEF Reaccredited Gold award Rights Respecting School; School of Sanctuary status; Digital Wellbeing award from Digital Schools Scotland.
- Evidence packs created for each award – digital packs with links to evidence.
- Copy of Motion raised in UK Government Westminster by MP Drew Hendry July '22, congratulating us on our work on this Q.I.
- UNICEF Outright campaign and our response received on behalf of Claire Haughey (Minister for Children and Young People).
- Pupil voice – Minutes/photographs/presentations/slideshow from pupil groups e.g. UNIKids, ECO, Playground Champions,
- Teacher judgements/ dialogue with staff
- Data – GAP Codes & Leuven Scale, SPP, ACEL, EAL competencies, learning conversations, emotional check ins (physical or digital)
- PEF discussions, PEF floor books, PEF citizenship engagements e.g. Lochardil Larder Foof Hampers, C.O.P (Collect Our Packets) initiative to make sleeping bags and blankets from our rubbish crisp bags, and shared with charity and locals. Ukraine humanitarian response and positive impact – see photos on floorbooks.
- Individual SHANARRI Webs, HWB class trackers, whole school data picture of all 8 indicators.
- Wellbeing survey pupil responses
- Playground champions feedback
- RRS Class Charters in every class form ELC to P7
- Feedback QR code for visitors
- Menti results from parents, staff and pupil questionnaires
- 2 teachers participated in Building Racial Literacy training and currently being trained in this field.
- Certificates from charities acknowledging support through fundraising.
- PEF community engagement floorbooks and evaluations/pupil quotes. Appreciation cards/ Tweets from community members.
- House Groups termly leadership experience e.g. Queen's Platinum Jubilee photographs and anecdotes, Broomiform pre-loved uniform initiative, Charity support, etc.
- Clarity Walks – outdoor pursuits and walking for positive mental health. Evaluation reports, workbooks, photographs, pupil voice.
- Art Therapy – using the arts to support positive mental wellbeing and self -regulation. Charity & PEF funded. Photos and feedback forms.
- Learning and teaching of SHANARRI indicators of wellbeing across the school - Use of wellbeing webs to monitor pupil's perception and view of their wellbeing (assessed termly)
- Upskilled staff through training and CLPL opportunities
- All staff completed [Place 2 Be Mental Health Champions Foundation Course](#) April 2021, and have built on this through completion of the CYPMHW modules from the Scot Gov. Whole School Approach Framework.
- All staff completed [Respect Me training](#) - April 2021 and this supports a restorative culture for resolve.
- Mentally Healthy Schools Audit completed. Decision made to not pursue fee paying award but use the content of our findings to improve our HWB offer and respond to our local context – i.e. become a school of sanctuary for anyone seeking sanctuary.
- Open sessions for family engagement (4 per year with a focus on core areas plus free choice of learning sharing) in sync with Learning Pathway focus for learning.
- Exit polls allow for parent/carer voice to be heard and actions put in place in response/justifying.
- Photographs and hard evidence of pupil feedback for S&Q and SIP.
- Digital "How was your Lochardil Experience" QR code posters generated for feedback from visitors to enable community/partnership voice
- [Review of SHANARRI wheels – ensure use across all classes, developed and modified to make them more appropriate for each stage - also included in the assessment policy.](#)

- Audit of emotional health and wellbeing in our school and Survey of staff to gather opinions and expectations with regards to ethos, mental health, wellbeing and motivation in the workplace- Action points/handbook to address findings.
- “Bullying” /wellbeing survey created to gather children’s voice
- Staff support structure –
 - Buddies, Secret Friend, Peer Partners lists
- Embedded calendar of events for staff wellbeing to offer a range of activities to support mental health and wellbeing and promote a positive ethos.
- Staff HWB priority on every Inset and its evolution over time.
- Development of HWB tracker/assessment - including pupil voice. Whole school approach framework.
- Have provided opportunities for partnerships to support the mental health and wellbeing of our wider school community, engagement annually with ‘Million Minutes’ campaign by Good Morning Britain, and ITV Time to talk, to raise awareness of loneliness particularly in the elderly, and commitment of time as a commodity.
- PEF targeted supports
- Covid Recovery Teacher with focus on literacy for targeted groups
- Digital Resources suitable for range of learning styles
- Talk for Writing - more inclusive as provides scaffolding for individuals
- Literacy Policies that are reviewed and up to date to meet the needs of learners
- Peer Visits - on quality learning and teaching
- KAT - next steps identified for individuals and reviewed
- Parents/Carer Interview - follow up
- Form 1s & Child Plans, IEP.,
- Risk Matrix, SEEMiS, ASN spreadsheet
- IDL planners to make explicit opportunities for learning about equality and diversity. Photographs, press articles on active engagements in the community i.e. Climate Change rally for COP 26, and participation in 1st Interfaith service to be held in Inverness Cathedral and the celebration as part of Heartstone project.
- OoSC registers, plans, floorbooks, in action.
- CSW support for individuals and small groups to support exploring emotions and self-regulation.
- Counsellor support for P6 & P7 pupils to access as part of the Scottish Government initiative.
- Medical protocols in place and adhered to. Training for specific conditions undertaken.

Question 3

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

- Implement key actions from all 3 awards evaluation reports. See reports for detail.
- Appoint new PEF PSA.
- Build in opportunities for discussion/communication with partners and PEF PSA.
- Improved access to support from other professionals in line with GIRFEC e.g. Health and Social Services.
- Mindfulness practice and use of Calmer Classrooms resource to be used in all classes.
- Culture, Diversity and Community Survey is in progress and ready to share with parents/carers.
- Staff wellbeing survey to be shared.
- Share and develop ownership of the Health and Wellbeing - emotional and social wellbeing planner/tracker to be used to effectively ensure all Es & Os are being planned, implemented and evaluated robustly throughout the child’s Lochardil learning journey.
- Improve use of SEEMiS to full capacity to track individuals.
- Continue to promote the use of the Safer Schools app across the school and wider school community.
- Plan Family Learning event to share learning on keeping young people safe online and risk awareness.
- Build capacity for eradicating racial literacy and unconscious bias within our curriculum and learning and teaching, through upskilling staff and continued engagement in school of sanctuary outcomes.
- Rebuild relationship and engagement with ‘Football Memories’ group at ICT FC and Alzheimer’s UK charity.

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**

5 Very 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**

5 Very 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?

- Our learners are making good progress with learning despite the impact of Covid-19 on everyone. Our strengths lie in Reading, and Listening and Talking. Areas for development are Writing, including increased opportunities to write to rebuild evidence, and Numeracy i.e. word problems, real maths including time and money, and also engaging with graph work in a different context than maths.
- Attendance is fairly high (lower than previous year but justified given the continued interrupted learning as impact of Covid-19).
- No exclusions.
- Our professional learning communities i.e. working groups or wider ASG links, have proven a positive group for evoking change, and providing support for each other.
- Policies, planners, trackers and frameworks provide structure.
- Pupil Voice is strong to contribute to sharing views on their learning and pathways. Participating in decision making empowers the learners to voice their thoughts and feel the benefits of the changes made if appropriate.
- Quality Learning & Teaching
- Peer visits focus on observing learning and teaching qualities.
- Consistent use of Highland Council's approach to profiling and reporting.
- Robust data systems are in place to track individual, group, class, cohort, whole school trends.
- We continuously seek to improve attainment for individual pupils and groups, with increased attainment as a results.
- We use latest advice and research, linking next steps to authority and Education Scotland priority agenda.
- Transitions are smooth with clear and detailed sharing of information to ensure effective progression in pupils' learning.
- SMT address attainment concerns weekly on the agenda under NIF headings, and support staff and set future improvement agenda. As a school we offer many in and out of school activities that pupils can access through choice. Achievements are celebrated.
- We have built on our collection of data gathered over the past number of years to provide a picture of progress and attainment over time.
- **Use of development overviews regularly identifies strengths and areas for development. Shared regularly with parents/carers, and stepping stone targets created for improvement.**
- We have managed to sustain fairly high levels of attainment for the majority of our learners despite interrupted learning over the last 2 years.
- We have a high standard of engagement and achievement for almost all pupils, participating in various learning and activities to enhance skills, sense of belonging, and collective success.
- We have very high standards of achievement in relation to Global campaigning and have used such to raise attainment of those pupils finding literacy and numeracy skills a challenge.
- Individual and collective achievements are celebrated. We are an achieving school with talented young people recognised when participating in local/national events.

Question 2

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

- Lochardil Data Dashboard – live or snapshot in time. All key data as mentioned previously including - SNSA, ACEL, Progression on trackers is recorded. Allows for trends to be studied and interventions to be implemented as soon as possible.
- Graphs of info.
- ASG moderation dialogue
- Stage moderation – KATs and Peer observations
- KATs
- Feedback from campaigns and the positive impact they have made.
- Our most disadvantaged children are now robustly tracked and they are showing improvement in an upward trajectory, however a number of these pupils are still not on track with learning and attainment in line with CfE.
- PEF plan addresses equity barriers.
- Our data correlates between sources suggesting more confident professional judgement by teachers.
- Wow walls, Google Classrooms, Celebration assemblies monthly, Star of the month certificates, individual class awards.
- [Newsletter celebrates achievements.](#)

Question 3

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

- Staff involved in analysing data to identify needs and high achievers to target interventions and support.
- Encourage staff, and upskill, to be able to analyse own data more regularly and plan interventions to cause improvement and raise attainment.
- Continue to moderate across the curriculum. ASG moderation numeracy focus.
- Continue to raise attainment in all curriculum areas. Start tracking other curricular areas also.
- Record data dialogue conversations again, and ring fence tracking meeting time rigorously.
- Improve measuring of interventions impact and review at key points.

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**

4

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**

4

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?

- Robust framework of vision for a better world and priorities used to focus continuous improvement with a commitment to Vision 2030 and entitlement to Learning for Sustainability.
- Our learning and purpose when developing our curriculum is based on the 4 Cs – Culture, Curriculum, Campus and Community. Using this structure, we have found that any thing at all relating to education, needs of the children or families, and bureaucracy of the profession, can be placed within one of these categories and implemented if it is going to lead to positive outcomes or destination for our young people. It is rooted in achieving the Global Goals and making a positive impact on the world for our generation and generations to come.
- Strategic overview that makes clear the structured planning and assessment framework.
- Clear, relevant, easily accessible policies.
- Goggle Classrooms for every class from ELC – P7
- Opportunities for wider learning and engaging in experiences to create memories/ reinforce learning – on and off campus supported by community links/businesses/parents/carers.
- Learning Pathways in Literacy, Numeracy, HWB, IDL and using LfS as a context for taking active citizenship, are strong.
- Our geographical location and access to opportunities off site, particularly given the rising costs of living.
- Learning outdoors has been a developing area of our curriculum.
- Consistent approach to Learning and Teaching and all Pathways are accessible to teachers.
- Social media sharing of the curriculum in action - Blog/Twitter
- Risk Matrix/Lochardil Data Dashboard
- Learning Pathways are clear, consistent, and include all stakeholders voice, with review and development part of the cycle. Opportunities to deviate from the typical pathway offered through HC are available through strong community partner relationships and valuing each other's strengths to contribute to the development and success of not only our own pupils but also that of others.
- We have many opportunities to experience DYW in action and to reflect on 'soft' 'essential' skills required for life and work. The 4 contexts for learning posters created during lockdowns 1 & 2, and also continued once back face to face make explicit the value of such skills, and importance of creativity and enterprise to sustain positive mental wellbeing.
- Protected collegiate time and agreed WTA to develop our curriculum and education offer.
- Weekly HT bulletin to staff encourages professional dialogue and learning and highlights the latest developments within education where classes can participate should it be relevant.

Question 2

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

- Lochardil Learning Pathways for every child
- **Personal Care Plans for every child**
- Lochardil Landscape overview reviewed June '22.
- Clear curriculum rationale, model, and structure Planning overviews, House diagram overviews, trackers
 - House overviews detailing curricular level overarching outcomes overview i.e. Early, First, Second (fluid throughout the level)
 - Year group/stage curriculum house overviews (compulsory focus for the identified year group)
 - Literacy & Numeracy planner trackers
 - Spelling tracker
 - HWB SHANARRRI tracker
 - IDL planners

- DYW skills overview tracker
- LfS overview
- Digital Citizenship planner/tracker
- KATs (Key Assessment Tasks now to be referred to as High Quality Learning Assessments) - next steps reviewed, pupil voice clear and engagement from all stakeholders.
- DYW skills tracker incorporated in IDL planner for classes. Individual skills tracked through KATs contributions, individual SHANARRI wheels, and 4 Contexts for Learning poster contributions.
- Individual SHANARRI wellbeing wheels
- Writing folders
- Pupil Passports – ASN specific and effective during transition
- Consistent resources across whole school provides consistency –
 - Emotion Works
 - Tree of Knowledge (Treehouse)
 - Sumdog
 - Nessy & Lexia, Toe by Toe (spelling support programmes)
 - Calmer Classrooms
- Weekly HT bulletins

Question 3

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

- Re-visit HWB and Expressive Arts/creativity Pathways to ensure progression across frameworks. Currently mapped through IDL.
- Transition from SHaRE to use of the RSHP resource to support us to build in and ensure more formal inclusion of LGBTQI+. Family learning engagement on this to ensure we are considering family views and supporting through a culture of change.
- Peer visits to continue to focus on quality learning and teaching but through the lens of learning outdoors/play pedagogy to increase engagement in these pedagogies and develop consistency throughout the school and inline with current theory for childhood development to raise attainment.
- Invest in play resources.
- Continue to engage in professional learning opportunities to develop understanding of Building Racial Literacy to promote equality and diversity; and, challenge any inequalities or forms of discrimination encountered.
- Purchase more reading material to widen variety for infants from ORT scheme, and also for across the school focusing on books written by people of colour.
- Focus on speech development through revisiting 'Words Up' programme and resources both within the setting and also through family learning opportunities.

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?

- Our parents/ carers support our school in many ways. There is good attendance at our Open session online and face to face, Parent/Carer Teacher meetings, Nursery and P1 Induction meetings, Curricular themed family learning events, fun events e.g. sports or expressive arts focused shows/days. Support for running opportunities such as Bikability or after school clubs is positive, and many parents/carers volunteer to support trips or learning off site.
- We have an active Parent Council who support the school with driving forward and implementing change, supporting the HT to access services or working through decisions made e.g. resource/funding related, and also support through fundraising and volunteering in a variety of ways.
- Staff and parents/carers typically have very positive relationships and open-door policy. Communication is clear between people, and they feel welcome and supported if there needs to be a solution found for any matter.

Question 2

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

- Positive attendance at meetings and events – register/exit poll contributions.
- Parent/carers voice – multiple opportunities to share thoughts, and have these recorded e.g. on Child's Plans.
- Community engagement calendar
- Parents/carers annual calendar of events
- Parents/carers feeling heard e.g. inclusion of ideas to improve Sports Days, mixed toilets query, access to resources to improve the decisions made at a higher level.
- Parent Council meeting minutes, joint events calendar, HT Reports termly.
- Through volunteer support, our children can access off site and additional onsite experiences to improve their learning and skill set.
- Partnerships with the wider community Inverness Caledonian Thistle FC, Highland One World (HOW) DEC, and Christian Culduthel Centre (CCC) extend our community reach and can impact on a wider field e.g. FairTrade footballs used at school and within the football training programmes as a result of campaigning for change. PEF implementation plan for Digital skills and improving literacy through football, has been planned, delivered and reviewed in order to ensure other schools can benefit from our creativity with purpose. Likewise for playground improvement projects i.e. build of wooden structures, mutually completed with Christian Culduthel Centre (CCC), has inspired others to use this route also.
- We seek advice and work closely with available partners to access specialist support and resources e.g. CSW.
- Any conflict or complaint is managed effectively using a solution focused strategy, and restorative approach if required, ensuring the child is at the centre at all times.
- Active global citizenship work within our school and community has reached far and wide over the years, and we continue to feel proud about the small ripples of change we have started to ensure improvement, or big impact we have had to make a difference and inspire others.

Question 3

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

- Consult parents/carers through Google form and during in person opportunities on what they would like support with for this session.
- Plan Family Learning engagement events targeting –
 - Curricular focus areas to jointly improve children's attainment and achievement, and **imaginative play in the Early years.**
 - Digital safety and technologies, and HWB themes.

Aspects from our awards feedback actions.

- Pupils to present and educate on our positive relationships policy and practise to support inclusion.

- Rebuild and strengthen community links to support over learning of skills through wider experiences, and making connections in, across and through learning.
- Make connections to improve our physical campus providing space for children and staff to work and feel valued, and aim to re-engage local community so the school campus can be a hub for learning for all.