

Standards & Quality Report

2022/23



Caol Primary School

HIGHLAND COUNCIL | GLENKINGIE STREET, CAOL, FORT WILLIAM PH33 7DP

Team Caol is **Ready**, **Safe** and **Respectful** to **Play**, **Learn** and **Grow Together**

Introduction: Local and National Context

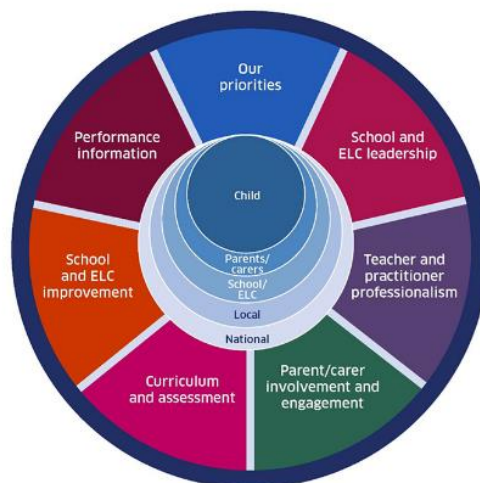
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity, and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views, and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

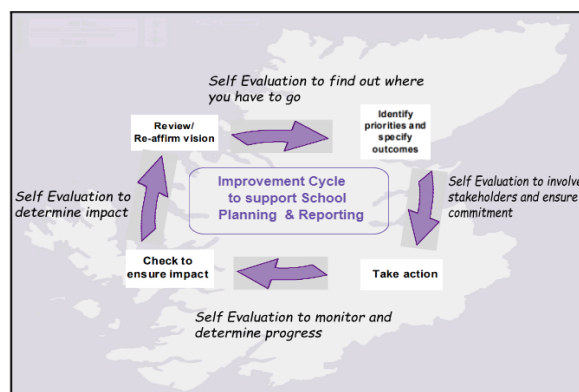
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop, and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sharon MacDonald
Head Teacher
Caol Primary School



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 93.6%	Average Class Size 25.3	Meeting PE Target Target Met
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Pupil Numbers 253 (+46 in nursery)	Teacher Numbers 13	Pupil Teacher Ratio 19.9
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N3 (7.7%)	N4 (7.7%)	P1 12.6%	P2 8.6%	P3 11.9%	P4 19.4%	P5 15.8%	P6 18.2%	P7 13.8%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 60-70%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 20-30%	No FSM 70-80%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Majority	Writing Majority	Listening and talking Most	Numeracy Majority
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The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision:

**Team Caol is Ready, Safe and Respectful to
Play, Learn and Grow Together.**



We identified the following 8 values as those which are most important to us:

Fairness	Friendship	Honesty	Inclusion	Kindness	Learning	Responsibility	Teamwork
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In order to achieve this, we will continue to build upon our positive working relationships with parents. Pupils and staff share a sense of belonging and a firm commitment to the school and we now want to extend this to the wider community.

After extensive consultation with staff, pupils, parents and the community we have a shared purpose which we have translated into our current school aims:

The aims of Caol Primary School are to:

1. *Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, kid and respectful towards each other.*
2. *Continue to evaluate and improve our curriculum, teaching, learning and resources using our Curriculum Plan and School Improvement Plan.*
3. *Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.*
4. *Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.*
5. *Continue to implement A Curriculum for Excellence striving for excellence in what we say, write, do and make.*
6. *Raise attainment by enabling our learners to be reflective and successful while we recognise and celebrate achievements in and out of school.*

Right **C** hoices
Fun **A** ctivities
Many **O** pportunities
Everyone **L** earning

We value the partnership between school, parents and community partners and the part it plays in realising our vision. This statement therefore applies to everyone who has a role to play in the provision of education in our school.

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Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1:

Raising Attainment And Achievement In Writing (Year 2)

Purpose:

We aim to provide high quality teaching and learning writing experiences based in research for all children which will result in the raising of attainment in writing and a greater sense of confidence and achievement.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Progress:

Content:

We have made very good progress in this area.

- ✓ Almost all teachers have completed 'Talk for Writing' training.
- ✓ Senior leaders have facilitated opportunities for distributed leadership through a Teaching Sprints approach.
- ✓ Teachers have worked collaboratively to develop, trial, and evaluate planning tools, writing standards, and a phonics progression to ensure there is consistency in teaching, learning and assessment approaches across the school.
- ✓ Staff have identified and purchased a progressive range of quality and engaging texts for reading aloud at each stage from Nursery to P7.
- ✓ All teachers ensure there is time to read aloud to their classes each week.
- ✓ All staff from P4-7 have completed Wraparound Spelling training and are using this approach consistently to teach spelling.
- ✓ In most classes, feedback to pupils is formative in nature and supports pupils to improve their writing.
- ✓ Almost all teachers have engaged in moderating writing with ASG partners using updated writing standards.
- ✓ All teachers meet with the headteacher to discuss and track pupils' progress termly. Pupils requiring further challenge or support are identified and interventions agreed.

Impact:

- ✓ All teachers feel their teaching has improved through embedding 'Talk for Writing' teaching, learning and assessment approaches. All teachers are more confident to share their practice in this area.
- ✓ All teachers have worked collaboratively to develop an updated Writing Policy to ensure best practice is shared and there is consistency across the school.
- ✓ All children experience a consistent approach to the teaching of writing which includes scaffolding at the imitation phase and develops greater learner independence at the innovation and independent stages.
- ✓ All children are regularly exposed to a wide range of engaging and high-quality texts during literacy sessions. As a result, most pupils have improved their use of vocabulary in writing.
- ✓ Almost all children have reported an increase in their confidence and motivation to write using the 'Talk for Writing' approach.
- ✓ Almost all children have made progress in spelling and are increasingly proficient in using spelling rules to encode unfamiliar words.
- ✓ Almost all pupils have made significant progress in their learning with the majority of pupils attaining the relevant level for their age and stage.
- ✓ Pupils with additional support for learning needs have been identified and supported through imitation approaches, interventions and/or differentiated tasks. Pupils requiring further challenge are encouraged to enhance their writing using more complex techniques.
- ✓ Almost all teachers feel more confident using their professional judgement to determine achievement of a level. Moderation experiences have extended teacher networking opportunities across the ASG.

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Next steps:

1. Sampling of pupils' written work shows that we need to focus on handwriting and presentation to ensure pupils develop a legible, fluent writing style.
2. Children would welcome opportunities to develop touch typing and word processing skills.
3. Develop a standard writing tracker to ensure consistent tracking across the school.
4. Develop a more strategic approach to monitoring improvement for all SMT and teachers to observe colleagues' practice.
5. Share practice with ASG colleagues by sharing resources in our ASG Shared Drive and by sharing practice around the updated Writing standards.
6. Engage in an Education Scotland project relating to 'Tools for Writing' for P4 and P5 cohorts and teachers.

School Priority 2:

Raising Attainment And Achievement In Reading (Year 1)

Purpose:

We aim to provide high quality teaching and learning reading experiences based in research for all children which will result in the raising of attainment in reading and a greater sense of confidence, fluency, understanding and enjoyment.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Progress:

Content:

We have made good progress in this area.

- ✓ Almost all teachers have completed 3 sessions of 'Talk for Reading' training.
- ✓ Teachers have completed an audit of their current practice in the teaching of reading.
- ✓ Teachers have completed an audit of our reading resources; short novels and decodable readers have been purchased.
- ✓ A working group of teachers have developed a school phonics progression and have identified and shared intervention resources.
- ✓ Our DHT has created Phonics Intervention packs and resources for every class for use if interventions are needed.
- ✓ Infant staff have identified an appropriate reading scheme and phonics resource which will ensure consistency of approach and support teachers to manage their workload.
- ✓ All pupils have improved in their reading with the majority of pupils working at the relevant stage for their age.
- ✓ All teachers meet with the headteacher to discuss and track pupils' progress termly. Pupils requiring further challenge or support are identified and interventions agreed.

Impact:

- ✓ 'Talk for Reading' has been identified as an approach which we will utilise going forward with a focus on reading culture, learning to read, and learning to comprehend. Almost all staff were reassured that much of this approach is already in our current practice.
- ✓ All staff in P1-3 are committed to the systematic teaching of phonics and teachers in P4-7 recognise the importance of phonics for learners with persistent literacy difficulties.
- ✓ Teachers and support staff have identified that supporting learners to build stamina in their ability to focus and concentrate is a priority.
- ✓ All children are regularly exposed to a wide range of engaging and high-quality texts during literacy sessions. Vocabulary is a key focus with pupils learning and using new words. Transference of skills is apparent with the majority of learners using new vocabulary in their writing.
- ✓ All children have access to our local library for borrowing books to read for enjoyment. Each class visits the library fortnightly.
- ✓ Almost all pupils have made significant progress in their learning with the majority of pupils attaining the relevant level for their age and stage.

Next steps:

1. Purchase, use and evaluate a phonics scheme to support P1-3 staff workload in relation to teaching and assessing phonological awareness.

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2. Research teaching and learning pedagogies which will support learners to develop their working memory, focus and attention and awareness of themselves as learners.
3. Identify key times of year for baseline assessments in phonics for all P1-3 pupils and learners in P4-7 with persistent literacy difficulties.
4. Update our Reading Policy to ensure a consistent evidence-based approach to the teaching, learning and assessment of reading.

School Priority 3:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment (ASG Project)

Purpose:

We aim to support teachers to develop their knowledge and understanding of the Moderation Cycle and to increase staff confidence using professional judgement to determine Achievement of a Level.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Progress:

Content:

We have made good progress in this area.

- ✓ Almost all teachers have engaged in moderation activities with ASG colleagues this session.
- ✓ Our QAMSOs have supported colleagues' understanding of the Moderation Cycle through professional discussion.
- ✓ Updated writing standards have been used to assess writing to determine where pupils are within a level as well as achievement of a level.
- ✓ ASG colleagues have created a High-Quality Assessment Task collaboratively.
- ✓ By facilitating opportunities for ASG colleagues to moderate, stage partner networking groups have been established.
- ✓ A Shared Drive ensures there is an organised space for ASG colleagues to share high quality assessment tasks and resources.
- ✓ We have established an Assessment Calendar to ensure pupil progress is monitored and tracked through baseline assessments for phonological awareness, reading age, spelling age and numeracy.
- ✓ Termly Pupil Progress meetings with class teachers and the headteacher have taken place.

Impact:

- ✓ Almost all teachers have increased their confidence when engaging in moderation activities.
- ✓ Feedback from moderation sessions has indicated that teachers are confident with learning intentions and success criteria. They have requested more time to plan collegiately with stage partners for learning, teaching, and assessment purposes.
- ✓ Updated writing standards have been trialled and tweaked based on feedback from staff.
- ✓ Opportunities to meet with ASG stage partners has resulted in increased visits to/from other schools and increased professional dialogue.
- ✓ A means of sharing resources and assessments across our ASG has been established. There are opportunities for working parties and leadership roles across the ASG.
- ✓ Utilising an agreed ASG Assessment Calendar ensures consistency in approach across all ASG schools.
- ✓ Termly Pupil Progress meetings ensures pupils requiring interventions are identified quickly and progress monitored. Teachers are increasingly aware of the key data related to their class and our school as a whole.

Next steps:

1. Trial our Assessment Calendar and evaluate the impact on learners.
2. Investigate SOFA assessments for P2, P3, P5 and P6.
3. Utilise QAMSOs to lead future moderation projects.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We were allocated £46 550 for session 2022-2023 and utilised our funding to pay for 3 members of staff: a CSW (17.5 hours per week), a PSA (25 hours per week) and a Nurture PSA (20 hours per week).

Our PEF Plan 2022-2023 focussed on:

- 1. Nurture Support** – *targeted support to support pupils' readiness for learning with a focus on regulating emotions and the development & sustenance of positive relationships with peers.*
Pupil feedback was favourable with 86% of pupils indicating their self-esteem was the same or better than it had been before attending nurture. 95% of pupils attending indicated that nurture sessions have helped them with understanding their emotions, solving problems and friendships.
- 2. CSW Support** – *individualised support to deal with anxiety, bereavement, emotional regulation, and family issues.*
This continues to be a positive and effective intervention for our pupils and families. We have been able to offer Family Learning Sessions relating to 'Raising Children With Confidence' with social work partners this session which has been a supportive and informative experience for the parents involved. Going forward, we will survey parents to identify barriers. Decider Skills have been helpful for some pupils and staff, and we are keen to develop a greater consistency across our ASG in session 2023-2024. Restorative conversations are an ongoing focus with staff confidence being a priority.
- 3. P4-7 Numeracy** - *targeted numeracy interventions to build speed and accuracy.*
Our plan was unsuccessfully carried out due to time pressures and significant staff absence. Despite the pressures, we have seen 1/3 of our targeted pupils increase their SPP level this session which can be attributed to increased opportunities to practise speed and accuracy of mental calculations in class. P4 and P7 ACEL results show an improvement of a minimum of 10% and there has been similar improvement across almost all cohorts.
- 4. P1-7 Phonological Awareness** – *targeted teaching to improve recall, segmenting, blending.*
All pupils are engaging in increased exposure to phonics teaching and learning experiences through Emerging Literacy lessons, Phonics lessons or Wraparound Spelling sessions. We have identified decodable books for P1-3 for next session and purchased short novels for pupils at the early stages of Second Level. This will be an ongoing area to develop through our SIP in 2023-2024.

Wider achievements

Coileanaidhean nas fharsainghe

This session, we have increased our partnerships within the local community to ensure our children participate in local competitions, sporting events, outdoor learning opportunities and engage with local businesses and education establishments through:

- ★ Transition events for P7s moving onto secondary school, our annual Move Up day and P1 Transition afternoons
- ★ P6s and P7s attending Newton Room sessions, and P1-5 pupils attending Generation Science sessions
- ★ Active Schools events including our local cross-country competition, basketball festival, badminton festival, rugby festival, inter-school sports and swimming gala
- ★ Extra-curricular sessions including choir, football, shinty, netball and dance sessions

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- ★ Local competitions including the Lochaber Music Festival, Dance Platform, sports tournaments for shinty, netball and football, the Lochaber Agricultural Show, the Lochaber Mountain Festival writing competition, and Inverlochy Primary School's Maths Bee competition
- ★ Outdoor learning sessions for all classes delivered by our P6/7 teacher
- ★ Hopscotch days for our P7 pupils and a 2 night/3-day residential experience
- ★ Swimming lessons for all P6 pupils
- ★ Hydrotherapy sessions for pupils with additional support needs
- ★ Room 13 art sessions including art interventions for targeted pupils
- ★ Family Learning Sessions relating to 'Raising Children With Confidence' to support families
- ★ Leadership sessions for P6 and P7 pupils delivered by Active Schools Coordinator and Highlife Highland staff
- ★ P7 Outdoor Business Day organised by West Highland College Outdoor Adventure Students and Tutors
- ★ Community cafés, fundraising events including Caol's Big Walk, charity days organised by pupils and committee groups
- ★ Visits to local businesses during our annual Money Week
- ★ Performing at our annual Christmas Concert and at Caol's Got Talent

Wider achievements are celebrated through monthly 'Celebrating Success' Assemblies, our social media pages, and newsletters.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

School is special because you get to play and make friendships - Corey (P1)

We are grateful for all the life skills and PE activities which are presented to us in a fun way. This helps us to grow as a person and to give us ideas for our future careers. Ciaran P6

In our school we have lots of opportunities to take part in fun activities and we are all treated fairly. Josh P6.

We like it when other teachers do observations of our class and we can prove how good we are. (Jessica P5)

All pupils and staff are always respectful to everyone in the school, by being polite and using good manners. We respect our building and equipment and resources. Fergus P6

"I have found the talk for writing training incredibly useful and have enjoyed implementing the strategies with the class. Pupil confidence in writing has increased and pupils are developing the ability to build upon their previous learning and are applying their knowledge in their writing with increasing confidence and frequency. A little and often approach to writing with many opportunities to practise core spelling and phonics strategies has been essential." – Teacher

"Time working with colleagues from other schools is useful and reassures me about my practice." – Teacher

"CSW support has been very important to members of my class. All of our children are still working to overcome the impact of the pandemic. Coupled with the stresses of a cost-of-living crises, our children need support - not just academically but emotionally, too. The CSW support has targeted those at most need, and the impact on those pupils has been profound. Again, from August until now they are totally different in their self-belief, their work ethic, their social skills. They have found their voice and their spark

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again, and I really do feel that without that CSW support this will not have happened.”
– Staff member

“As always, it has been a pleasure to cover classes at Caol Primary. You have a wonderful school, and Team Caol is second to none.” – Supply Teacher

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Improving Attainment in Reading (Year 1) and Writing (Year 3)
2. Improving Learning and Teaching (Year 1) – ASG Focus
3. Improving Learner Participation

Planning ahead

A’ planadh air adhart

Full details of the school’s 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://caolprimary.wordpress.com/> or by contacting the school office.

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