

STANDARDS & QUALITY REPORT

2022/23



DRAKIES PRIMARY SCHOOL AND ELCC
HIGHLAND COUNCIL | DRUMOSSIE AVENUE, INVERNESS. IV2 3SG.

Introduction: Local and National Context

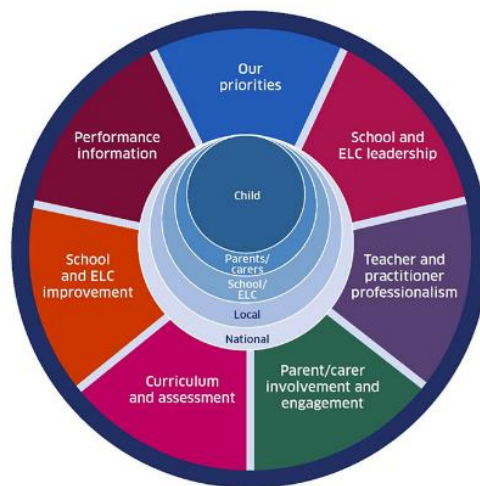
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Scott Callander
Head Teacher
Drakies Primary School & ELCC

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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 94.35%	Average Class Size 25.7	Meeting PE Target Target Met
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Pupil Numbers School: 232 ELCC: 48 Total: 280	Teacher Numbers ASNT – 0.1FTE CCR – 0.5 FTE Class – 9.0FTE Leadership Time – 1.7FTE	Pupil Teacher Ratio 20.5
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N3 22 children 7.86%	N4 26 children 9.29%	P1 29 children 10.36%	P2 29 children 10.36%	P3 27 children 9.64%	P4 34 children 12.14%	P5 38 children 13.57%	P6 32 children 11.43%	P7 43 children 15.36%
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SIMD Q1¹ 0-10%	SIMD Q2 10-20%	SIMD Q3 0-10%	SIMD Q4 10-20%	SIMD Q5 60-70%	Unknown 0-10%
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ASN² School: 36.2% ELCC: 12.5% Total: 32.14%	No ASN School: 63.8% ELCC: 87.5% Total: 67.86%	FSM³ 75% (All ELCC – P5, plus some in P6 & P7)	No FSM 25%	EAL⁴ School: 12.07% ELCC: 8.33% Total: 11.43%	No EAL School: 87.93% ELCC: 91.67% Total: 88.57%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most 79.25%	Most 77.36%	Almost all 93.4%	Most 77.36%

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

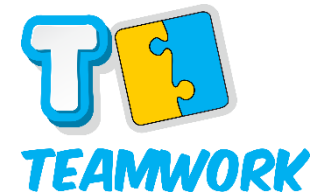
Lèirsinn, luachan agus amasan na scoile

Vision

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all.

Values

- Respect
- Kindness
- Safety
- Inclusion
- Determination
- Teamwork



Aims

- To provide a supportive, caring and health promoting environment in which children, parents and staff are valued and can work together in partnership.
- To provide a creative curriculum which meets the needs of all children and where children are challenged to raise their attainments and achievements to the highest possible standards.
- To ensure that children's personal development and health and wellbeing needs are fulfilled through collaboration of staff and other professionals.
- To equip children with a lifelong culture of motivation, creativity and ambition in order to prosper in a changing society.
- To encourage tolerance and respect for others and their beliefs so that our children become responsible future citizens.
- To foster in our children a growing sense of responsibility for themselves and others, for their school, their environment and community.

Our Children's Aims - We would like to:

- Achieve our Gold Rights Respecting Schools Award.
- Ensure that everyone is included by recognising people who go above and beyond.
- Ensure that there are many extra-curricular activities for children of all ages.
- Ensure that learning is engaging and fun for everyone.

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:

Continued recovery from the impact of Covid-19, with a strong focus on the Health and Wellbeing of all of our children.

Purpose:

Last session (2021-2022) we made great strides towards our recovery from the impact of Covid-19. This project ensured that we continued to focus on our Rights Respecting School journey, addressing our children's anxieties and establishing exactly which children require support to improve their attitude towards themselves and towards school.

Progress:

- ✓ Almost all school staff attended a training input around trauma informed practice and developed a deeper understanding of 'The Promise' and 'The pinky promise' documents.
- ✓ All classrooms (ELC-P7) created a 'Class charter'.
- ✓ Almost all children developed a deeper understanding of articles from the UNCRC through weekly lessons and during assembly each week.
- ✓ 9.3% of our P6 & P7 children attended our counselling provision.
- ✓ PASS assessment results supported discussion with parents and practitioners and also informed decisions about which children would benefit from attending our small scale nurture provision.
- ✓ 'EmotionWorks' is embedded in most classrooms.
- ✓ 11.6% of our school aged children attended our small scale nurture provision.
- ✓ Personal Care Plans in ELCC have been kept as 'live documents' and provide an accurate picture of each child's needs over time.

Impact:

- ✓ Good progress has been made in this project, with only a few next steps being identified.
- ✓ Almost all staff demonstrate skill in creating and maintaining a positive and nurturing environment, underpinned by our values, the UNCRC and 'The Promise'.
- ✓ Almost all parents/carers who completed our recent survey felt that their child was treated fairly and with respect (93.9%), that their child was safe at school (98%) and that their child likes being at school (95.9%).
- ✓ Almost all children are aware of the UNCRC and can recall some of the articles from it.
- ✓ Most children are aware that the rights of the child are unconditional.
- ✓ Almost all children who attended our counselling provision said that they felt the experience supported them through challenging times.
- ✓ As a result of our PASS assessment we established that most (81.5%) of our school aged children appeared to have a positive view about school. The same number of children appeared to have a positive view of their self-worth and/or confidence in learning. Most children (82.8%) felt prepared for learning. We were able to target and support those who had a negative view of themselves.
- ✓ The care and learning needs of all children in our ELCC are known by and supported by all ELCC staff. This was recognised during our inspection by the Care Inspectorate.

Next steps:

- 'EmotionWorks' should become embedded in all classrooms, including ELCC.
- Our small scale nurture provision should continue next session, allowing us to target children who require support with their wellbeing.
- Our counselling provision for P6 and P7 children should continue next session. Parents/carers should be aware that parents/carers and/or children may self-refer to the service.
- The 'Glasgow Motivation and Wellbeing Profile' (GMWP) will be used to explore how children view themselves and explore their emotions. Training will be provided for all staff in September 2023.
- We should strive to achieve our Gold Rights Respecting Schools Award by June 2024.

School Priority:

Enhance our curriculum, with a particular focus on enhancing our approach to interdisciplinary learning (IDL).

Purpose:

We were extremely focused on HWB, Literacy and Numeracy after returning from the Covid-19 lockdowns. We recognised the need to enhance our curriculum to make our learning offering more varied, more relevant to our context and more skills based. We aimed to ensure that all children explored all the Experiences & Outcomes in appropriate breadth and depth, with many of these opportunities involving play-based and outdoor learning.

Progress:

- ✓ Year one of our new approach to interdisciplinary learning (IDL) was launched and trialled in P2-7 this session.
- ✓ ['What a good lesson at Drakies looks like'](#) was created in collaboration with parents, children and staff. This document underpinned the classroom observations in term 3.
- ✓ Links to 'Talk for writing' story types have been made with most IDL topics.
- ✓ Training input was delivered linked to the play planning documents for 'Construction, Curiosity Corner and Creativity'. These documents and a play approach was trialled in P4-7.
- ✓ Almost all teaching staff attended 'Play to infinity and beyond' training provided by Strathclyde University.
- ✓ Focus weeks/days have been planned for year two of our IDL plan.
- ✓ All 1st and 2nd Level Experiences and Outcomes have been mapped, ensuring that all children will have opportunities to explore every Experience and Outcome during a three year IDL cycle.
- ✓ Our [Curriculum Rationale](#) was created and uploaded to our website..

Impact:

- ✓ Good progress was made in this project.
- ✓ All of our P2-7 children experienced meaningful, relevant and engaging IDL experiences through our new IDL approach.
- ✓ All of our P1 children experienced meaningful, relevant and engaging IDL experiences through play and outdoor learning.
- ✓ All of our P1-7 children will have opportunities to explore every 1st and 2nd level experience and outcome during a three year cycle.
- ✓ Our approach to play-based and outdoor learning for children in P1-3 is very good.
- ✓ Our curriculum rationale effectively demonstrates the totality of what is planned for our children at Drakies and effectively includes the views of our children, staff and families.
- ✓ All teaching staff, most children and a few parents are aware of 'What a good lesson in Drakies looks like'. All teaching staff demonstrated skills in certain aspects of this during the observed lessons in term 3.
- ✓ Through self-evaluation processes, we believe that the standard of our curriculum is good.

Next steps:

We would like our self-evaluation of our curriculum to increase to 'very good'. We will do this by:

- Ensuring that 'learning for sustainability' continues to be a prominent part of our curriculum. We can do this by strengthening our focus on our Polycrub, raised beds and outdoor space, ensuring that all children from ELCC – P7 are actively engaged in growing and harvesting our crops and actively engaged in Eco-Schools activities each session.
- Establishing stronger links with local businesses and members of our community and ensuring that children develop knowledge about and skills for work.
- Enhancing our approach to outdoor learning in P4-7 and ensuring that active-based approaches to learning become more prominent in P4-7.

Enhance our delivery of numeracy and mathematics

Purpose:

81% of our children in P1, P4 and P7 (combined) achieved the relevant level in numeracy and mathematics in June 2022, which was significantly higher than the average across The Highland Council. However, the teaching and assessment of numeracy and maths across Drakies was inconsistent. The purpose of this priority was to establish consistently high standards of teaching, learning and assessment of numeracy and maths at all stages leading to consistently high rates of attainment for all, especially those children for whom poverty may be a barrier to attainment and achievement.

Progress:

- ✓ A '[Numeracy and mathematics guide](#)' has been created and shared with all teaching staff.
- ✓ '[Numeracy and mathematics – an insight for parents/carers](#)' has been created and included in our Curriculum Rationale to ensure that the majority of our parents understand how numeracy and maths is taught and assessed at Drakies.
- ✓ We now have a consistent approach to assessment in numeracy and maths.
- ✓ We trialled the 'Scottish Online Formative Assessments (SOFA)' for numeracy in P6 this session and will embed these in P2, P3, P5 and P6 next session.
- ✓ We now have a consistent approach to track assessment and progress in numeracy and maths.

Impact:

- ✓ Good progress was made in this project.
- ✓ Attainment in numeracy and maths remained at a good standard - most children (77.36%) in P1, P4 and P7 and most children (78.88%) across the entire school (P1-7) achieved the expected level in numeracy and maths by June 2023.
- ✓ All teaching staff are clear about the expectations for the teaching of numeracy and maths which will lead to greater consistency across the school.
- ✓ All teaching staff have a shared understanding of what progression in numeracy and maths looks like.

Next steps:

- Maintain the good levels of attainment in numeracy and maths across the school.
- Analyse and track the results from SOFA assessments.
- Analyse and track the impact of the new 'Leckie and Leckie' assessments.
- Leadership Team to ensure that there are effective quality assurance processes in place to ensure that good or very good practice is evident in all classes in numeracy and maths.

Analysis of tracking data to inform Assessment and Moderation of Achievement across Millburn ASG.

Purpose:

This project was developed to achieve better consistency across Millburn ASG Primaries in terms of assessment, tracking and moderation of literacy, numeracy and health & wellbeing. Using a common tracking platform for gathering data and dashboard for analysis, teachers will identify areas of good practice and areas for development, moderate planning and assessment within year groups/ stages across the ASG and measure impact of changes.

Progress:

- ✓ All teaching staff accessed the new tracking format regularly to record and analyse data.
- ✓ All teaching staff moderated national assessment data with colleagues within the ASG.
- ✓ All teaching staff analysed trends in assessment data across the ASG and were curious about areas which children from Drakies performed well or less well in.
- ✓ All teaching staff moderated writing pieces and compared their judgements with the judgements of other teachers within Highland Council.

Impact:

- ✓ Good progress was made in this project.
- ✓ All teaching staff demonstrate skill in recording and analysing attainment and assessment data.
- ✓ All teaching staff are curious about assessment data and use this to inform their judgements relating to attainment.
- ✓ All school aged children have robust attainment and assessment data for literacy and numeracy recorded for this session and the previous session. This is leading to teaching staff having more data available for each child when considering each child's attainment and next steps in their learning.
- ✓ Most children whose health and wellbeing assessment data highlighted that they had a poor view of themselves or school received targeted support from their teacher or through our small scale nurture group.

Next steps:

- We will utilise our tracking format to produce our 'Form 1' ASL paperwork.
- We will utilise our tracking format to produce our three sets of learning targets and email these to parents.
- We will engage in two ASG moderation events next session (Sept 23 and Feb 24). We will utilise our assessment and attainment data to support these events.
- All teachers should aim to improve their analysis of standardised assessments, ensuring that we drill down to establish trends, such as questions that have been answered very well or poorly by all.
- We will establish how to use our tracking format to record each child's responses to the Glasgow Motivation and Wellbeing Profile.

Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our additional PSA and additional reading resources that were funded through PEF have contributed to our good attainment in reading this session. We also achieved our PEF reading target this session which saw two of our identified children get back on track for age and stage and five other children make equal to or greater than 12 months progress this session. We have identified children who may be entitled to support from pupil equity funding who will also require targeted support for literacy and numeracy through PEF next session.

We are pleased that most of our P1, P4 and P7 children achieved the appropriate Curriculum for Excellence level for writing. Although we fell short of our aspirational PEF target in writing, one of our targeted children is now back on track for age and stage and five others made equal to or greater than twelve months progress this session. We remain hopeful that our attainment in writing will continue to improve as a result of our 'talk for writing' approach and as a result of our PEF plan for next session.

We fell slightly short of our aspirational PEF target in numeracy. However, we are pleased that most of our P1, P4 and P7 children achieved the appropriate Curriculum for Excellence level for numeracy. We are also pleased that one of our targeted children is now back on track for age and stage and another four of our targeted children made equal to or greater than 12 months progress this session. We previously purchased more relevant textbooks and targeted numeracy assessments through our PEF money and we are confident that we have capacity to improve attainment in this area as we continue to embed these new resources and our new approaches.

Wider achievements

Coileanaidhean nas fharsainghe

- Our ELCC received an extremely positive inspection report from the Care Inspectorate. The report can be reviewed by clicking [here](#).
- We received reaccreditation as a 'Cycle Friendly School'. You can find out more about the award by clicking [here](#).
- We maintained our status as an Eco Schools Green Flag holder, an award that we've held since 2016.
- Almost all of our children (ELCC – P7) experienced a live performance at Eden Court this session.
- Almost all of our children (ELCC – P7) had the opportunity to perform in front of a large audience this session.
- Almost all of our school aged children participated in a performance at one of our Community Cafes.
- Almost all of our P7 children attended a week long residential experience at Alltnacriche Outdoor Centre.
- All of our P7 children had an opportunity to organise and lead a Community Café for members of our community.
- A few of our school aged children had the opportunity to participate in the Millburn Cup, the Baillie Cup and the Cross Country competition.

Comments from learners, families, stakeholders and staff

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

We value the continued support, views and comments from our children, families, stakeholders and staff.

- Our families engaged in a detailed survey in February 2023. The summary of this feedback can be found by clicking [here](#).
- We engaged with our children, families and staff regarding thoughts around what makes a good lesson/session at Drakies. The information we gathered is now used to inform good practice at Drakies and will form the basis of a priority in our School Improvement Plan next session. 'What a good Drakies lesson looks like' can be accessed by clicking [here](#).
- We engaged with our children and families to create our [Curriculum Rationale](#), particularly around the question 'What makes Drakies unique/special?'

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	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very 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

- Invigorate teaching and learning across the curriculum. (P1-7 priority)
- Enhance our ability to provide motivational learning provocations and our ability to plan for and record responsive learning. (ELCC priority)
- Review and enhance our curriculum. (P1-7 priority)
- Ensure that the rights of the child (UNCRC) are embedded, understood and fundamental to everything we do at Drakies. This will lead to us achieving our Gold Rights Respecting Schools Award. (ELCC - P7 priority)

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, by clicking [this link](#), or by contacting the school office.