

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2022/23

LAIRG PRIMARY SCHOOL

**Lairg Primary School**

HIGHLAND COUNCIL | MAIN STREET, LAIRG, SUTHERLAND IV27 4DD

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RESPECT EACH OTHER – treat others how you want to be treated

RESPECT LEARNING – work hard, achieve goals, determined mindset, try our best at everything we do

# Introduction: Local and National Context

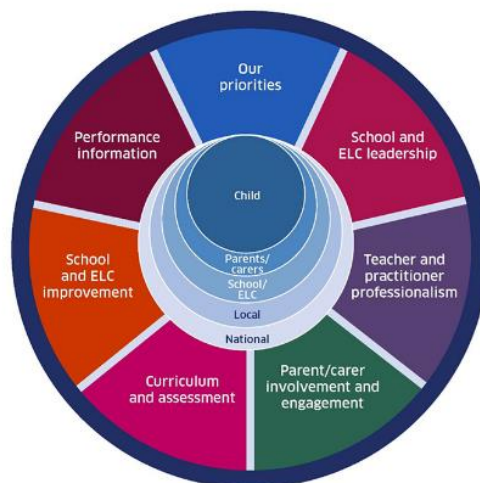
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

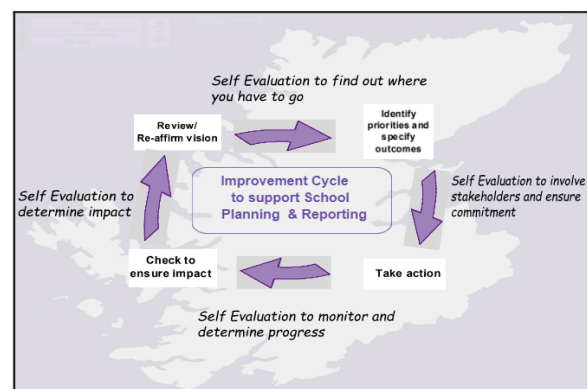
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.**

*Lesley Morrison  
Head Teacher  
Lairg Primary School*



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## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.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.

<b>Attendance</b> 91.44%	<b>Average Class Size</b> 16.7	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> (inc nursery) 52 (+17)	<b>Teacher Numbers</b> 4	<b>Pupil Teacher Ratio</b> 13.1
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<b>P1</b> 10%	<b>P2</b> 12%	<b>P3</b> 16%	<b>P4</b> 12%	<b>P5</b> 20%	<b>P6</b> 18%	<b>P7</b> 12%
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<b>SIMD Q1<sup>1</sup></b> 0%	<b>SIMD Q2</b> 0%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 100%	<b>SIMD Q5</b> 0%	<b>Unknown</b> 0%
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<b>ASN<sup>2</sup></b> 40.38 %	<b>No ASN</b> 59.62 %	<b>FSM<sup>3</sup></b> 23%	<b>No FSM</b> 77%	<b>EAL<sup>4</sup></b> 5.8%	<b>No EAL</b> 94.2%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b> Most	<b>Writing</b> Most	<b>Listening and talking</b> All	<b>Numeracy</b> Most
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We have had no exclusions this year.

Lairg Primary School is in a rural setting serving the local community in Sutherland.

There are 17 children attending the nursery school.

The headteacher has overall leadership responsibility for Lairg Primary School and Rosehall Primary School. The headteacher is normally supported by a principal teacher but she is on maternity leave. Staff and children from both schools work together regularly.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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At Lairg School, pupils, staff, parents/carers, and community partners work together to:

- create respectful and responsible pupils
- provide learning experiences that helps us achieve as much as we can and beyond

#### OUR SCHOOL AIMS:

We aim for all children to:

- Become resilient
- Have the courage to keep trying
- Become valued members of our school, our community, and our world
- Know that we are all important, unique, and equal.
- Be included and nurturing
- Be kind, supportive and helpful

#### SCHOOL VALUES:

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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:

### Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose: This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks

#### Progress:

- ✓ HT has attended training in QAMSO and has shared with staff and Associated School Group (ASG)
- ✓ Staff have attended cluster and ASG moderation events and they understand a quality body of evidence is used to support assessment judgements and decisions.
- ✓ Staff have used time to moderate High Quality Assessments (HQA) and writing in their Working Time Agreement and all teachers find the process worthwhile
- ✓ Staff share their HQA termly in digital profiles with parents and receive feedback.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Observations through learning visits show greater consistency in the effective teaching of writing and it is evident that teachers understand the moderation cycle.
- ✓ Collegiate working is evident in the moderation process across the cluster and becoming more evident across the primary (ASG)- teachers become more confident.
- ✓ Teachers use a range of different assessments to measure children's progress across the curriculum.

#### Impact:

- ✓ Increased knowledge of Assessment and Moderation strategies.
- ✓ Impact on Pedagogy and use of High-Quality Assessments.
- ✓ Able to identify in a clear plan - where we are now, where we want to get to and how we are going to do it.
- ✓ Staff have increased confidence in submitting ACEL judgements which are linked to both ongoing and standardised assessments.
- ✓ Moderation processes is consistent across the school, ASG and LA. They work effectively with colleagues across the learning community to moderate standards
- ✓ Consistent judgements are given based on an increased understanding of data.
- ✓ Benchmarks are used as the tool to guide assessment and moderation discussions across the Authority.
- ✓ Attainment in both Literacy and Numeracy is increasing.
- ✓ Attainment meetings are meaningful and are used to target interventions.
- ✓ Teachers share the learning process; HQA and are engaging parents with their children's' learning.

#### Next steps:

- ✓ We need to continue to improve assessment and moderation strategies and embed this practice across the ASG.

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- ✓ We will continue to include moderation in our WTA with our ASG to ensure standards.

## Vision, Values and Aims

**Purpose:** Our Vision, values and aims are outdated. The children no longer identify with them as they were created by previous pupils before COVID.

We want our aims to be ambitious and challenging; promoting equality, diversity and inclusion.

### Progress:

- ✓ The vision of the school is ambitious and focuses on improvements in outcomes for all.
- ✓ Learners are supported to understand the vision aims and values through the four contexts for learning.
- ✓ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.
- ✓ Staff are committed to change which has resulted in improvements for learners.
- ✓ Class teachers worked with each class to create a class charter
- ✓ Parents were asked for their opinions through surveys and on open days.
- ✓ A pupil working group was set up to collate the information and create our Vision, Values and Aims.
- ✓ All staff were involved in the process in their Working Time Agreement.

### Impact:

- ✓ Improved behaviour due to shared core values.
- ✓ Awareness-of values, shared language embedded.
- ✓ Knowledge of how core values impact learning experiences.
- ✓ Attitude to learning improves-‘can do’, the power of ‘YET’.
- ✓ Skills-based HQAs, children progress on skills planner.
- ✓ Motivations are high and children are very motivated to learn.
- ✓ Aspirations -a strong hope or wish for achievement or success is achieved.
- ✓ Behaviour-we recognise resilience in our children.
- ✓ Practice-promotion of good relationships.
- ✓ Decision making-all stake holders involved in processes.
- ✓ Relationships are very good at all levels.
- ✓ All stakeholders involved in the process.

### Next steps:

- ✓ We need to embed our Vision Values and Aims – school assembly, Right’s Respecting Schools, parental correspondence, and ethos of school.
- ✓ Learners need to understand the vision, aims and values through the four contexts for learning.
- ✓ Leaders at all levels should motivate and inspire others to sustain collective commitment to the shared vision through daily actions.

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## Improvement in Attainment in Writing

### Purpose:

This project has been developed in response to dips in attainment in writing after the covid and recovery period.

### Progress:

- ✓ Staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned CPD.
- ✓ Staff training has improved planning and given teachers confidence in writing lessons and assessment strategies.
- ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners
- ✓ Staff have created a new Literacy Policy.
- ✓ Staff training in writing has increased confidence in learning, teaching, and assessing writing and the moderation process.
- ✓ Most children and young people are attaining appropriate levels, and a few have exceeded these.
- ✓ Attainment levels in literacy is a central feature of the school's priority for improvement and we are raising attainment.
- ✓ Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
- ✓ The school's data demonstrates our current learners are making very good progress.

### Impact:

- ✓ Our writing policy is a working document created by staff encompassing our new knowledge.
- ✓ Students are succeeding due to the new Steven Graham writing program.
- ✓ Teachers are much more confident in teaching writing.
- ✓ Pupils are clear of their expectations in writing sessions.
- ✓ Reluctant writers are succeeding.
- ✓ We have a consistent writing program/ policy across the cluster
- ✓ Impact on Pedagogy and use of High-Quality Assessments.
- ✓ Awareness of language and how to become a better writer.
- ✓ Knowledge of parts of language.
- ✓ Motivated to write and understand the importance of the skill.
- ✓ Aspirations of becoming a writer.
- ✓ The teaching of writing is becoming more consistent across the school and ASG.

### Next steps:

- ✓ Consistent judgements will be given based on an increased understanding of data.
- ✓ Benchmarks will be used as the tool to guide assessment and moderation discussions across the Authority.
- ✓ We want to improve attainment in writing further.
- ✓ Spelling – we need to improve further, SIP session 2023-2024.

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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The Pupil Equity Fund was used to employ a Pupil Support Assistant (PSA). Targeted interventions were put in place to support with writing and spelling.

- ✓ The majority of pupils achieved 12/12 in phonological awareness in P1-3.
- ✓ Pupils are now more confident in rhyme production, awareness and detection, phoneme blending and phoneme segmentation.
- ✓ Games and activities through PSA supported and created interest and engagement in writing activities.
- ✓ The SNSA results for literacy at P1 show that all pupils in P1 are within the norm for their age.
- ✓ Class teachers report that the interventions-CPD Steven Graham writing has improved teaching and learning. The results of this training have been exceptional at all levels within the school.
- ✓ All pupils on track to achieve the expected level for their age at P1-3.
- ✓ Assessment and moderation amongst cluster and ASG improved because of training. Teachers feel more confident in the process.
- ✓ Most pupils are on track to achieve the expected level in writing for their age at P4-5.
- ✓ The SNSA results for literacy- writing show that all of the pupils in P4 are within the norm for their age.
- ✓ The SNSA results for literacy show that all pupils in P4 are at Band 7 for writing.
- ✓ All the pupils are on track to achieve the expected level for their age at P6/7.
- ✓ All of the pupils have increased their spelling age by 12+ months at P6/7.

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## Wider achievements

### Coileanaidhean nas fharsainghe

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Pupils have enjoyed the experiences that East Sutherland School's Sport's Association (ESSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School group promoting health and wellbeing and giving them access opportunities for participation in sport.

- ✓ Cross Country
- ✓ Scottish Dancing
- ✓ Football
- ✓ Basketball
- ✓ Badminton
- ✓ Bench ball

Volunteers have made huge changes in pupil's self-image by promoting a growth mindset and increasing their confidence in a variety of situations. They help our pupils increase and develop social skills and connect with people in their community thus increasing their self-understanding, independence, and confidence. With the help of our Active School's Coordinator, family links through parental engagement and community links we have had the opportunity run these clubs.

- ✓ Football
- ✓ Badminton
- ✓ Dancing
- ✓ Tennis

Parent volunteers in classes have also been a great help we are very lucky to have had many volunteers who support the school.

- ✓ supporting with cooking classes
- ✓ religion
- ✓ fundraising
- ✓ giving talks
- ✓ sharing knowledge

Local community groups have worked closely with the school and supported us;

- ✓ Lairg Gala Week- funding the very popular trip to Eden Court annual pantomime for P1-7 and the nursery visit to the Kyle of Sutherland Hub. It is the highlight of the year for our pupils.
- ✓ Lochview Rural Training Centre- helped outdoor learning. They advised us on planting and organised great activities for the children to do. P4-5 spent sessions, tidying up, planting and creating. Working outdoors has benefited the children greatly as it has enhanced their skills and knowledge. We look forward to celebrating National Children's Gardening Week.
- ✓ Lairg Library – pupil's visit the local library every term and Bookbug sessions are held regularly in the nursery.
- ✓ Lairg Crofter's Show-competitions and entering in the industrial tent.

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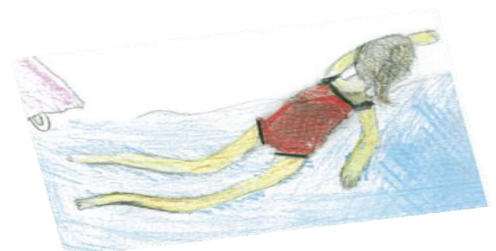
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The Newton Room in Dingwall offers our pupils education within science, technology, engineering, and mathematics (STEM). The teaching plans of Newton Rooms are called Newton Modules. The curriculum-based teaching is varied and focuses on learning through practical activities. Pupils in P6/7 have experienced visits here and pupils in P1-5 have been lucky to have sessions through a parent volunteer in school. Generation Science workshops and Dynamic Earth and the National Museum have inspired our younger pupils encouraging them to explore and understand the world around them with online sessions.

Our P6 Junior Leaders have worked over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

Kodaly and Fèis featured on our calendar. Kodaly is the idea that music should be a social and cultural experience. Kodály is musical education which teaches concepts, creativity, and collaboration for young children in nursery and P1-3. Fèis worked with P4-7 giving them the opportunity to participate in traditional music and Gaelic learning. The Fèis provides opportunities for learners to develop their skills and talent with the emphasis always on fun.

There were opportunities in our ELC for the children to learn about staying safe and healthy. Safe Strong and Free initiative is a programme of interactive puppet workshops which give the pupils strategies to use which will help them stay safe if they encounter bullying, an approach from a stranger or an unwanted/inappropriate approach from an adult they know. Childsmile is a national programme designed to improve the oral health of children.



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## Comments from learners, families, stakeholders and staff

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

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#### Parents

- I feel Lairg Primary stands for Kindness, Happiness, and Learning. :)
- I feel like Lairg has a great connect with parents no matter what the worry's it feels so welcoming for parents to come in and express those with no judgement.
- I feel this school is very open with its students and parents. Honesty & dedication.
- Lairg Primary is a safe, fun, and friendly place for my child to go and learn
- A great community-serving school with wonderful staff who are extremely hard working.
- Being a nurturing school
- A rural school that puts the well-being of the children first.

#### Pupils

- Being creative and having fun
- Competitions, football, and friends
- Learning
- Respected
- Amazing teachers
- I think it is good
- It is good and the sports teams are good and so are the competitions.
- I feel that Lairg primary reminds me of my friends and my learning.
- Helping with our learning
- Making school fun and interesting
- They teach us well and make sure we understand
- You help us learn new things, make new friends, and make sure we have a good education.

#### Volunteers

- Individual needs and diversity met. Good grounding.
- Personally, I've seen the children enjoy a range of activities based outdoors, sensory exploration, taking responsibility in growing & taking care of vegetables.
- You offer great variety in learning environments.
- Kids are well behaved, well disciplined. Great management and amazing support for parents and volunteers. Easy communication, always available, very trustworthy. It is a core and strength of Lairg community.

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## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Very good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

NIF Priority: Improvement in attainment, particularly in literacy and numeracy  
NIF Driver: Performance Information

NIF Priority: Improvement in attainment, particularly in literacy and numeracy  
NIF Driver: Curriculum and assessment

NIF Priority: Improvement in children and young people's health and wellbeing  
NIF Driver: School and ELC Leadership

## 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://lairprimary.wordpress.com/> or by contacting the school office on 01549 402345

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