

**Lochcarron Primary School and ELC**

HIGHLAND COUNCIL | STRATHCARRON, LOCHCARRON IV54 8YS

# 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

*Kirsteen Hotchkiss*

*Head Teacher*

*Lochcarron Primary School and ELC*

# 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.

<b>Attendance</b> 92.3%	<b>Average Class Size</b> 19	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 58	<b>Teacher Numbers</b> 3FTE	<b>Pupil Teacher Ratio</b> 1:19
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<b>N3</b> 33%	<b>N4</b> 45%	<b>P1</b> 10%	<b>P2</b> 16%	<b>P3</b> 12%	<b>P4</b> 22%	<b>P5</b> 8%	<b>P6</b> 16%	<b>P7</b> 16%
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<b>SIMD Q1<sup>1</sup></b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b> 28%	<b>SIMD Q5</b>	<b>Unknown</b>
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<b>ASN<sup>2</sup></b> 41%	<b>No ASN</b> 59%	<b>FSM<sup>3</sup></b> 3%	<b>No FSM</b> 97%	<b>EAL<sup>4</sup></b> 0%	<b>No EAL</b> 0%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Almost all	Most

**Gaelic Medium** 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Most	Choose an item.	Less than half

We have had no exclusions this year.

<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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Vision: 'Learning together for our future and the future of our world'.

Values: Kind Brave Respectful

Aims: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

### Literacy – Writing Focus

#### **Purpose:**

Developing consistency in learning, teaching and assessment of writing.

#### **Progress:**

Content:

- ✓ Curriculum and Assessment. – Headteacher and staff have engaged in a new Writing Programme, (Explicitly Teaching Writing by Steven Graham), to address the attainment gap in writing across the school. Writing continues to be a priority. We will work to develop new frameworks in session 23-24, embed strategies learned during Steven Graham Writing training undertaken in session 22-23, and embed clear progressive assessment strategies at all levels.

#### **Impact:**

- ✓ Class teachers (CTs) report that Steven Graham Writing training undertaken this session has provided clear, structured guidelines with regards to the teaching of writing. CTs have put their learning into practice within the classroom, which has led to positive outcomes for children; children have clear structures to follow and children previously reluctant to write have been able to. The head teacher is keen to embed and develop the teaching strategies further, to ensure excellence and equity for all.
- ✓ Staff and young people have engaged with the programme of 'Explicitly Teaching Writing'. Teachers are more confident in supporting all pupils within their class, with the teaching of writing.
- ✓ Staff are encouraged by the cross-curricular connections the writing structure is providing the children with – children can apply the structures and writing formats to other subjects.
- ✓ Dialogues with children demonstrate that they are applying the transferable knowledge learned – the CCR (Class Contact Reduction) teacher has observed this within her science lessons.

- ✓ Children with ASN can talk about what they want to say within their writing, and teachers are able to support them to achieve
- ✓ Teachers report that children who find it difficult to write, are writing more because they are using the structures provided; they are beginning to understand the different layouts and also what they need to include in their writing.
- ✓ In Gaelic Medium, children are encouraged to prepare in Gaelic then write in English and vice versa, using the structures provided by the Steven Graham Writing.
- ✓ Most children are taking ownership of their own improvement and development. This is evident in the new PLPs we introduced this year, where children can showcase their achievements both in and out of school. High Quality Assessments are also a key part of these folders.
- ✓ All pupils are encouraged to share successes, and these are regularly celebrated in assembly with the awarding of Head Teacher Awards.
- ✓ Satisfactory progress has been made in this area. Further work will be undertaken in session 23-24 to embed learning and develop the quality of children's writing.
- ✓ 10% of children in EM P4-7 increased their spelling level by 2 or more years  
60% of children in EM P4-7 increased their spelling level by more than 1 year  
10% of children in GM P4-7 increased their English spelling level by more than 2 years  
30% of children in GM P4-7 increased their English spelling level by more than 1 year

#### **Next steps:**

- ✓ Develop and embed moderation across ASG to inform planning and assessment of children and to determine achievement of a level. This will be an ASG School Improvement Priority.
- ✓ All teaching staff to take part in ASG writing moderation events in session 23-24.
- ✓ Open afternoons to be held in term 1 and 3 with literacy focus, to enable family learning and sharing opportunities to take place.
- ✓ Monitoring of writing samples by head teacher and principal teacher to be carried out at regular times throughout the year
- ✓ Staff to work with stage partners where possible, sharing ideas and developing clear frameworks for writing
- ✓ Termly tracking and attainment meetings to be held with class teachers to determine progress and achievement, and identify any further support needed.
- ✓ High Quality Assessments in writing to be completed by all children in term 1 and term 3 and evaluated and moderated by all cluster teaching staff and head teacher.
- ✓ Principal Teacher to support Gaelic Medium class teacher with the development of frameworks for writing within GM provision.

### Purpose:

Developing the overall ethos of Lochcarron Primary and Nursery through new vision, values (decided upon by all stakeholders), and aims; SHANARRI.

### Progress:

#### Content:

- ✓ School and ELC improvement – Pupils, staff, parents and head teacher have engaged in development of new Vision, Values and Aims for Lochcarron Primary. The local priority of maximising health and wellbeing for all children was a driver for this school priority and the new vision, values and aims will be further embedded in session 23-24

### Impact:

- ✓ Children in both the ELC and school were consulted regularly throughout the year and parents were asked for their input and thoughts at open afternoon and parents' evenings. The pupil council took an active role in looking at the vision for the school, after looking at parental feedback from open afternoon and parents' evenings. This led to short-list of possible vision statements and short-list of possible values.
- ✓ A 'Google' form was shared with all pupils to enable them to vote for the vision and values they felt represented their school. This promoted a democratic approach to decision making and gave the children ownership, as they had the final say.
- ✓ Staff and pupils say that the new vision, values and aims (VVA) are more likely to be embraced by all due to the VVA now having meaning to them. Staff and pupils did not feel they previously had any ownership of the VV and A.
- ✓ Pupils now have shared interest in the VVA. The long-term impact of this will support inclusion, equality and equity for all through development of positive relationships and effective behaviour management.
- ✓ Good progress was made in this area. The school will now embark on weaving the vision, values and aims into our school community and embed them as part of the ethos of the school.

### Next steps:

- ✓ Embed new vision, values and aims through classroom activities, regular referencing to ethos of school and sharing across the school community
- ✓ Health & Wellbeing screening tools to be used in terms 1/2, 3 and 4 to support discussions around our values and aims, to help embed them into school life
- ✓ Focus on shared understanding of how our vision, values and aims are part of who we are at Lochcarron Primary and ELC.
- ✓ Regularly refer to vision, values and aims within school assemblies, classroom activities and behaviour management

## Progress and impact of Pupil Equity Fund (PEF)

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Writing:

Steven Graham Writing Programme purchased and introduced this session. Class teachers are familiarising themselves with the structures and criteria, and are planning on creating clear 7-year framework for teaching writing.

Plockton High Associated Schools Group (ASG) moderation event gave reassurance in standard of marking; that teachers are using similar standard and interpreting benchmarks and rubrics in same way.

#### Reading Levels:

PM benchmarking is now being done to set benchmarks for session 23/24. Resources can be used for long-term benchmarking of PEF pupils and pupils with additional support needs.

Class teachers report much greater engagement from targeted pupils. 'Phonicsbooks' resources have enabled a slower, more detailed pace for the teaching of phonics to the children, due to books and resources being geared towards the older pupil, rather than books designed for early years.

#### Literacy interventions:

Class teachers are reporting that strategies for spelling, which are demonstrated within the interventions, have been seen to be becoming apparent within pupils' writing and written language work.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### **Gaelic Medium Education**

- *We won the Action song Category and came 2nd and 3rd in the P3 solo singing competition at the Inverness Mòd.*
- *Two pupils were featured in the 'West Highland Free Press' Christmas Art Competition.*
- *We took part in the 'Fishkeeper Fry' project which was run by Simpson's Garden Centre, Inverness.*
- *P5-7 took part in the annual Gaelic residential trip to Edinburgh run by Comann nam Pàrant*

#### **Whole School**

- *We won the Ross-shire Swimming Gala (Alness)*
- *Ross-shire Cross Country – our boys team came 3<sup>rd</sup>*
- *The school came second in County Sports*
- *We won the Nan MacRae shinty competition and came 2<sup>nd</sup> in the Peter Grant*
- *Two pupils in English Medium won Gold and Silver in Scot Maths Challenge (Aberdeen University)*

#### **Wider Achievement: Plockton & District Horticultural and Arts & Crafts Society's Spring Show 2023 Competition**

- *The school participated in the Marion Gillies Love Memorial Competition which was exhibited and judged at the Spring Bulb and Baking show on Saturday 25th March in Plockton. The subject this year was 'Butterflies, Bugs and Beasties.' A P7 pupil won first place for her beautiful butterfly painting. Our school also won first prize for best overall art entry with a monetary prize of £150 to spend on art supplies.*



## Comments from learners, families, stakeholders and staff

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

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Feedback from local gardening group working with the children:

*'The children were great. Both times that we visited the school they were enthusiastic, engaged and helpful. They took the initiative in both events when encouraged to do so, made suggestions and (for want of a better phrase) they got stuck in with planting, asking questions and tidying up at the end. They were polite at every stage and eager to participate. They also took turns and encouraged and helped each other. The staff were friendly, welcoming, and very helpful.*

*We're so glad the children enjoyed our visits as we certainly enjoyed visiting them.'*

#### What is working well in our school?

Feedback from pupils:

*"The cooks have the best food ever" (P2)*

*"Tha math environment airson obair" (Good environment for working) (P6)*

*"We get to do fun stuff" (P6)*

*"Love handwriting" (P3)*

*"I like the mental maths games" (P3)*

*"I think our health and wellbeing activities are important" (P4)*

*"I love P.E and the sports days - especially this year as the parents joined in" (P3)*

*"Art and science are fun" (P4)*

*"I like the enterprise project as we worked with the Gaelic unit and raised money for a local charity" (P4)*

*"Art competitions were good" (P4)*

*"I loved the pirate trip because it was an adventure out of school" (P3)*

*"Everyone is at the appropriate level" (P6)*

*"Everyone understands what they are doing" (P6)*

*"Everyone is being nice to each other" (P6)*

*"We are all getting along" (P6)*

*"We are using different methods" (P6)*

*"Sports is going well" (P7)*

*"Maths, art, and writing are going well" (P7)*

*"Art is going well because it's fun and creative" (P7)*

*We have lots of opportunities while doing sports" (P7)*

*There is lots of variety while doing maths" (P7)*

*"There are loads of ways to express our creativity and what we think while doing writing" (P7)*

*"Getting to go to swimming galas and sports activities" (P5)*

*"I like that we use Chromebooks to work on" (P5)*

*"Times tables" (P5)*

*"Reading and working in groups" (P5)*

*"Maths, because we use different ways of learning like textbooks, whiteboards, going outside and digital" (P5)*

*"Spelling: In spelling we use different ways of doing it, such as whiteboard spelling, digital spelling, writing and handwriting" (P5)*

Family:

*"Happy with the school and the environment the children learn in"*

Staff:

*"The pupils and staff are very enthusiastic"*

*"Great school and great teamwork"*

## What changes would you like to see made?

Pupil Voice:

*"All-weather pitch" (P5 & P7)*

*"More Gaelic teachers" (P3)*

*"New uniform" (P5 & P7)*

*"To have more things outside to play with" (P4)*

*"We need an area for ball games" (P4)*

*"Nature area for relaxing, like a dome so it keeps the rain off" (P4)*

*"Swings and slides" (P2)*

*"Clubs at break time, art, science, reading and chess" (P4)*

*"Treat the equipment and stationery with respect" (P6)*

*"Litter!" (P6)*

*"Nothing!" (P7)*

*"Nothing!" (P5)*

Family Voice:

*"More notice of events and deadlines for payments"*

*"More communication on snow days"*

*"Upgrade and improve the playground in front of the portacabins"*

Staff:

*"We need an all-weather pitch"*

*"Develop more open days and outdoor learning to involve parents and families in the ethos of the school"*

## 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
<b>QI 1.3</b> Leadership of change	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Supporting children with literacy difficulties, writing and collating evidence will be our priorities for session 2023-24.

Further evidence for our capacity for continuous improvement has been given by the recent Care Inspectorate unannounced inspection, which raised our gradings from Adequate/Adequate/Adequate/Weak to Good/Good/Good/Good.

*Kind Brave Respectful*

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- ✓ Raising attainment in writing through the development of robust planning frameworks, regular collegiate training sessions, moderation across the ASG and practitioner self-evaluation
- ✓ Implement new Highland Literacy Progression across the whole school and nursery to ensure clear understanding by all, of the steps to achieving attainment levels in literacy.
- ✓ Undertake the 'Literacy for All' training to support practitioners with identifying children with literacy difficulties and supporting them with targeted interventions in order that they achieve their potential.
- ✓ Embed prompt and structured actions to raise children's attainment in literacy and numeracy, as well as other areas of the curriculum (Focus on Moderation and Assessment across ASG)  
Moderation of Writing - ASG..

## Planning ahead

### A' planadh air adhart

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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](#) or by contacting the school office