

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Lochinver Primary School
HIGHLAND COUNCIL | LOCHINVER, BY LAIRG IV27 4LF

Introduction: Local and National Context

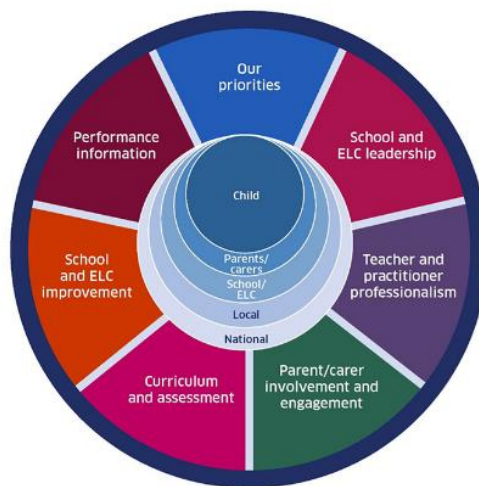
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

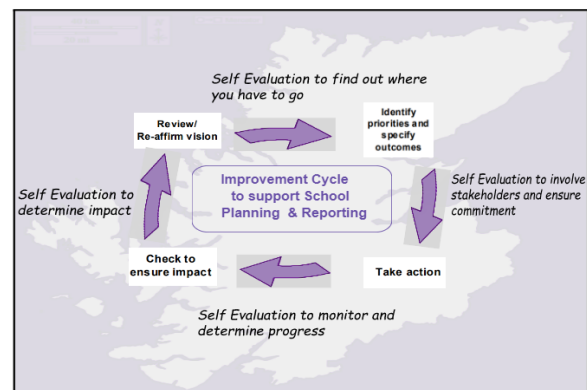
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Colin Masterson
Head Teacher
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
97%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers
32

Teacher Numbers
3

Pupil Teacher Ratio
12.8

We have had no exclusions this year.

Lochinver Primary School is located in a rural, coastal setting serving the local community of Lochinver and the surrounding areas of Achmelvich, Stoer and Inverkirkaig.

There are 32 children attending the school. There is a P1-3 and a P4-7 composite class. At the time of writing nursery education is provide in a partner setting in the school grounds.

The headteacher has overall leadership responsibility for Lochinver Primary School and Achiltibuie Primary School

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision at Lochinver Primary School is a school where every child is valued and where, in partnership with parents and the wider community, a balanced primary curriculum is provided that will nurture successful learners, confident individuals, responsible citizens and effective contributors.

To help children to develop confidence, promote their self-esteem and ambition to achieve their full potential. We aim to encourage positive attitudes to self and others and develop independence skills, which involve pupils in taking more responsibility for raising their attainment and achievement, attendance, homework and good behaviour.

To review and implement the curriculum outlined in the Curriculum for Excellence guidance. We aim to use appropriate learning and teaching methods to provide a broad curriculum for a range of abilities. Assessment and monitoring will provide records of progress and achievement that will be reported regularly to parents.

To promote responsibility for their school, community and the environment and develop caring attitudes. Pupils will be taught through health promotion, to enjoy a safer lifestyle, be active citizens, considerate and aware of the needs and feelings of others. Parents will be encouraged to be partners in their children's role in the school and community.

To develop a moral and religious tolerance of other people, promote equality and fairness and ensure awareness of other cultures and races is promoted within the school.

To foster liaison with associated Primaries, Partner Centres, Nurseries, Community secondary school and other agencies to ensure a smooth transition from nursery or partner centre to primary and then onto secondary education.

We aim to ensure the staff have opportunities to continue their own professional development, taking advantage of training opportunities to promote planning and teamwork in reviewing areas of the curriculum.

The values are Happy, Kind, Inclusive

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:

This priority specifically focusses on NIF key drivers, 2 Teacher and practitioner professionalism, 4 Curriculum and assessment and 6 Performance information. These linked to a local focus on moderation across Highland has enabled progress to be made. The individual schools have worked on moderation exercises and then as a cluster, Recently the Primary schools in the Associated School Group, ASG, shared material for a Moderation exercise covering all three schools.

Impact:

This priority has improved teacher confidence in achievement of a level and has improved equity for learners across the school through a shared understanding of the benchmarks. The use of digital technology has been beneficial in allowing staff to share examples of work with other schools and to engage in moderation exercises with other schools in our ASG
Satisfactory progress has been made in this priority, with teacher confidence in using the benchmarks leading to more accurate judgement of a level for A Curriculum for Excellence, ACEL, judgements.

Next steps:

Create an assessment and moderation policy through consultation with all stakeholders.
Focus on designing High Quality Assessments at the planning stage.
Continued Cluster and ASG moderation exercises.
QAMSO training for staff.

School Priority:

Promoting Positive Relationships

Purpose:

To develop a whole school ethos based on positive relationships and childrens rights as enshrined in the UNCRRC.

Progress:

The introduction of this priority is linked to the NIF driver of School Leadership alongside the Highland priority to ensure we meet our Human Rights requirements. The school has begun the process of becoming a UNICEF Rights Respecting School and the pupils have had a key role in choosing the new Values for the school.

Impact:

Children feel more involved with the school and have developed a stronger sense of belonging to the school. Children feel safe and supported in their learning.

Children and parents have been involved in firstly identifying suitable values for their school and choosing the key values which are now the school values. This was achieved through class lessons then a joint homework exercise with parents and pupils.

The use of the Glasgow Wellbeing and Motivational Profile, GMWP, has allowed us to identify areas for improvement and to track progress across the school as well as individually.

On analysing data from the GMWP, good progress was made on this priority.

Next steps:

Involve the whole school community in designing and writing a new Vision for the school.
Carry out the Action plan for Silver and be assessed by UNICEF.
Link UNCRC to curriculum.

School Priority:

Raising Attainment in Literacy, Numeracy and Health and Wellbeing

Purpose:

To help raise the educational outcomes of pupils and to target any gap that may have occurred due to the covid pandemic or one caused by socio economic circumstances.

Progress:

This priority, which is linked to the NIF priority of closing the attainment gap alongside the Highland priority of improving outcomes for all children is linked to our Pupil Equity Fund, PEF, project. A PEF teacher was recruited and she delivered additional small group lessons for pupils in Literacy, Numeracy and for some, Health and Wellbeing, HWB, this ran from August until May and is now complete.

Impact:

The targeted support along with the increased focus on Literacy and Numeracy has raised attainment for all pupils in the school, whether working towards individual targets or National Benchmarks.
Interventions with pupils on an individual basis have been successful in raising their attainment alongside their self-esteem and confidence in learning.
Numeracy 85% of the target group increased by at least 10% in the maths assessment against a target of 85%
Literacy, writing 75% of the target group have made progress of at least 4 points against a target of 75%
Phonics 66% of the target group are secure against a target of 83%
HWB 100% against a target of 100% achieved an increase in their GMWP of at least 2 points
Good progress was made in this area with almost all children progressing towards their targets.

Next steps:

Continued focus on Literacy and Numeracy across the school.
Extra PEF Teacher after the summer break.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

The PEF teacher delivered targeted support lessons in Literacy, Numeracy and HWB, progress was reviewed and almost all children have progressed towards their individual targets. This intervention ran from August till May and is now complete for this year.

Wider achievements

Coileanaidhean nas fharsainghe

P4-7 Pupils have achieved their Scottish Junior Forester Award, and the P1-3 have achieved their RSPB Wild Things Bronze Challenge. P4-7 pupils are currently taking part in an Intergenerational project with the wider community and the Church.

Comments from learners, families, stakeholders and staff

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

Parents: Happy children; learning through play; great outdoor learning; a caring nurturing environment, in which every single member of staff knows my child and cares for their wellbeing; meaningful outdoor learning experiences.

Pupils: Fun and safe. It's really good. Everyone is family friendly. It's excellent. Ten out of ten.

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

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

Nursery development
Curriculum Development
Raising attainment in Literacy and Numeracy

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://sites.google.com/ullapoolhigh.org.uk/lps/home> or by contacting the school office