

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



LUNDAVRA PRIMARY & NURSERY

HIGHLAND COUNCIL | LUNDAVRA ROAD, FORT WILLIAM, PH33 6JN

LEARNING ACHIEVING SUCCEEDING TOGETHER

Introduction: Local and National Context

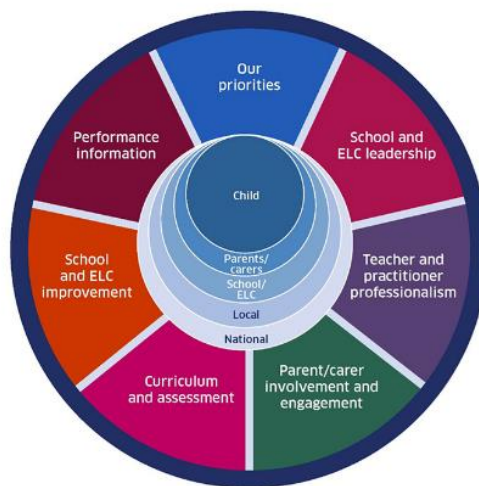
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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

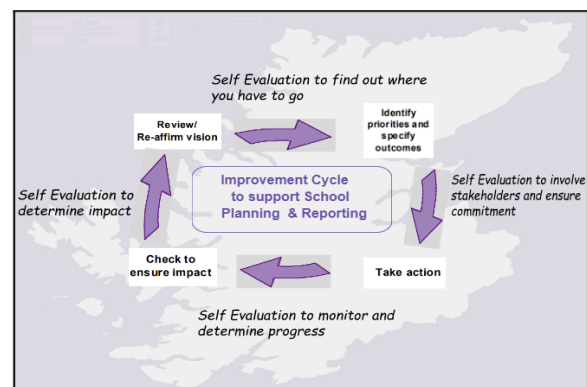
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Katrina Kelly
Head Teacher
Lundavra Primary and Nursery*

School Profile

Pròifil na Sgoile

The following information can be found on [Parent zone 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 94.2%	Average Class Size 26.1	Meeting PE Target Target Met
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Pupil Numbers 217	Teacher Numbers 11	Pupil Teacher Ratio 19.7
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N3 40%	N4 60%	P1 14.8%	P2 17.2%	P3 13.9%	P4 12%	P5 14.4%	P6 12.9%	P7 14.8%
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SIMD Q1¹ 20-30%	SIMD Q2 0-10%	SIMD Q2 60-70%	SIMD Q3 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 80-90%	No FSM 10-20%	EAL⁴ 20-30%	No EAL 70-80%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Majority	Less than half

We have had no exclusions this year.

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

Building foundations for the future



Everyone's school, Everybody's responsibility

At Lundavra Primary and Nursery, we are all:

Learning

Understanding

Nurturing

Discovering

Aspirational

Valued

Respectful

Ambitious

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](#).

LUNDAVRA STAFF SELF EVALUATION SCHOOL IMPROVEMENT PLAN 2022-2023

Improvement Project 1: 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:

Two members of staff signed up for the Education Scotland Assessment and Moderation training that was highlighted by Highland Council. Both engaged but found that the course was not what we anticipated or hoped for. We therefore went back to the drawing board and looked at and considered how we would move this on within school itself and how we would work with our ASG colleagues across the session to develop further understanding and commonalities.

We continued to develop our Learning and Teaching values for a range of areas, this session we worked on our Reading, Feedback and Moderation values. These were added to a school Jamboard that already had Numeracy and Writing values and are utilised by all class teachers when preparing, implementing and evaluating lessons.

Across the ASG we discussed at length the need for us re-start ASG Moderation and for it to happen regularly and with rigour. This is now happening and both the engagement and feedback from staff is improving. We have more work to do in this area at school and ASG level.

We now need to consider and develop Pedagogy as our next step across the ASG in order to improve learning and teaching and in order to support greater and more rigorous self-evaluation by all staff.

Impact:

- ✓ We continue to strive to improve excellence and equity for all by ensuring that staff attitudes, skills and confidence around assessment, tracking, monitoring and moderation are growing and developing.
- ✓ Our Learning and Teaching values are used by CTs when planning and preparing lessons and are discussed with children during lessons. This is to help with awareness/engagement around what we are looking at and considering within a lesson/learning task and also to encourage greater pupil voice and leadership in lessons.
- ✓ Staff differing views/opinions about Benchmarks and ACEL still happen, but SLT continue to work hard and challenge mindsets in order to move this forward. We ensure there are regular stage partner planning meetings and termly tracking meetings with all CTs where more rigorous use of data to support ACEL discussions and next steps are the focus.
- ✓ Moderation activities both within school and across the ASG have helped to support understanding of how to achieve a level and what the expectations of CFE benchmarks are instead of what teachers think they should be.
- ✓ Good progress was made in this area.

Next steps:

Our focus across the Lochaber ASG next session is to develop a shared Learning and Teaching pedagogy that will be used across all the schools going forward.

Engagement in learning will increase; All children engage more readily in learning and will have receive quality input, thinking time, deliberate practice and informed feedback.

There will be an increased number of learners reporting that they are motivated to learn whilst at school by June 2024 (in target ASGs) and June 2025 (for everyone else). Focus will be on working with teachers to improve learning and teaching.

By June 2025 at least 65% of whole class P1, P4 and P7 will achieve appropriate levels in literacy and numeracy and other curricular areas.

By June 2024 (target ASGs) almost all teachers within the feel more confident in teaching linked to the 12 elements.

Improvement Project 2: Lochaber ASG Raising Attainment in Writing Plan (Year 1)

Purpose:

This project has been developed in response to Lundavra and Lochaber High ASG writing results and analysis of the data. It is recognised that Writing is a distinct area for improvement in all of the ASG schools.

Progress:

- ✓ We begun Session 22-23 signed up to do Stephen Graham writing. Two staff members attended the training but did not feel that it was the correct fit for the school/staff in order to move Writing forward.
- ✓ Development of ASG Writing assessment framework by a group of ASG staff
- ✓ We continued using Big Writing programme but introduced an ASG Writing assessment framework. Using the assessment framework was challenging for staff as many of the statements related to Talk for Writing. We persevered but with the caveat that we would complete Talk for Writing training and then relook at the assessment frameworks to see how much more relatable they were to TfW.
- ✓ As a school we have signed up for all teaching staff to complete Talk for Writing training in September 2023. CTs will complete the training and then begin to use of the strategies throughout Session 2023-2024.

Impact:

- ✓ We did not feel that by implementing Stephen Graham Writing that we were improving and ensuring excellence and equity in Writing. In order to achieve the most positive outcomes in Writing during 22-23 for our pupils we continued to use Big Writing but assessed this using the ASG writing assessment frameworks.
- ✓ The use of the assessment frameworks had the most impact for staff
- ✓ Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted
- ✓ Satisfactory progress was made in this area.

Next steps:

For all class teachers to complete Talk for Writing training and then engage with the principles within their classrooms.

Attainment in writing will increase by at least 10% across the school (on average 3 pupils per class).

Teachers will feel more confident in teaching writing.

Pupils will be more involved in planning and evaluation of writing.

Improvement Project 3: Gaining Rights Respecting School Award (Year 2)

Purpose:

To continue to ensure the United Nations Convention on the Rights of the Child (CRC) is made known to the children and adults at Lundavra Primary and Nursery, and that all stakeholders use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

ASN TEACHER SELF EVALUATION MAY 2023

LUNDAVRA RRS SILVER ACCREDITATION REPORT JUNE 2023

Progress:

Strand A Teaching and Learning about Rights

Pupils know -

- that rights are unconditional and universal
- They are the **RIGHTS HOLDERS** and adults are the **DUTY BEARERS**
- that some children don't have rights because of war, poverty and homelessness

Strand B Teaching and Learning through Rights - Ethos and Relationships

Pupils can -

- Talk about positive relationships - Positive Relationship Policy and Restorative Practice
- Make reference to Class Charter and What Rights Matter to Me
- P7 and P6 Buddies to the younger children - playground leaders
- Health and Wellbeing - growth mindset/resilience/Daily Mile/ Bike, Scoot, Walk to School
- Rock up and Ride - Scottish Cycling initiative to remove the barriers to young people riding bikes.
- Seasons for Growth - ASN and CSW
- Rights Ambassadors organised a sponsored walk for Ukraine and organised Children in Need Day

Impact:

- ✓ Through our engagement with Rights Respecting School and the actions we have taken to imbed this, we continuously work to improve excellence and equity and achieve positive outcomes for all of our pupils. The evidence of this is our recent RRS Silver Award accreditation visit. This was a highly successful process, and we were awarded the RRS Silver Award in June 2023.
- ✓ We have further developed learners' understanding of their rights, entitlements and how to be an active participant through our Silver Rights Respecting School accreditation journey. We have begun looking at the Sustainable Development Goals, Learning for Sustainability indicators like Outdoor Learning and Global Citizenship Education, and Social Enterprise to ensure our curriculum is interdisciplinary, challenges existing systems and actively inspires pupils to be passionate about creating positive social change.
- ✓ Very good progress was made in this area.

- Pupils understand education to be a fundamental right - learning conversations; target setting; self/peer assessment; cooperative working; pupil questionnaires (wee HGIOS); chilli challenges; growth mindset approaches.

Strand C Teaching and Learning for Rights - Participation, Empowerment and Action

Pupils can -

- There are active pupil groups who are beginning to make changes across the school such as: House Captains; RRSA Ambassadors; Eco Committee; Pupil Council.
- Improvements made to the school by the various groups - Eco Committee (JR), Pupil Voice (DHT) House Captains (HT)
- Fundraising and awareness raising events which help others enjoy their rights - Walk for Ukraine and Children In Need

Next steps:

Further develop practitioners' understanding and knowledge to support children and young people to recognise and realise their rights.

- Continue to model Rights Respecting language and attitudes
- Further explore the concepts of fairness, equity, dignity and diversity and ensure pupils can describe how school promotes these concepts.
- Continue to develop pupil's understanding of what it means to be an active, rights respecting global citizen

Embedded engagement and participation of children and young people, families, and communities in the learner journey.

- Pupil groups to be linked with articles from the CRC and create greater opportunities for groups to work together
- Continue to provide opportunities for more children to be involved in pupil led groups linking to Article 12 and participation
- Lundavra Monthly Community Cafe to be used as an opportunity to inform wider community about our RRS journey - workshops/information stands hosted by the pupils
- More opportunities for pupils to become critical thinkers and challenge discrimination and stereotypical attitudes.

An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.

- Develop our understanding of Sustainable development and UN Global Goals
- Continue to promote children's rights locally and globally linking with UNICEF UK's Outright Campaign and using UNICEF's Youth Advocacy Toolkit
- Develop and embed the use of Decider Skills with all across the Lundavra Community, a common language and input to support the Mental Health of all and give strategies to manage emotions and feelings

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

Our highly considered, effective and impactful use of Pupil Equity Funding is central to the support we are able to provide to all across our school community. Our PEF Children's Service Worker promotes our equity values and aims through the daily support she provides to all within Lundavra. An extensive part of her role is to collect attendance data, it is then scrutinised and acted on appropriately. Our whole school attendance average is 94%.

We have consistently used our PEF award to support Literacy and Numeracy interventions in order to support our learners and to try and close the attainment gap.

This session children who have been involved in Numeracy interventions have had a high level of success, 86% of the pupils achieved their targeted level.

Children who took part in Emerging Literacy interventions also had success, 89% made progress and achieved all 12 of the areas of the Phonological Awareness assessment.

Of the pupils who were supported through Reading Recovery interventions 82% of the children made improvements and increased their reading age by 6 months or more.

Wider achievements **Coileanaidhean nas fharsainghe**

We as a school celebrate wider achievements regularly with our pupils and record these with our P3-7 classes on a termly Padlet. The Padlet is shared with the Senior Leadership Team and is used to engage with pupils in an informal way throughout the term. We try to ensure that we know our children's interests and family situations.

The children also record their wider achievements within their individual Google Folios. Children and families have access to these.

We also work with partners from our community both in order to enhance our children's opportunities and to develop supportive and engaging relationships with a range of partners.

LEARNING ACHIEVING SUCCEEDING TOGETHER

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Our Learners How good is our school?			
Theme	Pupil Survey P4-7	Focus Group- What is going well? What could be better?	Staff Reflections
Theme 1: Our Relationships	Google Sheet Padlet	Jamboard collated information	Google Doc
Theme 2: Our learning and teaching	Google sheet Padlet		Google Doc
Theme 3: Our school and community	Google Sheet Padlet		Google Doc
Theme 4: Our health and wellbeing	Google Sheet Padlet		Google Doc
Theme 5: Our Successes and Achievements	Padlet		Google Doc

Rights Respecting Schools Questionnaire

Stakeholders feedback from Parents' Meetings March 2023

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

OUR SCHOOL

Lundavra Primary is an established primary school within the wider Fort William area.

The new build school opened in August 2015 following the amalgamation of Upper Achintore, Fort William and Fort William RC Primary Schools.

We work hard to ensure our school and nursery provide a broad and experiential curriculum that meets the needs of all our children, which respects their rights and deepens their skills for learning as well as their skills for life and work.

We continue to work towards ensuring Lundavra Primary and Nursery are centres of excellence where Equity, Inclusion and Social Positive Change sit at the heart of our school's vision, values and aims.

We have recently achieved our Rights Respecting Schools Silver Award; we are now ready to begin our journey towards achieving the RRS Gold Award. The children's awareness of their rights and how we as a school are both building their knowledge and enhancing their confidence to voice this knowledge is important to everyone within the school community.

We have well established Rights Respecting Schools Ambassadors group; the children are committed to the role and along with the Principal Teacher lead the school development very effectively. The strong emphasis on Article of the Fortnight sits at the centre of our learning within Lundavra. Staff, parents and pupils all have a growing understanding of what a Rights Respecting School is and actively contribute to our progress in this area.

Our journey towards instilling the skills for life, learning and work with all across the community is intrinsic to our teaching and learning.

We aim for all children to develop a growing awareness of their place in the world and their responsibility within that.

Our continued emphasis on Eco work and awareness has given us a solid foundation to continue to build and develop our ethos, principles and practise as environmentally aware and responsive individuals and as a school as a whole.

Our school benefits from a supportive and proactive Parent Council which is very enthusiastic and committed to improving the work and life of the school and who organise fundraising events throughout the school year.

LEARNING ACHIEVING SUCCEEDING TOGETHER

We actively encourage parents and carers to be part of their child's learning at Lundavra and hold regular family learning events as well as class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share our learning through our school Facebook page, school website and school newsletters. The school and nursery have an open-door policy and welcome feedback from our parents.

A very positive Education Scotland HMIE inspection visit in May 2018 identified positive outcomes for staff, pupils and community. A Care Inspectorate visit in September 2022 also identified positive outcomes for staff, pupils, families and the setting.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

PRIORITY 1: Improving Learning and Teaching (ASG Focus)

PRIORITY 2: Pedagogy – Talk for Writing (Year 2)

PRIORITY 3: Gaining Rights Respecting School Award (Year 3)

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 [Lundavra Primary Website](#) or by contacting the school office