

Standards and Quality Report

2022-23



Spean Bridge Primary School and ELCC

HIGHLAND COUNCIL | SPEAN BRIDGE PRIMARY SCHOOL, SPEAN BRIDGE, PH33 7JN

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

Our School

Spean Bridge PS enjoys a small village context, just outside of Fort William. We are clustered with Invergarry PS, and part of the Lochaber Associated Schools Group. The catchment area is diverse with 20% of the pupils in SIMD 1&2.

There have been significant staffing changes over the past two years with a new Head Teacher appointed in 2020, maternity and absence cover.

We have an ELCC and 4 composite primary classes.

Our learners enjoy coming to school and are motivated and enthusiastic about learning.

We are committed to continuing improvement in our school, our cluster school, and our nursery all work closely as a team to ensure the sharing of information and good practise at all stages.

Staff know the children very well and employ a variety of teaching styles and differentiated approaches to accommodate the needs and learning styles of pupils.

We are committed to self-evaluation and self-improvement. We use a variety of evidence effectively to improve and evaluate our work – visits to classes and nursery, sampling of pupils' work and analysis and tracking of pupil attainment.

Our School Vision, Values and Aims

Our school ethos is underpinned by our core values, which were developed by the Pupil Council in session 2017/18.

- Caring
- Respect
- Responsibility
- Fairness
- Trustworthiness
- Learning and Achievement
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Our vision is to enable every child to achieve their full potential, in an inclusive, caring environment; to be lifelong learners and develop skills for learning, life and work; to become responsible citizens equipped for the challenges of the 21st century.

Our School Aims were developed by the whole school community in Session 2018/19

- To nurture individuals who are motivated to develop a wide range of skills for learning, life and work
- To provide challenge, support and encouragement to all, in order to enable all pupils to reach their full potential in all aspects of the curriculum
- To promote learning and achievement and pupil engagement, through inspiring, and fun active learning approaches
- To enable the whole school community to communicate well, to listen to each other and to respect each other's views
- To value each child as an individual, to celebrate diversity and respond flexibly to meet the range of strengths, abilities and needs within the school community
- To provide quality education in a school climate that is well organised and has good discipline
- To ensure all members of our school community are welcoming, approachable, friendly, and supportive of each other
- To support all members of our school community to recognise their role as global citizens; to make informed decisions; to take responsibility for their actions and to actively contribute to local and global communities

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Comments from Primary 7 pupil focus group:

- We really enjoy playtime and our playground because we have scooter boards, football goals, wobble board and lots of things to do
- I love the lunches, they are really tasty and I always get plenty to eat
- We have lots of clubs and afterschool activities, like; Dance Platform, Football, and netball. We get to stay active and have fun.
- I like all my friends at school because they make everyone feel welcome
- I really like our new library. We have a great selection of books to read
- I think we are really good at sportsmanship in our school, we all play fairly and follow the rules

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Comments from Primary 7 pupil focus group:

- I would like new football goals for the playground because one of them is falling down a bit
- I would like to do more lessons on maths and fractions, I found this really tricky
- It would be good to have more cooperative games and leaders at playtime because sometime people get too competitive at football and other games.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Primary focus: School and ELC improvement

Year of Project: 1

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 and impact:

Baseline information gathered via teacher survey around confidence in giving informed ACEL judgements based on benchmarks.

Working time agreement discussed with time set aside for Moderation across school, ASG and wider. Teaching staff have joined increased knowledge of Assessment and Moderation strategies.

One collegiate session to work together on Assessment Calendar but this is only in developing stage. ASG Moderation Event – led by QAMSOs in each ASG. All teaching staff put into Level groups attended by most teachers.

Termly Attainment meetings across classes and ELC. Focus on language of learning, benchmarking when looking at progression of and through a level.

Most staff still have a limited understanding of Effective assessment, moderation and judgement for awarding of a level achieved.

Next steps:

- Continue to work with ASG for moderation and standardisation
- Refresh Moderation with new and changed staff
- Expand moderation discussions to other areas of the curriculum
- Completed assessment calendar
- Create a system to profile attainment in core areas

Improvement Project 2: Raise Attainment in Numeracy

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: Attainment over time for some individuals is slow. Effective interventions need to be put in place to support this. Attainment in numeracy falls between P1 and P4. Staff found that pupils fundamental understanding of key concepts in numeracy was shallow which lead to pupils lacking resilience when presented with challenges at the end of first and into second level. Attainment in CfE Level Achieved in numeracy has been low at the end of first and second level for 5 years but this does not match up with our SNSA Data, which indicates teacher judgement and confidence to award level is not where it should be. We have moved to a Maths Mastery approach to build a deeper understanding of numerical concepts within pupils and embed a more secure and consistent framework across the school to enhance teacher judgement.

Progress and impact:

Pupil attitudes toward learning in numeracy have improved and are now more positive as evidenced in HWB surveys.

Staff have attended online and in person professional learning opportunities appropriate for their stage. Teaching staff have also carried out peer learning visits with a large school in the ASG with a maths mastery approach.

Most plans and tracking show links to Maths No Problem.

Attainment at Second level is showing good progress in ACEL data and SNSA results but First and Early level attainment has not improved.

Some staff demonstrate a good understanding of high quality learning and teaching but staff changes and absences have hampered progress at some levels.

Staff are building confidence in new approach to teaching maths but are still developing practise to meet the range of pupils in a class.

Next steps:

- Further training opportunities for new staff
- Whole school shared approach to Maths mastery embedded
- Develop planners for multi-stage composite classes

Improvement Project 3: ASG Improvement Project: Lochaber ASG Raising Attainment in Writing Plan (Year 1)

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Raise Attainment in Writing

Progress and impact:

ASG writing assessment has been agreed and most staff now have experience using this in their classes.

ASG writing tracker has been developed but is not yet in use in Spean Bridge or Invergarry. Teaching staff have completed ASG development session for a full moderation cycle of writing across the levels.

Most teaching staff have completed Literacy for All training by THC development officers. Individuals for interventions have been identified and literacy for all profiles have been established supported by ASNT.

We are waiting for the evaluation of writing from the QAMSOs.

The progress in Raising attainment in writing has so far been largely focused on moderation and targeted interventions for pupils with persistently low attainment. Interventions put in place for those individuals have been difficult to implement due to support staff limitations and teacher time available but we hope to see improvements in next session.

Next steps:

- Talk for Writing Training for all staff
- Embedding literacy for all training and approach through out the school

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Weak
Learning, teaching and assessment	2.3 Weak
Ensuring wellbeing, equality and inclusion	3.1 Satisfactory
Raising attainment and achievement	3.2 Weak

Our children and young people believe we have made the following progress this session:

Theme 1	Satisfactory
Our relationships	

Theme 2 Satisfactory
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Satisfactory
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

We feel the need for secure and sustainable staffing be put in place for our school in a timely fashion to allow continuity and progress in school improvements.

Planning Ahead

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/highlandschools.net/speanbridge/home>) or by contacting the school office.