

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2022/23



**St Columba's RC Primary School**

HIGHLAND COUNCIL | CAOL CAMPUS, GLENKINGIE STREET, FORT  
WILLIAM

# 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.

Leah Burns

Acting Head Teacher

St Columba's RC Primary School

## School Profile

### Pròifil na Sgoile

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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**  
89%

**Average Class Size**  
8 pupils

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
17

**Teacher Numbers**  
1.5

**Pupil Teacher Ratio**  
1:17

St Columba's RC Primary School is located in Fort William, serving the local community of Caol, Inverloch, Upper Achintore, Spean Bridge, Claggan, Banavie, Corpach and the Plantation. We can accommodate children living within a ten-mile radius.

There are 17 children attending the school ranging from P1 - P7. P1 - 7 are in separate classes until lunch time and then taught together in a single multi-stage class in the afternoons. We share a campus with Caol Primary school and the children share a canteen and playground at breaktimes and lunchtimes.

The headteacher has overall leadership responsibility for St Columba's RC Primary School and teaches three days a week.

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. Most children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Satisfactory progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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At St. Columba's RC Primary School, we are actively engaged in the pursuit of excellence. There is a strong Catholic ethos where everyone can learn and succeed.

Our overall aim is to create a secure, happy, friendly learning environment where the pupils are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

We focus on the development of a community based on genuine care and understanding where each individual is respected, nurtured, included, valued and encouraged to realise their potential.

Our commitment as a Catholic School plays a central part as we endeavour to reflect the ideals of our faith in our everyday practice, particularly in the ethos and positive attitude of the school as a whole.

### **Our Values**

- To create a welcoming and nurturing atmosphere where pupils feel included and respected
- To encourage all pupils to aim for excellence in everything they do
- To make learning fun, active and challenging for every pupil
- To encourage independence, responsibility and active participation in school life
- To respect and value individual pupils' qualities and abilities

### **Our School Aims**

- To deliver a broad and balance curriculum, encouraging independence and creative thinking
- To have equity and well-being at the centre of our curriculum
- To provide a range of teaching and learning approaches, and a learning environment, which is adaptable and relevant to the evolving needs of the learners
- To inspire and motivate out pupils to become successful and enthusiastic life-long learners
- To ensure the school environment promotes and reflects the gospel values and the teachings of the Catholic Church
- To encourage positive partnerships with parents and the wider community to enhance the quality of the pupils' learning and welfare.

## **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:**

- ✓ Teachers have a sound understanding of assessment and the moderation cycle
- ✓ We created an assessment schedule
- ✓ The whole staff team were able to attend moderation events across the ASG and able to discuss effective practice and benchmarking with colleagues teaching the same stage
- ✓ Attainment meetings took place to ensure we were confident on what individual children were achieving
- ✓ Staff were able to discuss writing pieces with other members of staff
- ✓ Staff made accurate and evidence-based ACEL judgements and predictions

#### **Impact:**

- ✓ Teachers are working with using assessment information ensure learning and teaching is appropriate for all learners
- ✓ Creation of an assessment schedule provided continuity across the school, and we were able to easily identify children for interventions
- ✓ Staff confidence increased with learning and teaching through discussions with staff from other schools.
- ✓ Good progress was made in this area and we will continue to work on confidence in this area throughout our work on pedagogy moving forward

#### **Next steps:**

- ★ Ensure all staff are using the assessment schedule across the year

- ★ Continue to engage in moderation activities across the ASG to ensure staff are confident on age and stage achievements and planning
- ★ Create planning structures in the school that ensure continuity, challenge, choice and progression for all children and across levels for staff

## School Priority:

### Lochaber ASG Raising Attainment in Writing Plan (Year 1)

#### Purpose:

Since 2018, attainment in writing across the Lochaber Associated Schools Group has declined. Cohorts are not making the expected progress as they move through primary school with a year on year decline in attainment until 2021. Achievement of a level data for 2022 showed an increase in attainment with the majority of children attaining expected levels. A continued focus on writing across the ASG will ensure this trend continues.

#### Progress:

- ✓ Through the assessment schedule we were able to agree when writing assessments were to be undertaken and we agreed the stretch aims for writing inline with the Highland Council stretch aims
- ✓ An ASG writing tracker was created and we are now working on implementing this effectively across the ASG
- ✓ We need to continue to build opportunity for pupil leadership groups to meet with learners from other schools to share findings and discuss next steps
- ✓ Intervention groups were identified and targeted through individual literacy programs that impacted reading and spelling and consequently writing
- ✓ Some of the literacy for all sessions were attended
- ✓ Staff made accurate and evidence-based ACEL judgements and predictions

#### Impact:

- ✓ Teachers were clear where children were in their writing and able to plan accordingly
- ✓ Engagement in writing increased for all pupils from mark making to story writing
- ✓ Staff confidence increased with writing tools such as talk for writing and staff ventured in to using this technique in non-fiction texts
- ✓ All children improved across the year- shown in the ACEL data and attainment meetings
- ✓ Good progress was made in this area and we will continue to work on writing as a whole school in the second year of our plan

#### Next steps:

- ★ Link up with other schools to share practice and participate in peer observations specifically in writing
- ★ Focus on writing with the pupil forum and incorporate their feedback in the creation of our writing policy
- ★ More in-depth next steps can be found in the second-year planner for the school improvement plan

## School Priority:

### Recognising and Realising Children's Rights (Year 1)

#### Purpose:

To increase pupil voice, parental engagement and a mutual respect throughout the school. Overall children, staff and parents should feel empowered.

### Progress:

- ✓ The majority of children and parents reported feeling that their voices were heard this year
- ✓ Engagement increased from all pupils, parents and other stakeholders across the year
- ✓ In term four the pupils engaged in learning about their rights and began to understand this within the context of our school and for them as individuals

### Impact:

- ✓ The children have a better understanding of their rights within the school context
- ✓ Children's rights became more at the centre of decisions we made in school including an understanding when creating individualised timetables
- ✓ Higher levels of mutual respect between staff and pupils created an ethos of kindness and encouraged more understanding amongst pupils and staff
- ✓ Some progress was made in this area however there is still work to be done in ensuring children understand their rights and this is the basis for policies moving forward

### Next steps:

- ★ Use the knowledge from the children as a basis for creating our vision, values and aims moving forward
- ★ Incorporate "Right of the Fortnight" into the next academic year
- ★ Ensure children's rights are at the focus of our behaviour support plans, school charter and coaching conversations

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The focus of our Pupil Equity Fund this year was providing the children with social and emotional interventions that would allow them to access academic learning with more ease. The children that took part in these interventions have all made progress socially and emotionally as well as academically.

We also spent money on spaces within the school such as our nurture room and outdoor areas - this has ensured engagement across the school has increased and learning is more tailored to the needs of the children.

By spending money on trips all children were able to access these, and we were able to ensure experiences were appropriate and accessible for all children.

## Wider achievements

### Coileanaidhean nas fharsainghe

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- ★ P1-7 all attended swimming sessions where children were able to meet their own swimming targets
- ★ P5-7 children attended the local rugby tournament hosted by Highlife Highland
- ★ A group of children from the school participated in the local Dance Platform tournament
- ★ One child has achieved different awards through their flexi schooling experience
- ★ Two children from the school took their First Holy Communion as part of a group of ten children from the community
- ★ All children got the opportunity to complete an emotional resilience programme through Ewan's Room

## Comments from learners, families, stakeholders and staff

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

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#### Families:

Comments taken from feedback gathered at Parent's Evening:

"I have seen a huge improvement in the school this year. It's such a positive vibe in the school. our child is so relaxed coming into school now and has come on leaps."

"We have appreciated the increased communication between the School and the Parents. We appreciate being given a heads up on dates for the diary, to get time off to attend"

"I have a happy child. I have seen huge improvements with my son as in his work and attitude towards school."

#### Learners:

Children have commented on enjoying school more and the fun they have had attending the activities outside of school. The children liked the change for our school Christmas Concert, all being included in swimming and the different approach to school sports.

year will bring. Staff have come together as a team to ensure continuous improvement for

#### Stakeholders:

Stakeholders have shared that they feel part of the school community and have been able to support the school to ensure progress.

#### Staff:

Staff report that they can see improvements for individual children and like the positive ethos within the school. Staff recognise that there is work to continue to do and are ready for the challenges that the next all in the school.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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:

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

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

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1. Increase attainment in writing- year two of the plan
2. Improving Learning and Teaching through pedagogy
3. Our Vision, Values and Aims

## 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 [here](#) or by contacting the school office