

# STANDARDS AND QUALITY REPORT

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2022/23



**Strathconon Primary School**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

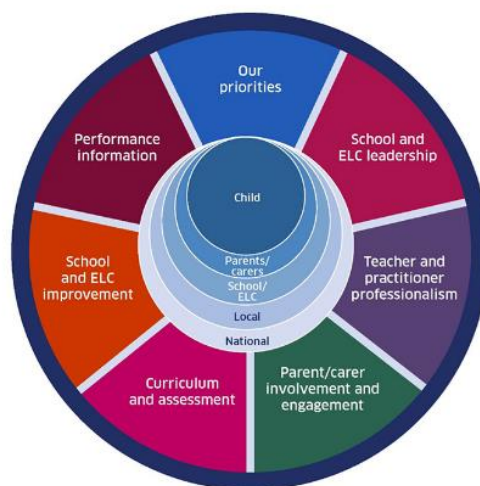
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

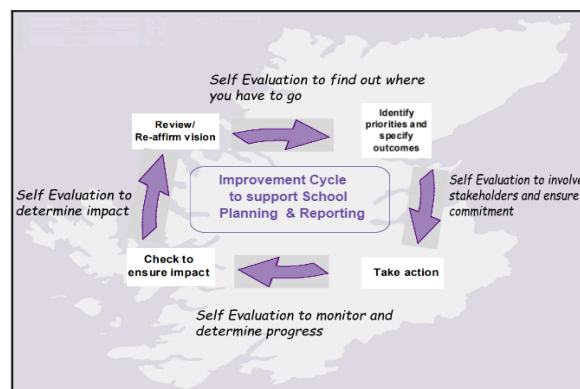
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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-àigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Heather Rosie

Headteacher

Marybank, Strathconon and Strathgarve Cluster

## 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**  
**93.5%**

**Average Class Size**  
**7**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers**  
**7**

**Teacher Numbers**  
**1**

**Pupil Teacher Ratio**  
**5**

We have had no exclusions this year.

Strathconon Primary School is located in a rural setting serving the local community of Strathconon and neighbouring communities.

There are 7 children attending the school ranging from P3 - P7. P3 - 7 are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Strathconon, Strathgarve and Marybank Primary Schools. Staff and children from both schools work together regularly. The nursery is not currently operational.

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. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Good progress

**Listening and  
talking**

Very good progress

**Numeracy**

Very good progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Cluster Motto

'Learn to live, live to learn'

#### Vision

Three small communities working together to create a vibrant and inclusive Cluster where everyone is valued and supported to achieve their very best.

#### Values

Friendship, Teamwork, Kindness, Creativity

Friendship, Teamwork, Kindness, Creativity

## Aims

We aim to bring our school communities together to:

- ✓ Provide an inclusive, nurturing and positive learning environment.
- ✓ Deliver an engaging, challenging, and creative curriculum.
  - ✓ Promote good health and well-being for all.
- ✓ Encourage our learners to be environmental champions!

## 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:

### Collaborative approaches to self-evaluation

#### Purpose:

- Improve pupil participation in the school-wide approach to self-evaluation and continuous improvement
- Improve outcomes for children due to consistent and effective self-evaluation of staff
- Improve outcomes for families due to inclusion and participation in children's learning & life in school
- Improve understanding & involvement of families regarding knowledge of school strengths & improvement

#### Progress:

- In September 2022, all families were provided with a summary of the Cluster Improvement Plan, outlining how we plan to achieve priorities.
- The Cluster signed up to the Seesaw platform in September 2022 to improve home and school communication and re-engage families with pupil profiling.

#### Impact:

- School families developed a better understanding of why surveys were issued, and parental feedback sought. There has been an increase in families sharing their views through Google Form surveys, parent night/open afternoon self-evaluation activities and informal discussions with the Headteacher.
- The Class Teacher is actively using Seesaw and all families are accessing the platform. There is an increase in parental engagement compared to 'Blogs' used in 2021/22.
- As learning is shared via the Seesaw platform, parents are more aware of what their children are learning in school and nursery, and the Class Teacher has reported an increase in learning conversations between some parents and pupils at home. There has been a noticeable improvement in children taking ownership of their Seesaw profile. 68.8% of parents, who responded to the March Cluster 2023 Seesaw survey, strongly agreed that Seesaw creates a positive connection between home and school. 50% strongly agreed and 50% agreed that the Seesaw app, allowed them to easily view and understand the content of their child's learning. Very good progress has been made in this area.

- We have increased opportunities for families to engage in self-evaluation activities throughout the year including Parent Open Afternoons, School Improvement surveys targeted on our Vision, Values and Aims, Seesaw app, Cluster Parent Council and Homework practices.
- There are improved positive relationships between staff and families. We have an open-door policy, and we work together to improve learning experiences for our pupils. In the September 2022 and May 2023 school surveys, all parents either strongly agreed or agreed that they would recommend our school to other families. Parents are much happier with the continuity and feel more informed due to improved channels of communication including opportunities for 1:1 conversation with staff, Headteacher Friday emails, monthly newsletters and re-launched Cluster website. Parents are happy for their children to be at the schools, and this reflects in the happiness of our pupils.
- **Very good progress was made in this area this year.**

#### **Next steps:**

- Engage in Simon Breakspear's 'Teaching Sprints' theory to improve self-evaluation processes.
- Slim down learner, family, staff & stakeholder surveys to target more specific areas for improvement.
- Utilise the Pupil Council more effectively to gather the views of our learners, families & stakeholders.

#### **School Priority:**

### **Tracking Pupil Attainment and Achievements**

#### **Purpose:**

- Improve learner voice, choice and ownership of learning journeys and pupil profiles
- Improve progress in attainment and achievement through consistent tracking of pupil learning
- Improve involvement of parents and wider community to lead/observe/support during experiences, deepening connections and strengthening relationships

#### **Progress:**

- Through the Seesaw platform, pupils have completed surveys to vote for their Cluster Interdisciplinary Learning (IDL) topics and end of year Cluster trip.
- Class Teachers work effectively with our learners to set Numeracy, Literacy and Health & Well-being targets. These are displayed on classroom displays for pupils to share with their families during parent open afternoons.

#### **Impact:**

- Almost all pupils have shown increased engagement and greater enthusiasm for learning when given a choice of IDL to study or trip to vote for. By actively sharing the survey results with pupils, they are developing a greater sense of being listened to and that their ideas and suggestions are respected and acted upon. This has improved positive relationships between pupils, the Class Teacher and Headteacher.
- Our learners have a better understanding of where they are in their learning and what they need to do to progress. This is empowering our learners to take ownership of their learning and identify their individual next steps. This is strengthening relationships between pupils and Class Teachers as our learners feel valued.

- Class Teachers have worked alongside the Dingwall ASG Attainment Advisor to familiarise themselves with the new tracking and monitoring tool.
  - All Class Teachers attended PM Benchmarking Reading Resource training in August 2022.
  - The Class Teacher has actively encouraged the pupils to improve their handwriting and presentation skills.
  - Improved consistency in tracking attainment over time. Teacher judgement, NSA results and ACEL data show that all our pupils are on track in Literacy and Numeracy. Progress is being made by pupils with Additional Learning Needs who are working towards individualised targets.
  - Observations through learning visits show that all pupils are working at appropriate levels for their age and stage.
  - Through jotter monitoring, it is evident that the Class Teacher and pupils have made a conscientious effort to improve standards of presentation. The pupils are taking greater pride in the presentation of their work. Improved cursive handwriting has increased writing fluency which has helped pupils to write at length thus improving writing levels.
- ✓ Overall, good progress was made in this area this year.

#### Next steps:

- Engage staff, learners and families in robust Pupil Learning Profiles to raise attainment in Literacy, Numeracy and Health and Wellbeing.
- Ensure weekly learning conversations are an effective part of Pupil Profiling.
- Improve pupil leadership skills by reducing the number of pupil citizenship groups to Pupil Council and Rights Respecting School Steering Group only in 2023/24.
- Improve attainment tracking by consistently utilising the new Dingwall ASG tracking tool.

#### School Priority:

### Introducing UNCRC Rights Respecting Schools

#### Purpose:

- Improve pupil participation in their own learning and the life of the school community
- Increase pupil awareness and understanding of their role and rights as responsible global citizens

#### Progress:

- The Headteacher attended 'Achieving Bronze Level' training with Unicef Rights Respecting Schools Award (RRSA) in January 2023.
- In March 2023, Dingwall ASG Headteachers agreed to work together, as an ASG, to achieve bronze and silver RRSA levels.

#### Impact:

- Increased awareness of the RRSA process, the expectations and criteria for achieving bronze and silver awards. Application for the Bronze Award completed and submitted.
- Working towards achieving the bronze and silver RRSA award has been added as a priority to the Cluster Improvement Plan. Dates for ASG In-service training and staff collegiate time have been agreed and added to the Working Time Agreement for 2023/24. There will be an increase in ASG staff working together, and increased collaboration between pupils through the RRSA steering groups. This will be celebrated at ASG level, with an

organised event for all the ASG schools to share their learning experiences.

- A supply teacher with experience of RRSA joined the Cluster on a temporary basis. This member of staff was asked to lead the RRSA steering group during citizenship group time on Cluster 'Funky Fridays'.
- Pupils, parents and staff were consulted when reviewing the current Cluster Vision, Values and Aims. During this process, careful consideration was given to the UN Convention on the Rights of the Child.
- The pupils have enhanced their knowledge and understanding of Sustainable Development through the Cluster IDL topic study, 'Scotland's Marine Habitats'.
- RRSA steering group formed. The group have developed an increased awareness and knowledge of children's rights. The group have led an assembly to share their knowledge with their peer group and share the work we will undertake to achieve the award.
- Our reviewed and updated Vision, Values and Aims reflect the UN Convention on the Rights of the Child and permeate school ethos and curriculum. A new rewards system will be introduced in 2023/24 to highlight pupils engaging with our Cluster core values.
- Good progress has been made in actively engaging pupils in Sustainable Development IDL study. Pupils engaged with 'Seawilding', a community-led marine habitat restoration project to learn about the human impact on marine wildlife. Pupils gained first-hand experience with trips to Ullapool and Moray Firth shorelines. The follow up work completed with the Class Teacher developed the pupils' understanding of how to be responsible citizens and behave in a responsible manner to protect precious marine habitats.

✓ Overall, Satisfactory progress was made in this area this year.

#### **Next steps:**

- Embed UNCRC to ensure it permeates through our curriculum and Cluster ethos.
- Engage in the 'How good is OUR school' resource to support learner participation in self-evaluation and school improvement.

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

We make use of the support offered by our local authority and our attainment advisor and collaborate with others to ensure effective use of PEF to continuously improve outcomes for children and young people impacted by poverty.

In 2022/23 PEF was allocated to fund PSA hours and supply teacher cover to support our learners to make progress in Literacy and Health and Wellbeing. Almost all our learners are on track in Literacy. Pupils with Additional Support needs are working towards achieving individual milestones in their learning.

#### **Strathconon allocation**

- We secured PSA provision from August until December 2022, however the PSA retired in December 2022 and we were unable to find a PSA to carry on in post. A supply teacher was employed to release the teacher from class and work 1:1 or with small groups of target pupils. A total of 8 days was funded

between January and June 2023.

- The new decodable PhonicBooks are popular and pupils showed an increase in pace and progression in reading. The PSA and Class Teacher worked 1:1 with pupils to develop vocabulary, support reading and written tasks and work on individual spelling programmes. This resulted children becoming more confident and achieving in their learning.

## Wider achievements

### Coileanaidhean nas fharsainghe



To improve opportunities for our learners to develop friendships with a wider peer group, we increased the number of Cluster events throughout the year. Our learners really enjoy these events and our Primary 7 pupils have formed a strong bond with one another which will support their transition to high school next year.



Our Class Teacher is Forest School trained and regularly takes the pupils to the Outdoor Classroom, on Strathconon estate, to develop their bushcraft, fire-lighting and woodwork skills.

The pupils participated in the 'Fishkeeper Fry' project which was a short 8-week programme, using a series of weekly online instructional films, engaging worksheets, and added-value films to teach children about the science and art of keeping fish.

Participating schools are provided with their very own, free aquarium and all the associated equipment that is used in the programme. The children are given a selection of fish to look after so that they can see in real life the science of fishkeeping.

The pupils are incredibly knowledgeable and enthusiastic about their fish and continue to look after them in their classroom.



We endeavour to seek opportunities for our learners to excel. This year, the pupils have successfully competed in sporting events, across Ross-Shire, including cross-country and football competitions, County Sports and Swimming Gala.



Our Primary 7 learners came together to develop Playground Leadership Skills with their Active Schools Co-ordinator. As part of the programme, the P7s learnt how to teach games to the younger pupils in their schools. This has improved peer relationships in all three schools, particularly our younger children.



In June 2023, the pupils travelled to Glasgow for a 3-day residential trip. They planned their trip choosing museums to visit and planning an open top bus tour around the city. They also visited Hillhead Primary to meet their school pen pals and compare their own small rural school setting to that of a very large inner-city school.

## Comments from learners, families, stakeholders and staff

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

#### Feedback from our learners:

##### Strathconon

- ✓ Pupils in Strathconon think they have done more reading this year and this has helped them to make good progress. They think their skills in division and working with fractions has improved.
- ✓ The biggest improvement they've seen this year is the ongoing renovations to their old school.
- ✓ The highlights of the year for the pupils were their three-day trip to Glasgow and meeting their Hillhead Primary pen pals, participating in their 'FishKeeper Fry' project and getting fish for their classroom. They also enjoyed Winter events including sledging and lighting a fire to make hot chocolate.
- ✓ Overall, pupils gave Strathconon 9 out of 10 and would recommend our school to others.

#### Feedback from staff:

##### Strengths

- ✓ Pupil relationships are strong and supportive, pupils are very in tune with each other and can resolve conflict between themselves
- ✓ Weekly visits to the outdoor classroom on Strathconon estate
- ✓ Opportunities for Sustainable Development IDL such as 'Scotland's Marine Habitats'
- ✓ Good choice and personalisation
- ✓ Pupils enjoy their learning
- ✓ Pupils take responsibility for leading their own learning
- ✓ Pupils appreciate real life opportunities to employ the skills they have used in the classroom
- ✓ Consistency in management has been very much appreciated this year

##### Significant improvements we have made 2022/23

- ✓ Presentation of work and improvement in handwriting
- ✓ Improvement in creative writing

Friendship, Teamwork, Kindness, Creativity

*Areas families would like to see us develop in 2023/24*

- ✓ Overall attainment in writing
- ✓ Embedding UNCRC

**Feedback from our families:**

May 2023 Parent Survey results available on request.

*Our strengths*

- ✓ Outdoor classroom and activities
- ✓ Small school with small ratios
- ✓ Local and fun
- ✓ Staff are a credit to The Highland Council
- ✓ Miss. Foster is the best teacher

*Improvements we have made in 2022/23*

- ✓ Keeping parents informed with regular communication and HT Friday emails

*Areas families would like to see us develop in 2023/24*

- ✓ Music, arts and creativity

**Feedback from our stakeholders:**

*Feis Rois survey*

"Cluster pupils had excellent engagement – a delight to visit."

*Member of the 'Muir Matters' magazine Team*

"Great to see the schools coming together. Learning looks fun!"

"We do appreciate the page you send - always interesting and colourful"

"It's lovely to see the children mixing."

*Depute Headteacher at Hillhead Primary, Glasgow, during Strathconon pupil visit*

"Strathconon pupils are very independent and confident."

## 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:

STRATHCONON PRIMARY	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	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good

Our overall evaluation of our capacity for continuous improvement is:

FRIENDSHIP, TEAMWORK, KINDNESS, CREATIVITY

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Embed the United Conventions on the Rights of the Child (UNCRC).
- Engage staff, learners and families in robust Pupil Learning Profiles to raise attainment in Literacy, Numeracy and Health and Wellbeing.
- Raise attainment in writing through engagement with 'Stephen Graham Writing' theory and practise.
- Embed assessment strategies for Reading, Writing, Listening and Talking and Numeracy and track consistently on new ASG tracker.
- Improve engagement with our local communities to enhance learning experiences for our pupils.
- Empower our learners to care for their own mental and emotional wellbeing by engaging in the 'DoBeMindful' mindfulness programme.
- Improve learner's knowledge and understanding of relationships, sexual health and parenthood through the national RSHP resource for children and young people.

## 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

<https://wordpress.com/page/strathgarvemarybankstrathcononcluster.wordpress.com> or by contacting the school office.