

# Standard and Quality Report



2022/23



**Strathdearn Primary and ELC**  
HIGHLAND COUNCIL | STRATHDEARN PRIMARY, TOMATIN

*Honest Encouraging Inclusive Kind and Respectful*

# 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.

Arlene Beattie  
Head Teacher  
Strathdearn Primary 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.

<b>Attendance</b> 93%	<b>Average Class Size</b> 18	<b>Meeting PE Target</b> Target Met						
<b>Pupil Numbers</b> 37	<b>Teacher Numbers</b> 3 (includes part-time staff)	<b>Pupil Teacher Ratio</b> 19:1						
<b>N3</b> 5	<b>N4</b> 6	<b>P1</b> 5	<b>P2</b> 6	<b>P3</b> 8	<b>P4</b> 4	<b>P5</b> 3	<b>P6</b> 8	<b>P7</b> 3

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

Strathdearn Primary is located in a rural setting serving the local community of Tomatin, 20 miles south of Inverness.

There are 37 children attending the school and 11 children in nursery, ranging from N3-P7. P1-3 and P4-7 are taught together in a multi-stage class and there is a single nursery class for 3 and 4 year olds.

The headteacher has overall leadership responsibility for both Strathdearn Primary and Daviot Primary. The head teacher is supported by a cluster principal teacher. Staff and children from both schools work together termly.

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, few children are exceeding national expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Good progress	Satisfactory progress

We have had no exclusions this year.

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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

In March 2022, we worked in partnership with our pupils, staff and parents to develop a new vision for our cluster. Our New Values are –

- Honest
- Encouraging
- Kind
- Respectful
- Inclusive

In tandem with the language of SHANARRI we talk about many aspects of social, emotional, behaviour and subject learning through these values and their relationship to our well-being through the well-being indicators.

## 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:

### Improving Attainment in Literacy – Writing

**Purpose:** Post Covid, the attainment data was showing a decrease in literacy levels across the school particularly in the area of writing. The school did not have a consistent way to teach writing across the school.

#### Progress:

- ✓ All teaching staff attended Talk for writing training online over a 6-week block.
- ✓ Writing rubrics, linked to the benchmarks, are used consistently across the school to assess writing at key points in the year.
- ✓ Writing attainment results are recorded throughout the year on the schools tracking, moderating, and reporting portal (TMR).
- ✓ Daily opportunities for writing are evident in each classroom.
- ✓ Writing attainment across P1-P7 has increased for all pupils.

#### Impact:

- ✓ Observations through learning visits show greater consistency in the effective teaching of writing. All teachers report that there is improved learner engagement and accelerated learner progress in writing – evidenced through tracking using progression pathways and the schools TMR portal.
- ✓ Rigorous assessments and tracking have enabled all pupils who require additional support/challenge in writing to be identified effectively with next steps in place.
- ✓ Good progress was made in this area.

#### Next steps:

- Continue to ensure continuity in teaching of writing across the school improves the attainment data.
- Enable teaching staff to develop their knowledge by attending further Highland Council training (comprehension, Wrap-around spelling and further Talk for Writing) to support the literacy pathways and progressions for Strathdearn Primary
- Ensure moderation of writing is consistent and includes writing pieces from various schools (ASG) to enable the school to look outwards at others in our local area.

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## Our Learning Journey – E profiles

**Purpose:** Increase pupil voice through the use of profiling, enabling our learners to know exactly who they are as a learner and identify their next steps. The purpose was also to engage parents/carers in their child/rens learning.

### Progress:

- ✓ All staff attended an Inset day training Session on Google Sites.
- ✓ All P1-7 set targets and evaluate these in their e-profiles.
- ✓ Parent/carer access is set up to allow access at any time.
- ✓ Weekly reflections are made by the pupils each week to reflect on their learning and progress.
- ✓ Wider achievements for home and outside clubs are recorded through the E-profile

### Impact:

- ✓ All staff are confident in using Google Sites for pupil profiles, including pupils support staff.
- ✓ Most pupils are aware of their curriculum targets for the term and can share these with an adult/parent verbally.
- ✓ Pupils wider learning is captured through photos or weekly reflection allowing all pupils to share in their successes.
- ✓ Parental feedback in September and May highlighted the positives – ‘more child led’, ‘much improved version of the paper folders’, ‘Easy to follow and great to see the photos and their words being shared’ and ‘My child now tells me to look at their work online as they are so proud to share’.
- ✓ Impact of the project has been shared nationally and highlighted in The Education Scotland’s Profiling Learners’ Achievements paper due to be published this year.
- ✓ Good progress was made in this area.

### Next steps:

- Develop feedback at all stages through the learning conversations to ensure pupils are specific about how they have met their target – where is the evidence?
- Develop concise and relevant learning intentions and success criteria during class lessons to enable the pupils to reflect and self-assess their progress.
- Schedule ‘profile weeks’ throughout the year so that parents are aware of when there has been a significant change made to the profiles – Feedback from parents (May 2023)



School Priority:

## Analysis of tracking data to inform assessment and moderation across Millburn ASG

**Purpose:** Better consistency across Millburn ASG primaries in relation to assessment, tracking and moderating of literacy, numeracy and health&wellbeing. All primary schools will use the same dashboard to input their assessment data at the same time of year enabling moderation to be carried out across the ASG.

### Progress:

- ✓ Common tracking dashboard created for all ASG primaries agreed and being used effectively by the majority of staff.
- ✓ Effective tracking in place to identify those who require additional support/challenge
- ✓ Process for assessment and tracking is manageable and timely.
- ✓ Moderation of data highlighted strengths and weaknesses across school and ASG.
- ✓ Standardised assessments (NSA, GL) data is inputted and tracked across P1-7

### Impact:

- ✓ All staff are confident to input data into the TMR
- ✓ The majority of staff are using the TMR data to inform next steps in their learning and teaching plans.
- ✓ Individual pupils who require support/challenge are being identified and supported at an earlier stage than previously.
- ✓ ASG have a consistent approach and timetable for assessments which has allowed staff to discuss and moderate data across the cluster.
- ✓ Most teachers have a better understanding of how to use data effectively to enhance the attainment of the pupils.
- ✓ Good progress was made in this area.

### Next steps:

- Continue to use the TMR to track and assess pupil progress across the stages.
- Allow time to be set aside for teaching staff to analyse the data from NSA,SOFA and other assessments during collegiate sessions.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
Emotion works	100% of pupils engaging in weekly sessions linked into school values.	Increased use of the emotion works strategies across P1-7. Pictorial prompts proving effective with de-escalating and to support pupils with additional support needs. This is year 2 so the strategies are embedded into curriculum and linked with school vision, values and aims. The cog system and process forms the basis of our restorative conversations and reflection sheets in school.
Talk for writing	Increase of 70% in writing attainment across p1-7. 60% in P1, 50% of P4 and 100% P7 attaining end of level in writing.	All staff trained and confidently delivering talk for writing sessions daily to all pupils. Termly assessments have enabled interventions to be set up swiftly to address any pupils not making significant progress. All 100% of pupils have shown improvement in writing this year.

GL assessments for P2,3,5, and 6.	Data baseline achieved for all pupils to inform planning and next steps for learning and teaching.	Assessments carried out in August to inform and back up teacher judgements. Moderation of data during Inset enabled all staff to develop confidence in using data to inform next steps. Intervention groups set up to support those who required additional help. Baseline for whole school in levels of attainment established which will support improvement and developments long term. Form1s completed with clear achievable targets for individuals.
Literacy Phonics Scheme	100% of P1-3 readers made progress and increased reading age. 60% P1, 67% P2 and 75% P3 pupils attaining age/stage.	The dandelion readers have allowed our youngest learners to access reading text immediately after being able to blend key sounds. Engagement in reading has improved and these pupils are actively reading more and confidence/ self-esteem has improved. Reading ages across the school have increased with the support of these texts to support our youngest/less able readers.

## Wider achievements

### Coileanaidhean nas fharsainghe

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During the session 2022\_23 Strathdearn has welcomed many visitors to our school to enhance the opportunities for all our pupils. These include –

- Highland Rugby Club
- Ross County Football Club
- Inverness Ice Centre
- Feis Ros
- Kodaly
- Academy 9
- Aikido sessions
- Safe, Strong and free
- ICTFC Para Football
- Highland Disability Sport team
- Aigas – Brilliant Birds sessions
- P1-7 trip to Inverness Museum
- P1-3 visit to Inverness library and Museum –Katie Morag exhibition
- ELC trip to steam railway

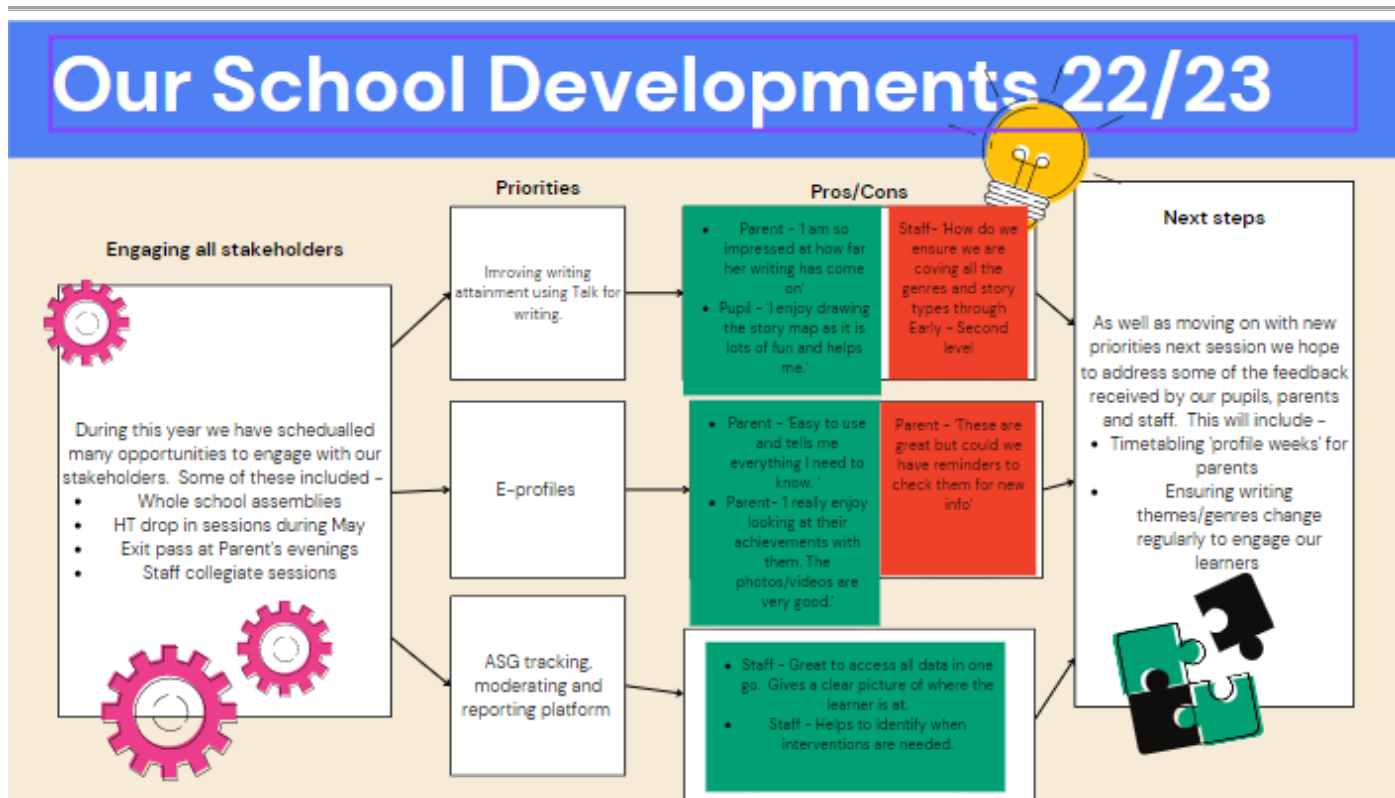
The pupils of Strathdearn have also had the opportunity to take part in sporting events in their local community. These included Cross Country, MacRobert Cup and the Baillie Cup. Some of our older pupils also competed in the Shinty tournament.

Personal wider achievements of pupils are shared monthly through our virtual cluster assembly. As a cluster we share our achievements before adding these to the pupils' e-profiles. Pictures and stars (highlighting the achievement) are placed in the front entrance for visitors and peers to look at.



# Comments from learners, families, stakeholders and staff

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



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

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- Continue to ensure continuity in teaching of writing across the school shows improvements in pupil progress.
- Enable teaching staff to develop their literacy knowledge by attending highland Council training if available
- Ensure moderation of writing is consistent and includes writing pieces from various schools (ASG) to enable the school to look outwards at others in our local area.
- Develop feedback at all stages through the learning conversations to ensure pupils are specific about how they have met their target – where is the evidence?
- Develop concise and relevant learning intentions and success criteria during class lessons to enable the pupils to reflect and self-assess their progress.
- Schedule 'profile weeks' throughout the year so that parents are aware of when there has been a significant change made to the profiles – Feedback from parents (May 2023)
- Continue to use the TMR to track and assess pupil progress across the stages.
- Allow time to be set aside for teaching staff to analyse the data from NSA,SOFA and other assessments during collegiate sessions.

## 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://strathdearnblog.wordpress.com/>) or by contacting the school office