

STANDARDS AND QUALITY REPORT

2022/23



Strathgarve Primary School
HIGHLAND COUNCIL

Introduction: Local and National Context

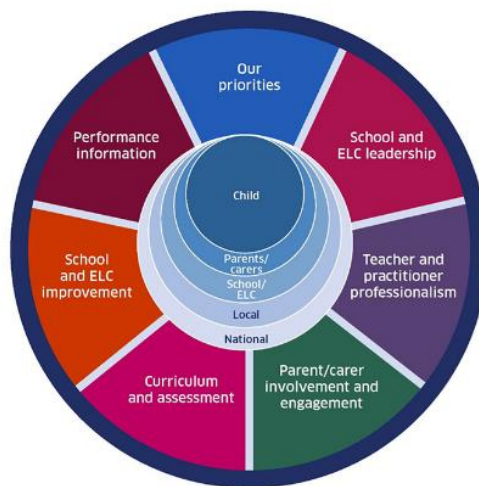
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

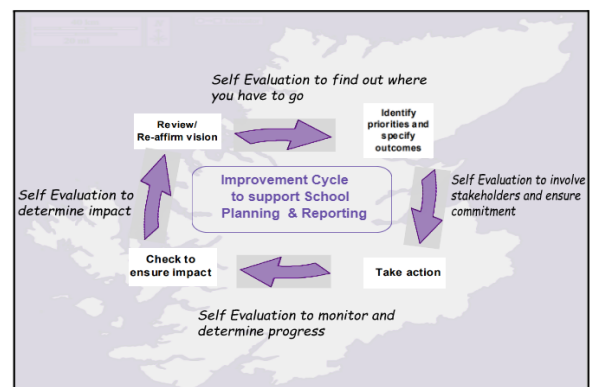
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Heather Rosie

Headteacher

Marybank, Strathconon and Strathgarve Cluster

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.

STRATHGARVE

Attendance
97.9%

Average Class Size
9

Meeting PE Target
Target Met

Pupil Numbers
9

Teacher Numbers
1

Pupil Teacher Ratio
6.7

We have had no exclusions this year.

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

There are 9 children attending the school, ranging from P1 - P7. P1 - 7 are taught together in a single multi-stage class. The nursery is not currently operational.

The headteacher has overall leadership responsibility for Strathgarve, Marybank and Strathconon Primary Schools. Staff and children from both schools work together regularly.

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 satisfactory. Less than half of children who face barriers to learning are on track, but all are making good progress towards meeting their individual targets in Literacy and most children are on track for Numeracy.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Satisfactory progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 school 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:

- Families developed a better understanding of why surveys are 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 Teachers is actively using Seesaw and all parents 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 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 and 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 school, and this reflects in the happiness of our pupils.
- **Very good progress was made in this area this year.**

Next steps:

- Establish a Strathgarve Parent Council.
- 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 Councils 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.
- Improved consistency in tracking attainment over time. Teacher judgement, NSA results and ACEL data show that almost 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.
- Consistent supply teacher was found to cover the class until June 2023.
- Observations though learning visits show that all pupils are working at appropriate levels for their age and stage or individual milestones.
- ✓ 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.
- A supply teacher with experience of RRSA joined the Cluster on a temporary basis. This

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 RRSRA steering groups. This will be celebrated at ASG level, with an organised event for all the ASG schools to share their learning experiences.
- RRSA steering group formed. The group have developed an increased awareness and

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.
 - Our Early Years Practitioners at Marybank attended 'Developing Global Citizenship Through Play at Early Level' training in June 2023.
 - The pupils have enhanced their knowledge and understanding of Sustainable Development through the Cluster IDL topic study, 'Scotland's Marine Habitats'.
 - 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.
 - Our EYPs have gained further insight into how our 3- and 4-year-olds view the world around them and have a clearer understanding of the Head (Knowledge & Understanding), Hearts (Values and Attitudes) and Hands (Skills) approach to Global Citizenship Education. EYPs have greater knowledge in how to access diverse resources including; props, books, dolls and clothing which can be used during children's play to ensure diversity in our setting.
 - 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.

Due to the rural location of the school, we were unable to find a PSA to consistently work with pupils between August and December. Therefore, in January 2023, a supply teacher was employed to release the teacher from class to work 1:1 or with small group of pupils. A total of 6 days were allocated to a supply teacher from January to June.

The Class Teacher worked 1:1 with target pupils to develop a growth mindset. Pupils' have made some progress in embracing challenges, persisting in the face of setbacks, and finding inspiration in the success of others. Further funding will support pupil progression in this area next year.

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 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.



We have increased community engagement by inviting members to work with the pupils to re-vamp our outdoor spaces. Together, we have cleared paths, weeded beds and borders and added new plants to brighten our playground.

Friendship, Teamwork, Kindness, Creativity

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

Feedback from our learners:

- ✓ Pupils in Strathgarve think they had made progress in both Literacy and Numeracy.
- ✓ The pupils have enjoyed having two different teachers this year. Both brought different and new things to learning.
- ✓ The highlights of the year for the pupils included the Dolphin Spirit boat cruise and getting 'Star of the Week' awards.
- ✓ Overall, pupils gave Strathgarve 8.5 out of 10 and almost all would recommend our school to others.

Feedback from our staff:

Strengths

- ✓ Relationships between staff are very positive
- ✓ Children have developed growth mindset skills to Numeracy strategies
- ✓ Communication and engagement with families via 1:1 conversations, supportive Child Plan meetings, school events and Seesaw shared learning
- ✓ Developing local school community
- ✓ Resilience of pupils towards learning
- ✓ Embracing new responsibilities and experiences
- ✓ Support within the Cluster to share professional dialogue, resources and experience
- ✓ Cluster events have been enjoyed by all pupils, staff and families

Significant improvements we have made 2022/23

- ✓ Resilience of pupils with additional support needs
- ✓ Attitudes of learners towards writing
- ✓ Relationships between pupils are strong but they are developing new approaches to manage peer relationships
- ✓ PSA support granted from April 2023. Pupils with additional support needs are being effectively supported to progress in their learning and stay safe in school.

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

- ✓ Embed UNCRC
- ✓ Raise attainment in writing
- ✓ Consistency in teaching staff
- ✓ Continue positive relationships between pupils and staff
- ✓ Developing nurturing approaches in the classroom 8

Feedback from our families:

Our strengths

- ✓ Engaging with pupils
- ✓ Tailoring lessons to the child's interests
- ✓ My children have loved the practical lessons e.g. bird feeder cakes

Improvements we have made in 2022/23

- ✓ Soft Start is a big hit with my child
- ✓ Cluster school days

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

- ✓ Increased PSA support for learners and Class Teachers

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."

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:

STRATHGARVE PRIMARY	PRIMARY
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good

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

- Embed the United Nations 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

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.