

STANDARDS AND QUALITY

2022/23



Strathpeffer Primary and ELC
HIGHLAND COUNCIL | SCHOOL ROAD, STRATHPEFFER, IV149AG

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.

Mrs Sarah Wojtunik

Head Teacher

Strathpeffer primary school and ELC

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.

Attendance 94.8%	Average Class Size 22.6	Meeting PE Target Target Met
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Pupil Numbers (including ELC) 160 + 31	Teacher Numbers 9	Pupil Teacher Ratio 18
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N3 XX%	N4 XX%	P1 12%	P2 15.2%	P3 8.9%	P4 12%	P5 12.7%	P6 19%	P7 20.3%
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SIMD Q1¹ 0-10%	SIMD Q2 10-20%	SIMD Q2 %	SIMD Q3 80-90%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

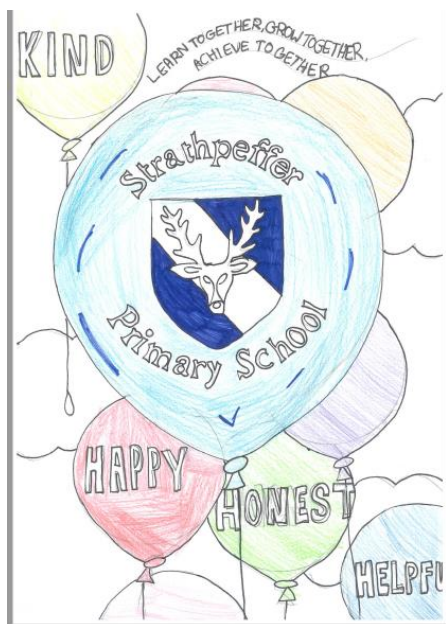
² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



The schools Vision, Values and Aims were updated with the whole school community in August 2021 by the new Head Teacher. Children, staff, and parents were involved in the process. These are celebrated and referred to within classes and throughout the school environment. They are referred to through our behaviour management strategies for example our positive postcards and head teacher awards.

Our vision is to 'Learn together, Grow together, Achieve together

Values – Kind, Happy, Honest, Helpful

Aims - *In school we will -*

- Be a kind and supportive friend to others and celebrate our differences
- Believe in ourselves, work hard and adopt a positive attitude to our learning
- Know how to make good choices and always try our best
- Develop our skills to be become lifelong learner

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:

Numeracy

Purpose:

Through professional dialogue and self evaluation with teaching staff and parents, it was identified that Numeracy was an area of the curriculum that needed to be developed. Staff were all using different teaching strategies, resources and language. A more robust and consistent approach was needed to improve attainment for our children.

Progress:

- ✓ Current practices and resources audited through staff consultation
- ✓ Staff and families survey completed

Impact:

- ✓ Evaluation of current practices and resources used gave a good overview for senior management. This highlighted a need to

Kind, Happy, Honest, Helpful

- ✓ Authority level agreement to use Highland Numeracy progression
- ✓ Engagement with Dingwall academy for P7 teacher – class observations and visits from academy teacher to P7
- ✓ Numeracy themed open afternoon for parents with resources shared
- ✓ Senior management class observations with a numeracy focus
- ✓ Diagnostic assessments used across the school
- ✓ Counting collections started as a whole school with peer visits to another school in our associated school group
- purchase more interactive resources, this was completed with the children benefiting across all stages.
- ✓ Surveys and class observations confirmed a need for a consistent approach and use of language to the delivery of teaching numeracy.
- ✓ Teaching staff clearer with the decision to all be using Highland Numeracy progression, this highlighted a need to re visit how we use the progression to effectively support learning and teaching
- ✓ P7 teacher found peer observing a secondary teacher to be very effective, thus confirming her own teaching in line with the feeder academy, providing a better understanding of second level learning and teaching and beyond
- ✓ Numeracy themed open afternoon was successful in engaging children and parents in showcasing new resources and elements of the development of numeracy across the school
- ✓ Peer observations and training of counting collections has inspired teaching staff to think more about the processes of counting, this has benefited learners with their number processes
- ✓ Where satisfactory progress has been made, we are very much still at the beginning of our journey with numeracy.

Next steps:

- ✓ Whole school training and use of implementing Highland Numeracy Progression effectively across all stages of the school
- ✓ Strategies and language used shared with families in a variety of ways
- ✓ Further purchase of resources with training on how to effectively use on individual/group/whole class basis
- ✓ More robust use of diagnostic assessment – looking at frequency, what stage and appropriate use of data to inform next steps with training on whole class delivery assessments
- ✓ More in depth engagement with families regarding the teaching methods of numeracy
- ✓ Continue to embed counting collections within the numeracy

School Priority:

Health and Wellbeing – Zones of Regulation (ZOR)

Purpose:

Through observation of the needs of our learners and the need for a whole school approach to self regulation, we highlighted that we would have a focus on implementing Zones of regulation from ELC to P7. This would ensure a consistent approach with the language and strategies we are using to encourage our learners to be resilient, explore their emotions and prepare them to be ready to learn. We have always placed a high emphasis on nurture with the school therefore will build on good practice already in place.

Progress:

- ✓ Wellbeing indicators used individually at the beginning and end of the year and shared in profile folders
- ✓ Whole school implementation of Zones of Regulation – pre and post surveys completed. Lessons on strategies delivered
- ✓ School Improvers group designed and implementing new sensory space to aid learners with self-regulation
- ✓ New signage in the playground to encourage self-regulation and to support PSA with delivering this outside
- ✓ PSA's trained on inset day
- ✓ Promotion of positive behaviour following the school values, introduction of positive postcard. Continue use of head teacher awards and class of the week
- ✓ Reintroduction of problem solving/whole school golden time/fresh air Friday and committee groups to promote multi aged working and resilience
- ✓ Parents have been kept up to date of progress through newsletters and parent council meetings

Impact:

- ✓ Majority of learners have a better understanding of the wellbeing indicators leading to knowing themselves better
- ✓ Most learners are engaging with Zones of regulation leading to a better understanding of identifying their emotions and beginning to use strategies to help them self-regulate. Progress has been identified in surveys, with almost all questions seen an increase in score. Learners are confident in describing what ZOR is
- ✓ PSA staff now have a better understanding of ZOR and how to support children in the playground this is beginning to have a positive impact on behaviour
- ✓ Most children are motivated to receive a positive postcard/HT award and be class of the week, this has impacted positively on the ethos of the school and highlighted the school values well as they are celebrated
- ✓ Almost all children fully participate in the 4 week rotation of groups, this has given opportunities for children to lead their learning in a multi staged approach. This approach created a positive ethos throughout the school
- ✓ Good progress was made in this area.

Next steps:

- ✓ Recap on wellbeing indicators with a whole school approach through classes and assemblies
- ✓ Zones of Regulation – explore the word 'self-regulation' more, identified lack of knowledge through surveys. Continue to use emotional check in daily, revisiting this with new class. Build on strategies for thinking, calming and sensory tools to regulate. Complete sensory space. Build links with families around the use of ZOR. Continue to bring ZOR to life in the playground. Identify children who may need a more individualised approach. Whole school reintroduction at the beginning of the session
- ✓ UNCRC group to be set up and merged with Noble Global group led by depute head teacher

School Priority:**Family Involvement/Family Engagement****Purpose:**

Returning to school after a disruptive two years had highlighted a need to engage with our families in a more normal, creative, and routine way. By evaluating old practices and creating new opportunities we planned to engage and involve our families to inform and support their children's learning with the school and community

Progress:

- ✓ Open afternoon with a numeracy focus was delivered in term 3
- ✓ Internet and Gaming safety events delivered term 3 and term 4 from Digital lead within the Highland Council

Impact:

- ✓ Almost all parents attending our numeracy themed open afternoon which resulting in positive relationships continuing to be formed with families and school. Parents were able to engage with new resources, strategies and

Kind, Happy, Honest, Helpful

- ✓ A new school website was designed and launched by the head teacher
- games that are used in school to illustrate learning
- ✓ Internet/gaming events were well attended for the size of school. Free childcare was provided to support the event. Parental feedback was very positive, and they found the sessions very useful
- ✓ The new school website received positive comments from families and staff, it is continually updated with newsletters and useful information and gives a good overview of the school for prospective parents including photographs of staff members to ease transition
- ✓ Good progress was made in this area.

Next steps:

- ✓ Annual overview of parental engagement to be established and communicated with parents at the beginning of the session. This was not completed this year due to a change of head teacher halfway through the year
- ✓ Set up and establish a PEEP group within the school, for nursery parents and children, using two trained staff members
- ✓ Provide workshops/events/information sessions that meet the needs of our families and community
- ✓ Further develop the use of the school website for communication and sharing of learning

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

Our employed PSA has undergone work with individuals, there has been an increase in their scores from Term 1 to Term 4 as a result. Numeracy work has also been completed and there has been an increase in basic fact knowledge.

Numeracy resources were audited and replenished with a focus on using more up to date resources recommended from the numeracy development officer, this has had a positive impact on children needing to develop their numeracy skills with concrete materials.

Zones of regulation resources have been bought to aid the delivery of our health and well-being programme, this has resulted in the children being more familiar with the zones and the terminology used. Money was used to purchase a space for the P7 residential trip.

Teacher employed to carry out outdoor learning lessons with small groups of children to positively impact on their mental health. This has been successful as the children are more mindful of each other and have enjoyed learning new life skills.

Wider achievements **Coileanaidhean nas fharsainghe**



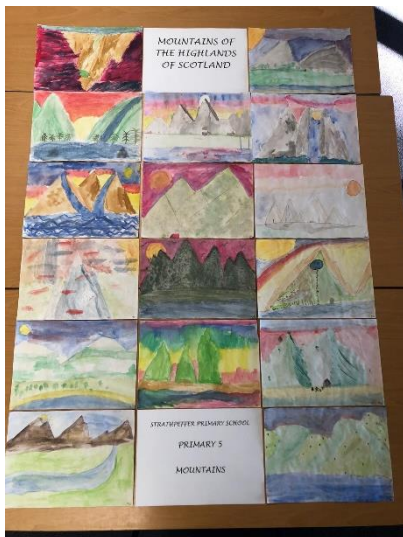
Our P7 team were second in the Rotary Quiz this year.



Our boys and girls' team both won the cross country this year



Our team came home with lots of medals after the County Sports in June.



Primary 5 were overall winners of King Charles III art competition with P1 winning their category.



We secured funding from the Glen Wyvis goodwill educational fund to aid us in furnishing our sensory space. Some children in P6 went to a hospitality event to receive our cheque. We were also successful in obtaining funding from the Highland council discretionary fund.



Comments from learners, families, stakeholders and staff

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

Parent comment –

‘Strathpeffer Primary have significantly improved the communication channels between school and home over the course of this school year. The communication coming home has been far more regular and more focused upon not only the ‘life of the school’ but also increasingly, about learning. This has been both at an individual level for my daughter, but also more generally when speaking about learning that is taking place across the school.

My daughter has talked positively about the changes to the ‘positive behaviour’ system which obviously ties in directly within the newly introduced ‘zones of regulation’ which she is able to clearly outline to us as parents.

I think that the school improvement priorities have been well-chosen for this year and appear to be making a positive difference.’ P7 parent

Parent comment –

‘In terms of family engagement: It has been fantastic to have frequent updates on academic and social achievements, as well as upcoming school events in the form of a frequent school newsletter. This means we can discuss school life in more depth with our children and it helps us to feel part of what is going on. Parents are also given many opportunities to participate in our children’s learning by being invited in for events and we are given clear guidance on helping with homework.

*H&W wise: The zones of regulation work has allowed our children to discuss feelings openly which we have found very helpful in regulating emotions. In future it would be useful to possibly have materials shared with parents to allow us to use familiar language/strategies at home that have been used in school.’
Nursery and P2 parents*

Parent comment –

‘Numeracy

It has been interesting to see how traditional teaching is being supplemented with new technology. With regards to numeracy, the children at Strathpeffer Primary have been introduced to the online learning tool "sumdog". Our children have found sumdog an engaging game which has made learning maths fun! They also enjoyed playing some of the maths games in a multi-user setting where they were able to play with and against their peers. The only downside we found was that it encourages more screen time. Something we as a family are working hard on reducing. We look forward to further innovations (both traditional and tech-based) to further inspire the children.

Zones of regulation

The school has introduced the children and families to a concept called “zones of regulation”. Our children have enjoyed learning about the different zones. They have learnt to recognise which zone they are in. Learning how to identify and understand your emotions is a really helpful tool to have at any age. It would be nice to see all class teachers incorporating this learning into the classrooms. Going forward children could learn techniques on how to manage and influence their emotions even better.

Family engagement

The now more frequent school newsletter has been a welcome addition to the channels of communication between families and the school. As a family we feel we are better informed of what is going on within the school and are enjoying seeing pictures and short summaries of school activities etc. Regular email correspondence from the school office with date reminders and extra curricular activities has been really good over the last year.

Going forward, we would welcome similar positive engagement between the class teachers and families. Currently, we have one parent's evening (usually in November), a term information summary document and a "snapshot week" blue folder, which the children bring home two or three times a year. At the first parents evening, teachers are still getting to know the class and the children individually. Although it is nice to meet the teacher, there is often little feedback to guide parental support. A second parents evening towards the middle of the academic year (around Easter time) would be very helpful. Another suggestion to improve communication could be a monthly feedback/ progress report on how the child is doing. This would help create a good relationship between the teacher and the parent. It wouldn't have to be a long report, but could be a quick email or google classroom message between teacher and parent on a more regular basis.

The year end report which the children receive has sadly been slimmed down a lot over the years. Previous versions of this report were much more informative. We would welcome a more child specific appraisal.'

Primary 3 and Primary 6 parents

Staff comments –

'The whole school approach with implementing Zones of regulation has had a positive impact on the learners. A whole approach to anything is always beneficial. We still have lots of training to undertake and time to become familiar with resources for implementing Highland Numeracy Progression, but it is good that we are all doing one approach.' Teacher

'Good links forged with Dingwall Academy. Practice lesson carried out by Dingwall Academy and resources shared. Observation to be carried out in Dingwall Academy. Planning in relation to levels discussed. Impact – resources trialled e.g. ski runs as a differentiated starter. Children engaged with it and recapped learning. Next step – to create consistent assessments that run alongside Highland Numeracy SOW. Parental engagement with numeracy vocabulary and numeracy strategies taught in classes – workshops would be beneficial. Homework if set should support these strategies so parents are more familiar/confident with them. Counting collections observation carried out. The children responded well to this when a lesson undertaken and even put that it was one of their enjoyable moments!

Health and Wellbeing (zones of regulation). Improvement in the children's awareness of the different emotions. Found specific lesson on Zones difficult to find the time to do with P* because of all the other activities they have been involved in. Zones terminology would be better integrated into P* programmes such as the RSHP and Resilient kids. Transition online session during Mental Health Week on 'Kooth' covered some relaxation strategies which were useful.

Family engagement – my P7 class seemed to enjoy the Numeracy activities on the open afternoon. Agree that the second parents evening to be in the calendar is beneficial as the open afternoon doesn't provide parents with individual feedback about their child's progress and learning' Teacher

Stakeholder –

'Health and wellbeing - The school have clearly done lots of work around zones of regulation and the children have a good understanding of how these work. The school recognise the importance of the children's mental health and having a safe space to regulate their emotions. The investment in 'the den' demonstrates the school's commitment to this. Being clear with expectations of behaviour is important along with helping children recognise when their behaviour is not appropriate. We are grateful for the good work that the school are now doing on the use of inappropriate language in school and communicating this to families to help children achieve the expected standards. I hope to see more work like this within the school.

Family engagement – The school has excellent communication with families in relation to whole school activities/information. Regular school news letters and e-mail updates from Mrs Wojtunik and Paula keep families and carers well informed. There is nothing I have noticed that could be improved since the recent changes. The school also disseminate information to all families on behalf the parent council, which we appreciate. I feel that the next step for the school should be to work on communication for individual children. Updates if children are struggling, changes to children's attainment levels, updates when a child works hard and improves, concerns that the school have regarding a child etc. This would be most

beneficial through direct communication from the class teacher to the parent / carer. I also feel that having 2 parents evening per year would allow the opportunity for better engagement as parents will be able to discuss their child at the end of the school year and not only as they embark on their new academic year.'
Parent council member

Learner comments –

'The staff at the school are really nice, they are all really friendly. In my previous school I didn't have Zones of regulation so getting to put your emotions on every morning is really good as my class teacher looks at it and comes and talks to me about it. Literacy is really good as we get to write our own stories. Maths is great as you use it every day in your life, even if you don't know it, you have to try.' P5 pupil

'It has been good to learn about zones or regulation, it helps me keep calm if I am in the yellow or red zones and how to keep active if I am in the blue zone.' P3 pupil

'I am improving in my maths because I am getting more right in maths, my teacher tells me.' P3 pupil

'It has been good learning about harder maths as it gives me a better challenge.' P3 pupil

'I love maths, sometimes I give my mum a wee challenge question. I liked it when my mum came into the class to see all our maths games.' P2 pupil

'The zones of regulation helps you know what feelings you are having, it helps you feel really good, happy, sad or sick. I like working with my partners on my maths games.' Primary 1

'The red zone is if you are worried, I speak to the adults in school to help me.' Primary 1

'My mum came in to help us on our school trip and to see our new maths games in class.' Primary 4

'In the zones of regulation, we really enjoyed using the Colour monster books, which inspired us to make our own monsters for our display. If you are happy or sad, you can ask your friend how they feel and help them' Primary 4

'I really liked learning about problem solving in a creative way in a weekly challenge group.' Primary 6

'We use Sumdog to help us with our learning.' Primary 6

'Zones of regulation is good, they are not just forgotten about, you hear about it all the time. It helps me with to identify different emotions. Numeracy has got a lot better, it feels like we are learning a lot more to prepare us for going into secondary school.' Primary 7

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
QI 1.3 Leadership of change	Very good	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Very good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Good	Choose an item.

QI 3.2

Raising attainment and achievement/Securing children's progress

Very good

Satisfactory

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

- ✓ Assessment, moderation and attainment - As this is a national priority and The Highland Council education priority we are working as an ASG (Associated Primary Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds. This will focus on the learning and teaching of Literacy and Numeracy.
- ✓ Rights Respecting School bronze and silver awards - As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement.
- ✓ Stephen Graham writing – we will be receiving 5 sessions of training to improve our approach to teaching writing. We will work with other schools who are also doing the training to have moderation exercises. We are aiming to have a consistent approach across the school for teaching and assessing writing.
- ✓ Literacy for all - as part of the Highland Councils agenda we will receive training on how to identify barriers to achieving in Literacy/Numeracy e.g Dyslexia. We will use this knowledge to support our learners and be successful in identifying any difficulties that may arise and communicate this effectively with families
- ✓ We will continue to embed Zones of Regulation as a whole school health and wellbeing approach

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://sites.google.com/dingwallacademy.org.uk/strathpefferprimary> or by contacting the school office