

Lochaline Primary School and ELC

HIGHLAND COUNCIL | MORVERN CRES, LOCHALINE, OBAN PA80 5XT

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.

Andrew Kent
Head Teacher
Lochaline 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.

Attendance
95.51%

Average Class Size
10.0

Meeting PE Target
Target Met

Pupil Numbers
10 + 5 Nursery

Teacher Numbers
1

Pupil Teacher Ratio
1:10

Lochaline Primary School is located in a rural, coastal setting serving the local community of Morvern on the Ardnamurchan peninsula.

There are 10 children attending the school and 5 children in nursery, ranging from N2 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Lochaline Primary School and Ardgorr Primary School. The headteacher is supported by a principal teacher. 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision in the Lochaline Primary School community is for:

Happy and motivated pupils able to engage successfully with others and out with the school
Staff who feel valued in all they do and say
Parents who experience inclusion in their child's education

Our values are:

Wisdom, Justice, Compassion, Integrity

Our aims are:

To provide a safe and secure environment which will motivate and arouse curiosity and foster an enjoyment in learning.

To help every pupil develop their full potential through the Curriculum for Excellence programme.

To present the curriculum programme in a manner both interesting and differentiating.

To create an ethos of achievement throughout the school and to encourage all children to aspire to greater achievement by helping them to develop confidence, self-esteem, ambition, and the discipline required for these goals.

To enhance professionalism of staff through teamwork, personal and staff development.

To continue our partnership with parents, to build upon it and to continue to work with parents to support the education of their children.

To continue to foster a positive attitude and respect towards our school, each other, and the wider community.

To ensure equal opportunities for all.

To nurture the esteem with which the community views the school and to continue to involve the wider community in the school programme whenever such opportunities arise or can be created.

Subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their Social, Emotional and Physical Health.

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:

Moderation and Assessment

Purpose:

Improvement of quality and consistency of teaching and assessment across the cluster/ASG. This project has been developed in response to dips in attainment in both literacy and numeracy throughout Highland. There is a variation in confidence in schools in using the benchmarks.

Wisdom, Justice, Compassion, Integrity

Progress:

- ✓ This area of progress is ongoing. Some good progress has been made, and recent assessment and moderation meetings with other schools in the ASG have been reflective and positive.

Impact:

- ✓ Teaching staff are increasingly confident about the process of self-evaluation, and in their assessment of whether children have achieved level
- ✓ Moderation sessions have been successful in heightening the sense of collegiality within both the school and the wider ASG. Collaboration among teaching staff within the cluster has had a positive effect overall.
- ✓ Good progress has been made in this area, with greater progress expected next session

Next steps:

We aim to consolidate progress in the area of assessment and moderation next session. A series of moderation events have been timetabled throughout the school year with the intention of delivering a purposeful and useful moderation experience within the Ardnamurchan ASG. These events will also include moderation discussion groups held between Early Years staff.

School Priority:**Raising Attainment in Literacy****Purpose:**

We aim to continue to raise attainment for all students in this curriculum area, addressing the identified impact of the pandemic on the literacy development of all learners, with particular focus on younger learners who may have missed out on core literacy building experiences.

Progress:

- ✓ All staff have attended and continue to attend training on Literacy For All and Phonics delivery and are using the associated knowledge and resources to positive effect in classroom practice
- ✓ Phonological awareness screening completed for P1 students in August 2022 and again in May 2023
- ✓ SNSA Assessments completed for P1, 4 and 7 students, SOFA assessments to be put in place next session
- ✓ PM Benchmark kits have been purchased and a new system of tracking reading progress is to be put in place for session 2023/24 and beyond
- ✓ PSA hours

Impact:

- ✓ Students report positive attitude toward literacy in the classroom and demonstrate good levels of engagement and progress in classroom observation and assessment data
- ✓ Staff report increasing levels on confidence and knowledge in delivering literacy learning, particularly within the context of a multi-composite setting
- ✓ Phonological screening demonstrates that students have made good progress in this area compared with last session and throughout the year

Next steps:

Raising attainment in literacy remains a priority for 2023/24 and staff will continue to attend CPD training on Literacy for All and Talk for Writing, as well as focusing on collaboration with colleagues from within the ASG and beyond to reflect upon and improve practice.

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

Pupil Equity Funds have been used to contribute towards reduction of the poverty related attainment gap by improving literacy resources throughout the school, and by creating a variety of learning spaces within the school which promote equality by catering to a wide range of learning needs and styles.

Wider achievements **Coileanaidhean nas fharsainghe**

Our students have participated in a wide range of activities and events outside of school. They have represented the school in athletics and swimming events, as well as rugby and shinty tournaments. Children have taken part in skiing trips, visits to the Newton Room in Fort William and various other trips to learn about the flora and fauna of the local area and the study and conservation of marine species. Our students enjoyed plenty of success at the Ardnamurchan Mod, winning prizes in both individual and collective categories.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

Feedback from all stakeholders about the school is positive and encouraging overall. Children enjoy school and embrace learning with smiles on their faces. They make the most of the many and varied learning experiences available to them, and of the outdoor learning opportunities afforded to them by the unique and beautiful setting at Lochaline. Parents remark consistently about how much their children enjoy coming to school. They report that they are happy with the learning happening at the school. Staff feel supported in their work and in their opportunities to develop. Staff feel their opinions are valued and listened to within the school. The school has undergone several staffing changes within the last few years, and parents are now keen for a settled situation.

Parental feedback surveys were administered towards the end of session 22/23 and opinions sought about where the school is doing well and where improvements could be made.

Responses were limited but identified the friendly nurturing environment as an area of strength, and that "Generally this school is an amazing place!"

Areas for improvement identified included a more focused approach to the teaching of Gaelic.

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	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	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

Our focus as a school in session 2023/24 will remain on raising attainment in literacy, with particular emphasis on writing, and we will also continue to prioritise assessment and moderation in striving to improve quality and consistency of teaching and assessment across the cluster and wider associated school group. We will be focusing on creating the best possible environment in our nursery to maximise opportunity for learning and growth.

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 or by contacting the school office