

**Stratherrick Primary School and ELC**  
HIGHLAND COUNCIL

# Introduction: Local and National Context

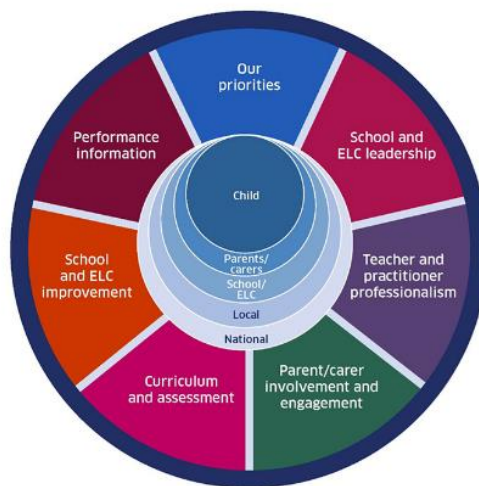
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 learning together in a friendly, fun, happy and healthy environment!*

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

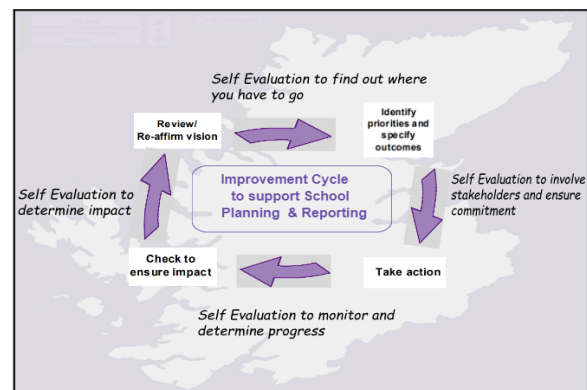
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Alan Graham  
Head Teacher

## 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**  
**98.2%**

**Average Class Size**  
**13**

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

**Pupil Numbers**  
**13**

**Teacher Numbers**  
**1**

**Pupil Teacher Ratio**  
**9.3**

Stratherrick Primary is located in a rural setting serving the local community of Gorthleck village and the community. The catchment extends to Knockie Lodge (Whitebridge) in the South to Torness in the north.

There are 14 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for the school and nursery.

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. 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

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“At Stratherrick Primary School we are learning together in a friendly, fun, happy and healthy environment.”

#### Core Values:

Proud Pupils being  
Respectful and  
Open to challenges  
Understanding and caring  
Determined to do our best

#### Aims: To ensure pupils are

**Safe** – To protect us all from danger; **Happy & Healthy** – To look after myself and others; **Active** – To become smarter, stronger and have fun; **Nurtured** – To grow and be cared for; **Achieving & Learning** – To always try your best; **Responsible** – To be trusted and someone you can count on; **Respected & Included** – To listen to others and be listened to; Included - To be part of our team.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

#### **Purpose:**

*This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. Working alongside all staff, we identified that there is a low level of confidence regarding the use of varied assessments, judgements and the Benchmarks to identify both; the achievement of a level, and the progression through a level prior to achieving it. This project will look to increase confidence in these areas, and develop consistent and robust approaches to assessment and moderation strategies in learning, teaching and assessment.*

#### **Progress:**

- ✓ Benchmarks are starting to be used more effectively across the school
- ✓ Moderation approached across the ASG are becoming standardised
- ✓ Staff attended Local Authority Moderation events to help understanding
- ✓ Attainment meetings between HT and CLO are more focussed with an attainment agenda.
- ✓ Satisfactory progress has been made in this area.

#### **Impact:**

- ✓ Staff are more responsive to meeting the needs of the children.
- ✓ Planning for them is now more systematic
- ✓ ELC is beginning to plan in a more focussed approaches in line with Education Scotland and Care Inspectorate standards.
- ✓ Children are motivated and engaged in learning opportunities throughout the curriculum.
- ✓ ACEL data was submitted in line with predictions.
- ✓ Assessment data shows an improvement in standards.

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**Next steps:**

Develop an efficient and easy to use tracking system across ELC and P1-7.

Continue to work closely with the ASG on agreed priorities in relation to pedagogy

Use assessments and benchmarks to moderate on a more regular and timely basis

Use HC attainment meeting format to ensure more robust attainment meetings between HT and CTs

**School Priority:****Raising attainment and achievement in writing****Purpose:**

We have increased our spelling attainment through various Spelling approaches. Writing remains an area of improvement within the school with many children struggling due to lockdown and structured approaches. We have researched various approaches and following success within other schools and training being sourced by Highland Council, the school is keen to move forward with Talk for Writing. We aim to provide a consistent approach to writing which ties in grammar, spelling, handwriting, vocabulary, punctuation and links with reading. We recognise that this approach should see improvement in talking and listening as well as, reading attainment also.

We are keen to use our data more effectively to provide early interventions for those struggling.

Recognising the digital world children are likely to work within, we are also keen to further develop the use of digital technology in the writing process.

**Progress:**

- ✓ Teaching staff attended Talk for Writing Training.
- ✓ Resources audited
- ✓ New resources bought.
- ✓ Some strategies implemented in class.
- ✓ Satisfactory progress made in this area.

**Impact:**

- ✓ Teachers have feedback that they feel more confident in the teaching of writing. This is ensuring that approaches to writing are becoming more consistent.
- ✓ Children are more engaged in the writing process
- ✓ Staff have a greater understanding of the pedagogy within Talk 4 writing
- ✓ Good classroom practise has been highlighted with staff feeling more confident in the modelling of writing.
- ✓ It is easier to identify gaps in learning and plan accordingly – does this link to action plan
- ✓ A greater understanding of the writing process has led to more focussed experiences for the learners. Some children are now performing beyond expected levels.

**Next steps:**

All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks. We need to ensure that there are opportunities to moderate with colleagues out with our own school.

All learners will be able to discuss their learning and focus on next steps.

In ELC – indoor /outdoor opportunities for mark making

School Priority:

## Increase Community Engagement Across the School

### Purpose:

Prior to lockdown we had very strong links with the community. This has obviously been lost to some extent. In order to provide the best possible experiences and outcomes for our learners' we need to re-establish, strengthen and invigorate these links.

### Progress:

- ✓ Parents were keen to get involved again with the life of the school.
- ✓ The Parent Council made a huge contribution to the life of the school – purchasing resources and providing opportunities for trips and community engagement.
- ✓ Lots of opportunities across the year were highlighted and utilised to provide learning opportunities.
- ✓ All staff were involved in the process.
- ✓ After school clubs were led by staff and were well attended.
- ✓ Good progress has been made in this area.

### Impact:

- ✓ After school clubs led to an improvement in opportunities for financial education and enterprise.
- ✓ We have a greater understanding of what community involvement looks like.
- ✓ More engaged parents are able to support pupils in their learning.
- ✓ Achievements are supported more appropriately.
- ✓ Children value the opportunities and are more engaged in their experiences.
- ✓ The community are more involved in the school providing opportunities and opening doors to other opportunities.

### Next steps:

Create a calendar of sustained community engagement so that new opportunities can be identified and used.

Opportunities throughout the year for parents to be engaged with pupils learning, and how they can support this at home.

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

The PEF was used to buy writing resources: Guidebooks, teacher resource books and pupil reading books. This has led to greater impact in the writing process and attainment. Attainment continues to be very good and this is in part due to the extra resources that we have been able to buy.

The Talk for Writing resources have created a focus in the class and helped us to audit our existing books. Ensuring that they are up to date and relevant.

## Wider achievements Coileanaidhean nas fharsainghe

Daily Mile

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Drama at Eden Court  
 5K Fun Run at the Loch Ness Festival of Running  
 Winners of the Farmers Logo Design  
 Stratherrick School Craft Club selling creations at the Inverness Royal Academy Fair and at the Winter Wonderland Festival  
 Community Singing Event at the Winter Wonderland  
 Helping to design the local park  
 Our Christmas Play  
 Feis Rois Singing sessions  
 World Book Day – making our own book  
 Bush Craft Activities  
 Overnight visit to the Sea Life Centre at Loch Lomond  
 Garden Tidy Up  
 Soft Plastic Recycling  
 Eco Schools Green Flag Application  
 Water Bottles Purchased for all pupils  
 P3/4 Class winning the STEM challenge at Kilchuimen Primary  
 Sports Day

## Comments from learners, families, stakeholders and staff

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

#### Pupils



#### Staff



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

For session 2023/2024

### Priority 1 – Talk For Writing

Continue to develop our approaches to Talk for Writing and how this can be achieved effectively in a P1-7 class. And ensuring the ELC is fully involved in this process.

### Priority 2 - Curriculum

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

Introduce the principles of play across the school to extend learning and make it more effective.

### Priority 3 - Understanding & improving pedagogy, assessment and moderation strategies

Support teachers to explore through research and reading effective pedagogy to support raising attainment.

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Teachers to spotlight assessment in their planning/implementation and consider what knowledge and skills do pupils have **before/during and after** a lesson is taught.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

## 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 by contacting the school office.