

2022/23



Smithton ELC and Primary
HIGHLAND COUNCIL | SMITHTON PARK INVERNESS IV2 7PD

Introduction: Local and National Context

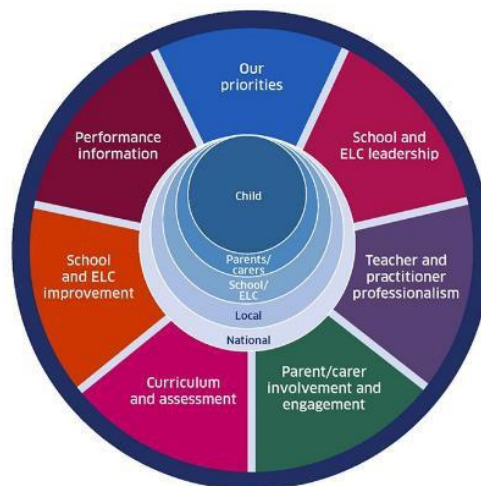
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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](#)

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

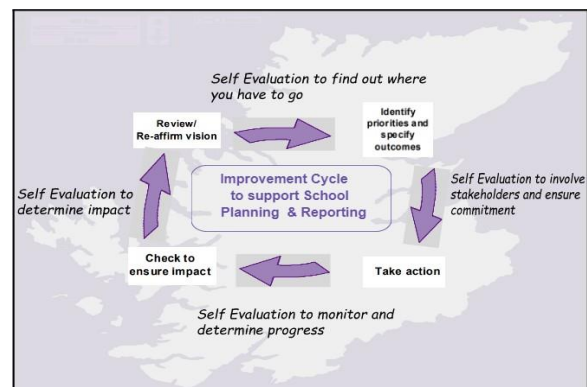
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Aileen Mackay
Head Teacher
Smithton ELC and Primary

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.

[Please see the link for all information about the school's data](#)

Attainment

ELC attainment is increasing as the number of children's development overviews attaining 'green' in sections has improved by 10%. Despite staff changes there has been a consistent approach and with a positive Care inspectorate report we continue to find the 'teachable moments' to ensure vocabulary and early literacy and numeracy skills and knowledge are worked on daily. Setting the environment is a constant challenge as the needs of the children keep changing but all adapt and use self evaluation tools e.g. health care standards, HGIOELC?4 and My Active World has really helped us remain focused.

Key messages

- Staff were very nurturing and care towards children, who they knew well.
- Children were supported to develop literacy, language and numeracy skills.
- Children benefited from a wide range of resources, including loose parts and real-life objects.
- The management team and staff were committed and motivated to make improvements to ensure positive outcomes for children.
- The staff team worked very well together.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

In the school, tackling only one area of the curriculum but in depth has allowed application of thinking, knowledge and skills across the year and as a focus at collegiate and in service sessions. Instrumental in this was taking time to revise our moderation practices. Between COVID restrictions for meeting and a huge turnover in staff we needed to take it right back to basics.

We agreed to set a percentage of what is expected to complete a level before moving on and how to address the aspects that needed to be carried over. Taking time to do this for all four areas of the literacy curriculum has helped people's thinking so it is in WTA to continue next session to check for sustainability and embedded learning.

Our attainment is up from last year:

+ 15% for Listening/Talk

+ 13% for Reading

+ 12% for writing

+ 13% for Maths

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Teachers haven't suddenly become better overnight and young people haven't suddenly become more intelligent: we have all focused on small nudges that will affect attainment, clear moderation criteria and simply having restrictions removed from working more closely together and sharing evidence from classes has had a massive impact.

Ensuring interventions are research based and questioning how our support time is used weekly has encouraged us to think out of the box and engaging the children to think about their own needs more in a confident, caring environment where all are comfortable to discuss their needs as well as strengths.

At Smithton Primary ELC and School we have approximately 480 (the numbers are changing almost daily at the moment with new housing going up across Inverness so for as many as are leaving more are coming in!) 380 children in P1-7 and 75 children in our Early Learning and Child Care (ELCC). We have 14 classes in the school with 12 full time teachers, 2 part time teachers (0.4 FTE, 0.6 FTE) and 1 part time Additional Support Needs teacher although this post is vacant and filled with a temporary contracted teacher (0.6 FTE). Our Senior Leadership Team consists of 1 Head Teacher, 1 Depute Head and 4 Principal Teachers. Children and teachers are well supported by Pupil Support Assistants. Our ELC has 9 Early Years Practitioners and 3 Support workers as the facility is open 8.30am – 4pm daily. The Head Teacher is also 0.2 FTE working with the Local Authority within the leadership and empowerment workstream around workforce planning, GTCS and ITE. This is coming to an end June 2023.

The school is in the east side of Inverness and incorporates a wide and varied social catchment area. Using the SEEMIS Risk Matrix, as advocated by the Highland Council, we know that within the school and ELC, 14% of children are classed as red (high risk), 31% amber (medium risk) and 55% green (low risk).

24% of children are in receipt of Free School Meals.

11% of children have English as an Additional Language.

We have 56 Childs Plans at Level 3 and Level 4 with a further 33 at Levels 1 and 2.

Attendance is very good P1-7 since addressing lateness and absence in P1-3 children. The aim was to have 95% of all p1-3, with no child plan or other intervention, to have very good attendance and no lateness. With careful monitoring and positive relationships with parents we address lateness or absences on a termly basis or more frequently if needed. Clerical team provides daily statistics to HT.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

The target (vision) is, 'believe and you will achieve' but that also comes with hard work and seizing opportunities. The values closest to the vision were created by community, parents, staff and young people and revised August – October 2020. As a school we had concentrated on promoting positive relationships 2018-19 and realised that Paul Dix's 'Safe, ready, respectful' was being used from ELC to P7 and should be incorporated. We also acknowledged that our values didn't really have an academic focus anywhere so this was addressed with the Pupil Learning Council who came up with what 'safe, ready, respectful' looked like and can be seen in the two examples for each in the diagram. The Pupil Learning Council looked at what the values looked like and sounded like at early, first and second levels. These have been

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incorporated January – April 2022 and shared with each class. Vision and values in our school is nothing without positive relationships and working hard together to keep these positive both adults and young people alike: it forms the roots of our community and we are determined to ensure all get the best from learning either as staff or young people at Smithton Primary and ELC. As noted by HMIE in our visit May 2022 the Positive Relationships Policy is at the root of all our policies and learning in the ELC and school.

RELATIONSHIPS

Smithton Primary Core Values
Early, First & Second Level Expectations
Created by young people for young people at Smithton Primary

<p>E - I ask a question to help me learn. F - Show confidence and determination. S - Being able to think of answers to overcome obstacles and try these out.</p>	<p>E - Face the person talking and look at their face. I like listening to different sounds. F - I can learn from listening to others. I wait my turn to speak. I show I'm an active listener through my body language. Use my indoor, outdoor, partner voice. S - Pay attention to talker and listen for detail. Concentrate to reply to what's been said.</p>
<p>Believe! You Will Achieve</p>	
<p>E - I use kind words. F - Doing a good deed. S - Watching how we say things. Being aware of the power of positive body language. Allowing personal space when needed. Taking on a new responsibility. I can use reflective and evaluative thinking.</p>	<p>E - I like to wonder about new things. I have a 'Believe You Will Achieve' attitude F - Try again...Do your best. I can set myself achievable targets. I can practise new skills. I see how I have got better at something. S - I can wonder about new achievements. I can synthesize, plan and create new directions in my learning. I have a 'I can believe' attitude. I'm positive about my achievements.</p>
<p>E - I tidy things up. I help anyone else. F - Can I help or do I hinder? S - Showing great teamwork. Knowing my role and playing my part when working together.</p>	<p>E - Not leaving anyone out. F - Talking about our opinions and accepting others views. S - Opportunities for teaching/coaching others. Encouraging others to learn new ideas. Checking to make sure everyone has the same chances.</p>

Smithton Primary
A place where everyone is learning together

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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 1: HGIOS 2.2 Curriculum HGIOS 2.3 Learning, Teaching and Assessment Led by Iain Grandison PT

Listening and Talking: raising attainment by developing a wider range of vocabulary through experiences

Purpose:

Listening and Talking: raising attainment by developing a wider range of vocabulary through experiences

Listening and Talking

All teaching staff were introduced to The Three Tiers of Vocabulary approach in September 2022. Staff worked together to create a bank of activities that could be used across the school to develop [Tier 2 Vocabulary](#) - academic vocabulary words, high-frequency vocabulary encountered across content areas and topics. To further develop this table should be revisited, and signposted as part of the Curriculum Rationale to ensure continued consciousness from staff.

Staff across the school were encouraged to challenge the vocabulary of learners, both in the classroom and out-with by ensuring correct pronunciation of Tier 1 Vocabulary - basic, familiar words commonly used everyday - through modelling and correction.

[Draft Moderation and Achievement of a Level Guidance](#) was produced for all stages of the school with staff working collegiately to determine the 70% threshold from Education Scotland Benchmarks required to demonstrate achievement of each curricular level.

Observations from classes as well as discussions with the Learning Council indicate an increased awareness of 'up-levelling' vocabulary across the school. The Play Based pedagogy in the infant department is beginning to develop opportunities for increased modelling of experiential vocabulary as well as providing more opportunities for new vocabulary through learners' experiences. Learning Council feedback also suggests increasing expectations of learners when applying vocabulary to written work in some classes. Feedback shows 50% of the classes from P3-P7 can articulate how they have improved in their Literacy during the 2022-23 session. Of this 50% all classes highlighted an improved confidence in understanding, reading or writing better vocabulary. P3 NQT chose vocabulary of emotions as her action enquiry and she noticed marked improvement in all vocabulary after the emotional vocabulary was broadened. Achievement of a Level data shows 15% improvement from last year. Having spent time with the benchmarks across the school staff and had time to moderate as a staff we are all more aware and confident to state levels achieved and pinpoint what needs to be addressed.

Improvement Project 2: HGIOS 2.2 Curriculum HGIOS 2.3 Learning, Teaching and Assessment Led by Scott Hardie, PT

Primary focus: Curriculum and assessment

Purpose: To raise attainment in reading focusing on comprehension and ensuring reading resources are fit for purpose.

The purpose of this focus has been to develop and sustain a strong reading culture throughout the school and to improve reading and comprehension skills.

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The following work has been undertaken throughout the school year:

Reading for Enjoyment at Culloden Library

Through liaison with library staff, regular visits to Culloden Library have been re-established. Every class from P4 - P7 have had three visits throughout the session, while classes from P1 - P3 have had two visits. These visits prove popular with staff and pupils alike. They help to foster an interest in reading while also providing a positive link with the local community. There is also the opportunity for parent helpers to attend alongside classes and see for themselves how we use the library sessions. Using the local library rather than a school library brings it to the heart of the community as well.

National Poetry Day - October 2022

The school promoted National Poetry Day. Class teachers were all encouraged to engage in teaching a piece of poetry and together they shared some of their favourite poems.

Reading Resources Refresh

An audit of existing P1 - P7 reading resources was undertaken and from that audit a decision was made to procure reading materials more reflective of modern day experiences from Oxford University Press. The new resources have been well received in early and first levels particularly for parents and support staff who have taken advantage of the sections in the reading resources to be led through questions and higher order thinking. The reading resources have been reorganised and old resources removed. Resources for P4-7 have just been made available and will be the main reading textbook resources for breadth and depth going forward.

Leading Staff Development -

Reading Comprehension and Assessment of Reading

During collegiate activity time, class teachers were led through some professional development on the subject of reading comprehension. Staff have developed a deeper understanding of the distinct reading strategies that pupils require in order to become more proficient readers. (These strategies are: *Making Connections, Prediction, Inference, Questioning, Monitoring Understanding, Visualising and Summarising.*) Staff were also introduced to the PM Benchmarks reading assessment resource. A number of staff have gone on to use this resource to assess individual pupils in their classes. (It was suggested that all P3 and P5 pupils should be assessed using PM Benchmarks. This however has been put on hold while the school takes time to work out how best to use the SOFA assessment tool.)

Moderation and Assessment of Reading

In line with all areas of literacy this session we used collegiate and in service days to agree use of CfE benchmarks for reading. Each level was considered in groups of staff and then was used to back up evidence across ELC and school to decide on assessment levels of individuals. Moderating with colleagues in reading has encouraged us all to gather the evidence as we are teaching and to plan for assessments in reading comprehension as well as fluency. Interventions such as Lexia have had a huge impact as the knowledge gaps are obvious after the assessments and teachers can target exactly what needs to be taught or practiced either with support staff or parent/carer support at home.

With reading assessments across the ELC and school improving by 13% we know this target is achievable going forward, too as the impact of this improvement project begins to embed next session and beyond.

Improvement Project 3: HGIOS 2.2 Curriculum HGIOS 2.3 Learning, Teaching and Assessment Led by Lynne Parke PT

Primary focus: Curriculum and assessment

Year of Project: 3

Purpose: Writing: To embed writing policy throughout the ELC and school and ensure moderation practices encourage staff and young people to assess with confidence

Stephen Graham- Explicitly Teaching Writing Training:

As part of developing approaches to writing this year, the PT participated in the Stephen Graham- Explicitly Teaching Writing Training. The training focused on how to support and structure different genres of writing while making connections with children's understanding of grammar and vocabulary. This led to the primary focus of developing descriptive writing using the 7 Different perspectives or 'Descriptive Bubbles' which linked with Iain Grandison's PT project on developing vocabulary. The PT led an introductory session on 'Descriptive Bubbles' with the teaching staff in January and with the PSA's in early February. This subsequently led to additional training sessions with both CT and PSAs, with the PT modelling 'Descriptive Writing' lessons with P1, P2, P4 and P5 classes. The response from both children and staff after using the descriptive bubbles approach was very positive. The staff reported that the approach to writing was accessible and easily differentiated for various learners and that there was a noticeable difference in the structure and vocabulary of the children's writing from previous pieces of work. (See appendix 1)

Persistent Handwriting difficulties:

Using the data collected in June 2022, highlighted children for persistent handwriting difficulties were highlight to our ASN teacher (Mrs E O'Donnell) and new class teachers. The PT introduced the ASN teacher to the Highland Literacy Pencil Control screening, looking at how to assess and identify the children's areas of development. The ASN teacher has been working with these identified groups of children throughout the session of pencil control and fine motor skills.

Moderation of Descriptive Writing:

In preparation for the Descriptive Writing Moderation session, the PT collected 2 samples of descriptive writing from each stage within the school. The samples of writing were from children who were working either just below their expected level but have the potential to achieve or were achieving their expected level, but staff were looking for ways to progress their writing further. During the first CAT session in January 2023, the staff were placed in mixed staged groups to help moderate the pieces of writing across P1-7 using the Smithton Writing Benchmarks, the Achievement of a level (70% guide) and the CfE benchmarks. Staff worked together to look at examples of writing and agreed on attainment of a level as well as agreed next steps for the individual pupils. Written feedback was recorded and compared with other groups.

Staff feedback showed that the Moderation was helpful in gaining an agreed understanding of what achievement of a level looks like in writing for each level as was as understanding the types of support that may need to be identified for Form 1's, IEP's etc.

Staff had time to share how they were promoting writing through different approaches e.g., play-based learning, story mapping and Big Writing adventures across the school and were able to support others through their experiences.

Moderation of writing was revisited again in June 2023 during an in-set day. Teachers provided one sample of writing from a child to moderate with other members of staff to ensure that the child has achieve their level. Feedback from class teachers from the moderation was that they felt more confident in their teacher judgement but benefitted from the opportunity to discuss with teachers from different levels in the school.

Writing through play- based contexts with Infant Classes:

From the moderation session in January 2023, class teachers requested some support in promoting writing through play-based approaches/story mapping. The PT met with these teachers individually to look at the classroom environment, current IDL themes and how teachers were currently structuring writing. Support for

these classes varied from the PT leading writing sessions, team teaching/ supporting groups to finding and creating resources for class teachers to then use themselves. PT encouraged classes to move away from whole class lessons for younger pupils to smaller writing activities that developed naturally through the children's interests and play. This approach was particularly evident in the Primary 1 class where children enthusiastic about mark making and writing through the creation of their own cinema. For Primary 2 and Primary 3 writing approaches were developed through links to IDL/ class stories, connecting the use of story mapping/BSL with play-based activities to develop and extend children's descriptive language skills.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

[Click on this link for the evaluation and also plan for continuation 2023-24](#)

Wider achievements

Coileanaidhean nas fharsainghe

Now that the COVID restrictions have been lifted we have gone straight back into our extra curricular clubs at lunch time and afterschool. There are over 200 children and young people taking advantage of these clubs spread out across each day at both lunch times and after school. The commitment of staff and parents has been phenomenal and the young people are fully appreciative. There is everything from athletics to jigsaw club and poetry club. Emphasis is inclusion but there is also opportunity for competition for those who are keen so we're the proud holders of two new records broken at Inter school Sports as well as Music festival winners. Our Sing and Sign group (40 children) are becoming well known and asked to perform across Inverness and, again, thanks to staff for giving up their free time at weekends and evenings to support the children.

Glencoe is our annual P7 residential trip and we go in September for two main reasons: we want to P7 cohort to bond and become a leadership team and secondly the water has been warmed up all summer by the time we fall in! Our behaviour, attitude and resilience are noted by the team at Glencoe and it's a hugely positive experience for all. All children are included and only children whose parents are adamant that they are not to go don't attend. We always find the money to pay for any who need the extra support.

For the fourth year in a row Smithton has won the Substance Awareness Award across Highland and the cash prize enables staff to be out of class to prepare and support class teachers to lead the lessons throughout the year. Recently a P7 was with her mother at a local concert when an adult collapsed in front of them. Down to the teaching of the lesson the young person said to the parent that she knew how to get help and what to say. Good to know the adult received help and the mother was delighted that her child had been able to help.

Our gardening club, basketball club and running club are run by parents who have been through PVG and these have been a massive success this year with grandparents as well as parents and carers stepping up. Seeing parents stepping up has been a role model for the youngsters themselves and it has been delightful to see an athletics club and chess club start up under the auspices of P7s...and run incredibly well.

Just before COVID we had started a leadership programme which has been in abeyance since August 2022. It has been incredible listening to the comments by staff and children from ELC, P3 and P7 (all transition years). We didn't buy in a programme: we created it ourselves but based on the sports leadership programme that HLH runs in the secondary schools so that the format would be familiar to them moving on. Too often in the past young people would be terrific leaders in the school and then they fell into the background at Culloden Academy. By offering this programme we hope that their confidence and self belief will carry them forward into leadership roles in the future. At the time of writing this our Leadership Celebration hasn't taken place - 19th June 2023 and we look forward to welcoming parents and carers to see what the young people have learned and evidenced their new qualities. The P7s chose caps as their awards: pale blue for ELC, royal blue for P3 and navy blue for P7: three caps for Smithton leadership by the time they leave the school! [Here is a copy of the programme details.](#)

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Comments from learners, families, stakeholders and staff

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

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see last year and the comments show how we have addressed these ideas this session 22/23.

From our Learning Council which meets each Friday at 1pm and from 'sound bites' of comments gathered by SMT from ELC and the playground:

You said.....	We did...
More equipment in the playground. Need a variety because we are in the playground for 7 years. Need to challenge older ones	Increased the tyres to play with Digging areas Areas for sitting and gardening Exercise equipment installed Gazebos fixed
Balance between paper and computer work	Each class is to try and balance the day in thirds: social and collaboration, outdoors and digital/jotter work
<i>Use recycled things more. Reduce our plastic like we learned about this year</i>	Sweetie wrappers now being collected and recycled Resources bought as a school – we check for sustainability first before ordering Milk cartons being used as flower pots
<i>More types of materials used for supporting learning</i>	Handwriting policy now more about strengthening wrists and being ready to write Outdoor materials varied in ELC Natural resources and no plastic bought for ELC
More opportunities for science and technology	IDL includes science and technology Play pedagogy from ELC – P3 now embedded so opportunities for c=science and tech more there now too
<i>Can we see the other nursery teachers and the Cabin and Butterfly room?</i>	More 'free flow' but staff absences did not allow this to happen as much as we would have wanted – will address next session
More planting	Gardening group now led by two parents on a Friday – 500 trees planted as well as grounds all planted with fruit and veg as well as cuttings from local community household gardens
The marble run needs fixed	Sorted!

Learning Council Self Evaluation

Pupil Participation in Self-Evaluation

Introduction

This report is part of Smithton Primary School's feedback on our school development and progress. There will be particular focus on Literacy as this is our whole school developmental priorities for this session.

Each Learning Council representative was asked to gather ideas on what was currently being done in their class to help make literacy learning better. At a meeting in April, the Learning Council and Reserve members met to collate our findings. Other important issues, not related to Literacy were also discussed.

This report pulls together the discussion outcomes and utilises three Quality Indicators as a mode of reporting Plus Factors, Minus Factors and Interesting Factors.

Part 1- Q.I 1.3- Developing a shared vision, values and aims and leadership of change

Plus

- Playground staff help support school values and talk about fairness in our play.

- The new building helps us value our school. We are proud of our building and grounds.
- We are encouraged to be leaders eg P7 leadership groups and some after school clubs.
- We are using digital technology more than we used to.
- People look out for each other and we are well aware of safety for all (eg Gazebos were shut).

Minus

- We were not all aware that literacy was a whole school focus for improvement. P3/P4 were but beyond this every other rep said that all subjects were being worked to be the best we can be. (Therefore more work needs to be done to address the shared vision at pupil level for our development work)

Interesting

- Pupils were able to report individual progress for those that required support. They were highly aware of lexia, and Toe-by-toe, EPIC, Splashlearn for individual support but not able to quote challenging opportunities for those who are achieving highly. The pupils didn't seem to see this as a priority as long as those with needs were being supported.

Part 2- Q.I 2.3- Learning and Engagement, quality of teaching, effective use of assessment.

Plus

- All pupils felt that they have teachers who are good at their jobs and help everyone.
- Pupils quoted that autistic children get a lot of support and that there's spaces for them to go to for literacy to help them.
- Teachers know that some pupils need extra support.
- Collaborative and peer learning rates highly from Learning Council responses. P6/P3 paired reading , opportunities to talk/listen about personal interests were top of the list.
- Children all valued visits to the library with opportunities to follow up reading with good activities in class.
- All pupils were able to quote opportunities for their leadership and others' – more so that quote that Literacy was a development for the school. They all felt that we were developing leaders as a whole school project.

Minus

- Pupils couldn't quote what any of their teachers could get better at . (although they may have seen this as being rude to state...)
- Children wish to have more opportunities to read aloud, as they quote many children in classes not confident doing so.
- Digital Profiling has taken place and quoted instances from P6 and P7 with P3 also quoting their own WoW books but P4/5 responded that they had not done any book creator all year.
- When asked about computer testing, maths one-to-ones (disgnostics) , the pupils did not know why the teacher was doing these.

Interesting

- Pupils quoted liking outside learning best and would like more opportunities for this.
- Pupils realise the potential of digital learning and it works best when opportunities are part of the learning and not a choice following learning.
- The children liked writing when it followed on from a reading task instead of it being a task on its own.
- Pupil ideas to improve writing include having a writing buddy time with different stages pairing up ; organised in same way as reading buddies.
- There was still a feeling of teachers being great at helping those who needed support and couldn't quote any examples of challenge to next level for those who grasped new learning quickly and easily. Some P7s did quote that they were able to coach and share their learning with others.

Part 3- Q.I 3.2- Attainment and achievement

Plus

- Pupils felt we are achieving well. When asked to give a general understanding and achievement for the following areas out of 10 the following average was quoted. (please note this is P3-P7)
Writing- 8.8 /10
Reading-8.5/10
List/Talk- 8,2/10
Pupils view themselves as achieving well in all aspects of literacy.
- Children quoted leadership opportunities, resilient kids and circle time/emotional check in time as important for their learning.
- Lots of digital opportunities were quoted by all classes.
- Links with other subject areas help eg P3s had music to help their understanding of listening to others and responding instead of interrupting .
- Children quoted vocabulary variation as being important for writing.

Minus

- Not all pupils were aware of their targets for literacy other than “I need to get better at spelling” .
- Some P7s are aware that writing that is structured too much (eg Big Writing Adventures or comprehension sheets) doesn’t stimulate them to read/write
- Children not yet aware of comprehension strategies beyond getting information from the text and being able to describe/retell what’s being read better.

Interesting

- Children like the variety of having lots of activity and then lots of relaxation type activities eg listening to class novel or practicing clapping games.
- Engagement in learning seems high. Children realise the importance of being in the right frame of mind for learning and value PSA support.





Next session we need to get early voice from ELC – P2. Due to many staff absences this has been unable to happen this year so all their comments are anecdotal only.

Parent/Carer Voice: Survey Results 2022/23

2. My child is happy learning at school

[More Details](#)

 Insights

	all of the time	92
	most of the time	45
	some of the time	4
	does not like learning at school	0



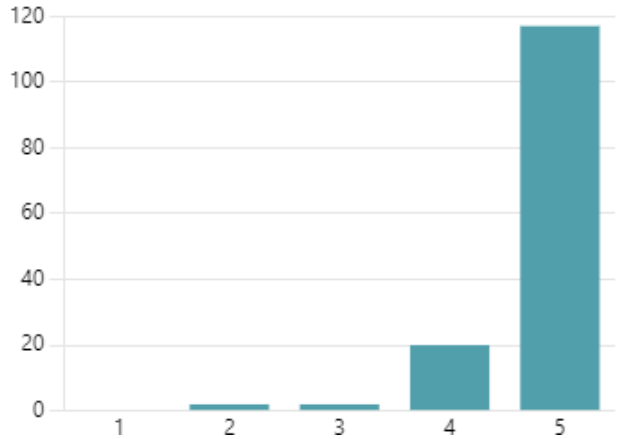
4. How well does Smithton represent the ELC and school vision and values - Believe you will achieve being friendly, caring, respectful, honest and positive?

[More Details](#)

 Insights

4.79

Average Rating



Two things we do well:

29 respondents (21%) answered **Child** for this question.



One thing to address:

17 respondents (12%) answered **homework** for this question.



(Homework – we revised the policy 21-22 with full involvement of young people and Parent Council so as we can see, it still needs to be embedded and more support for parents to realise how it works here as it's flexible so they could easily do it at weekends...or only on certain days to fit in with clubs and hobbies, etc.)

Staff Voice 2022/23

- ELC meets weekly with HT for a rota of self evaluation, staff learning session (e.g. 'what is a teachable moment?' and staff operational agenda meeting.
- PSAs meet weekly with HT for a similar rotation but instead of self evaluation it is a solution focused meeting where we discuss a current difficult issue.
- Teaching staff meetings follow the WTA.
- Extended management meetings are also held weekly: three weeks are business and the fourth week is a team building session either walking, chatting or cake!

All of the actions and impact from these meetings is fed back into the school system and minutes are taken to show progress. In a big school communication is key and while we make mistakes especially when there are staff absences systems are in place for timetabling, routines and awareness raising meetings.

In summary for the year staff across the ELC and school stated:

Strengths:

Our relationships with both pupils and their families and our approach to learning- the individual child at the heart of everything we do. We question and adapt constantly to make sure we are getting it right for the little people in our care.

Even better if:

Continue hearing the voice of ELC children and ensure we all have outdoor equipment and proper storage. Communication can be difficult but can we also look at how Dojo is used and how best to moderate how things are put across?

In Summary

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, staff member, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

Pedagogy, Assessment and Moderation through Maths and numeracy:

Financial Education

Problem solving and application strategies

Practical maths including use of concrete materials

Basic fact card games and other ideas for home learning

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 [via this link](#) or by contacting the school office.

Aileen Mackay, HT June 2023