

2022/23



Lochardil Primary School



Audrey Kellacher (Lochardil Primary)

HIGHLAND COUNCIL

LOCHARDIL ROAD, INVERNESS. IV2-4LB

Love

Respect

Pride

Responsibility

Confidence

Introduction: Local and National Context

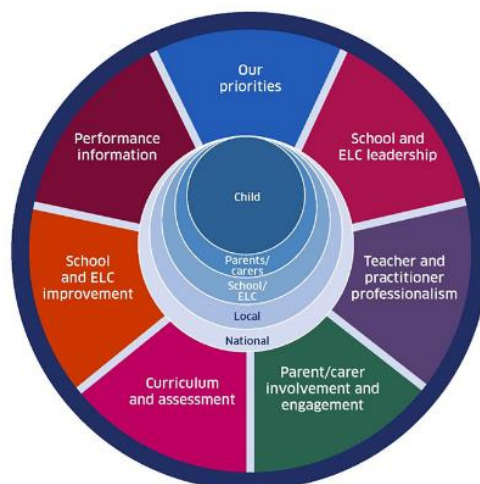
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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

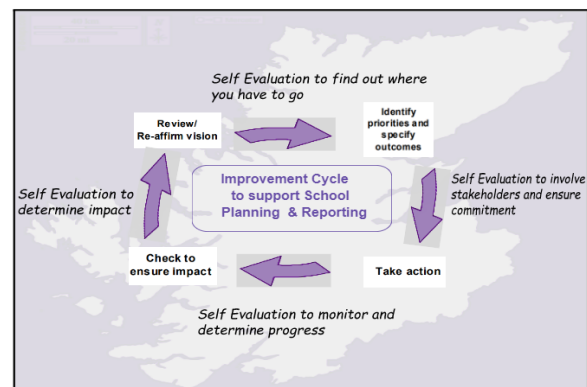
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 Audrey Kellacher
Head Teacher
Lochardil 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 95.57%	Average Class Size 24.9	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 324 (+82)	Teacher Numbers 13	Pupil Teacher Ratio 24.9
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N3 48%	N4 52%	P1 12.7%	P2 12.7%	P3 11.4%	P4 18.2%	P5 17.6%	P6 13.6%	P7 13.9%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 40-50%	SIMD Q5 40-50%	Unknown 0-10%
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ASN² 10-20%	No ASN 80-90%	FSM³ SIMD Q2 0-10%	No FSM 90+%	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
Most	Most	Almost all	Most

We have had no exclusions this year.

Lochardil Primary School and Early Learning Childcare provision is located within the Lochardil area of the city centre of Inverness. Built in 1964, with additional capacity added, we continue to manage the increasing demand on the school roll.

Our school roll for 2023-2024 is 414 pupils including our ELC, 332 pupils P1-P7 and 82 pupils in nursery. This is set across 13 classes and 3 nursery playrooms rooms. We deliver a flexible ELC provision (with capacity for up to 80 children at any one time) across the 3 rooms to deliver 1140hours and provide breakfast and Out of School Care provision (max 40 children at any time) from 8am-5.45pm. This reflects our local context and community with many working families.

Class size data shows we have a higher than local and national average. Pupil/ teacher ratio is higher within a majority of classes, compared with both local and national averages which are on a par. We need to closely monitor rising roll again now we are uncapped as this adds pressure to the campus size resulting in limited space available.

Almost all pupils fall within the SIMD range from decile 4 to 10, with below 1% in decile 1 or 2. Our catchment area is evolving in terms of need and we have improved awareness of a rise in hidden poverty within the locality and diverse areas. 4% (increase from 2.6% last year) are entitled to FSM, and 4% (increase from 3.4% last year) identified for PEF support. 1.4% of our children are care experienced, and almost 25% are now recorded having an additional support for learning need with approximately 5.2% of our pupils having an ASN recognised at Level 3 or 4 on the matrix, and 5% of our pupils have EAL (English as an additional Language). Our whole school attendance average was 95.57% (increase from previous session & above national trend data).

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

Vision Statement (agreed June 2016)

Lochardil Primary School strives to equip all learners with a variety of experiences for lifelong learning in a fun, stimulating, challenging and rewarding environment. We share a sense of pride and encourage each other to be the best we can be, where everyone feels safe, included, valued, respected, and able to contribute equally within the world.

Motto (agreed March 2009):

Share, care, work and learn.

Core Values (renewed October 2016):

Pride, Respect, Responsibility, Confidence & Love



Additional values that support our core values – based on the word Lochardil (agreed June 2016)

- ♥ L – Learning & Loving
- ♥ O – Open minded & Optimistic
- ♥ C – Caring & Confident
- ♥ H – Hardworking & Helpful
- ♥ A – Ambitious & Achieving
- ♥ R – Responsible & Respectful
- ♥ D – Determined & dependable
- ♥ I – Intelligent and Inclusive
- ♥ L – Listening & Loyal

Aims

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 & Respecting** – To listen to others and be listened to; **Included** - To be part of our team.

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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

Culture & Community - People at the Centre: Developing active global citizens for a fairer, just and better world.

Purpose:

To continue to place our people at the centre of our education and ensure all learners entitlement to learning for sustainability is upheld.

Ensure our young people engage with a progressive HWB curriculum that is tracked across their journey to ensure a balanced coverage of E's & O's supports development of an inclusive and pro active global citizen, ready to contribute equally to their wider world. Ensure pupil participation and voice is evident in, through and about, learning and experiences to create a fairer, just, and better world.

Progress:

Content:

- ✓ The school maintains a very high profile in the local community.
- ✓ Across the school, a strong culture based on children's rights, supports very positive relationships.

- ✓ Positive team working to build senior leadership team with new members in valuable positions.
- ✓ Learning for Sustainability and Rights Respecting Schools approach is embedded in practice and theory through all strategic models and documents with the 4 C's (Culture, Community, Curriculum and Campus) providing a robust framework for shared vocabulary, understanding and purpose. Assembly themes, displays, and learning & teaching are linked to LfS & RRSA.
- ✓ Sustained all our awards and achieved our 7th Green Eco Schools flag (June 2023)

Impact:

- ✓ There is a strong sense of family across the school community. The school maintains a very high profile in the local community. Almost all parents are very satisfied with the work of the school. Parents report that the headteacher and staff provided very good support to children and families.
- ✓ Children are welcoming, friendly and articulate. They support each other in the classroom and in the playground. In the pre-inspection questionnaire, almost all children reported that the school helps them to understand and respect others.
- ✓ The HT is very forward thinking and strategically aligns different national and international programmes and frameworks. These include, Vision 2030, Learning for Sustainability, Schools of Sanctuary and The Rights of the Child. Along with staff, she takes a holistic approach to enable children to become active global citizens who make a positive difference in the world. The Depute Head Teacher, principal teachers and staff team support the headteacher very well. The school has developed a clear identity which is explicitly international and outward-looking.
- ✓ Head Teacher has successfully been appointed as Associate Assessor with HMIE, meaning she will join inspections teams across the 32 Local Authorities to carry out inspections on behalf of Education Scotland His Majesty's Inspectorate Education.

- ✓ Evaluations from various award body's detail high achieving standards across RRSA, Eco Schools, School of Sanctuary, and Digital Schools awards improving excellence and equity, and achieve positive outcomes for all children and young people

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- ✓ Re-introducing DYW roles e.g. snack helpers and garden helpers to pre-covid levels.
- ✓ Taking the learning outdoors and out with our setting- re-introducing forest sessions and accessing local spaces e.g. Lochardil Woods and MacDonald Park.
- ✓ Ongoing stay and play sessions with focus parent and grandparent events on the calendar.
- ✓ The children are back in a timetable of engaging with inter-generational opportunities and are almost back to pre-covid levels.
- ✓ ELC pupils & the Children's and Rights Commissioner collaborated and produced a book about rights 'Let's Explore Our Rights'.
- ✓ Colleagues share CLPL content and key findings on Building Racial Literacy with others. Purchased wider range of literature/ reading materials and books i.e. novels available, focusing on racial literacy, equality and diversity, written by varied authors e.g. a person of colour. Observed and engaged with Black History Month.
- ✓ HWB planner and tracker complete and in use. Wellbeing wheel use embedded, and data used to track progress and areas for intervention/support.
- ✓ Progression for RSHP complete including overviews for CfE levels and year groups, progressions, benchmarks and evaluation.
- ✓ RSHP parent/carer information workshop content planned.
- ✓ We have a wide range of pupil participation groups on offer and children have opportunities to lead, contribute and be responsible.
- ✓ JRSO actively campaigned for safer routes to school and took action to address associated issues within our
- ✓ DYW- Children developing life skills for lifelong learning, and independence skills increasing. Confidence, sharing, and oral language is improving as a result of the purposeful activity.
- ✓ New opportunities for development and practise of gross & fine motor skills using both indoor and outdoor environments is enjoyable as children are able to choose where their learning is occurring and activities they are engaging with. The research findings based on supporting the community and benefits of outdoor learning can be observed through all our children happy in nature.
- ✓ Wider family involvement and positive culture sustained. Open, willingness and transparency of home school relationship supports 100% positive/constructive feedback by all. Continued opportunities to see ELC and pathways supports positive relationships and confidence in the school as a whole.
- ✓ Children are developing social and communication skills whilst visiting the care home and working with residents/users with dementia.
- ✓ Every school in Scotland received a free copy of the book, and it is available to buy. This means it is widely available and accessible for all. The book supports practitioners and parents/carers to start conversations about human rights with young children.
- ✓ Raised awareness and consciousness of Building Racial Literacy. Improved resources and choice available/access to such materials. 2 x staff trained on BRL.
- ✓ Provides detailed snapshot of data at class, stage, CfE level and whole school level. SHANARRI wellbeing indicators are positively reflected on across the classes with an average of 9 (10 being the best) for almost all classes. Teachers can target interventions for social and emotional wellbeing based on findings and no longer just a gut feeling. Positives and strengths are celebrated, and areas of challenge or to be developed identified easily and quickly.
- ✓ Appropriate age & stage curriculum and materials ready for implementation of this sensitive issue/ area of learning. Includes purposefully planned and tracked experiences and activities to feel empowered and equipped to deal with the modern world, rights and justice.
- ✓ In these groups, children's views are listened to and acted upon. Children make a positive contribution to the life of the school and wider community.
- ✓ Taking action locally makes a positive contribution to our local area to make it more safe - Working together as a

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community i.e. parking, road safety awareness, through creating information material i.e. ThingLink, presentations, Banner designs, Pavement Buddies, meetings held jointly with community and local councillors and members from Highland Council.

wider team to actively make a positive change to our local community. Positive relationships sustained with local residents, strengthened partnerships with local councillor. New road markings in place to make sustainable and permanent changes in line with Highway Code and parking regulations. Community connections rebuilt to almost pre-covid levels of engagement.

- ✓ Improving confidence and awareness of LfS issues we can and do pledge to take action on to bring about positive change.

Issued and completed the Hands Up Scotland Travel Survey.

- ✓ Very good progress was made in this area. This was an area recognised and referred to throughout our recent HMIE inspection report September 2022.

- ✓ Increase in active travel to school by pupils and staff. 75% of our P1-P7 pupils travel actively to school daily, and 43.9% of our ELC actively travel to school. This high % of active travel shows the positive influence and impact from our JRSO over the year and our improving school campus & community culture.

- ✓ Positive inspection findings within Q.I 3.1 evaluated as very good, almost excellence, has provided staff, pupils and parents/carers with increased and justified confidence in our school's vision and ability. In aspects we have sector leading practice and we have been able to support other schools with their journey also as a result.

Next steps:

- Staff will make the process of consultation re school improvement, and the subsequent actions more explicit to children, by using HGIOURS key themes and questions within the classroom and all other aspects when gathering data.
- Build on the range of cultural, religious and ethnic partnerships with members of our local community to diversify and expand our cultural reach and reflection within the school community.
- Deliver parental workshops for RSHP to share new resource for all level. Reintroduce in person family learning opportunities relating to curriculum, help parents/carers know how to help their child at home.
- Reintroduce family learning workshops relating to the curriculum, learning at home online tools for support for parents/carers, and HWB in partnership. Expand our annual calendar of events for a balance of family engagement across all levels.
- Further develop and plan focused time for exploring building racial literacy at all levels. Buy more racial literacy books for Early level.
- DYW -Expand job roles available across the playrooms and fully re-integrate into practice.
- Continue to provide opportunities for children to access outdoor spaces and extend learning to outdoor sessions. EYPs to scaffold an Early level model with P1 staff for use across ELC & P1.
- JRSO to focus on ELC families to target active travel interventions to support positive change and increase in active travel to school, making positive travel choices to improve our issues with parking within the area, increase awareness of impact of actions on climate change, and improve HWB.

School Priority: 2

Curriculum - Consistent High quality Learning, Teaching and Assessment - 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 with Locharil Primary and across Highland. Working individually as a school to refocus on our expectations and standards, and also together as an ASG, we aim to build confidence and knowledge/ understanding of high quality learning and teaching, moderation and assessment to support and improve professional judgement. This will provide consistency when using the Benchmarks and raise standards of attainment and achievement.

Progress:

Content:

- ✓ All staff have had training on the function and purpose, and inputting data, on the Locharil Data Dashboard. All are implementing this and using the tool to ensure core data is stored in 1 place.
- ✓ Engagement from P6 & P7 staff (30% of classes) with professional research - Teaching Sprints, to improve aspects of practice e.g. teaching the mechanics of reading, maths home learning, and retrieval practice in use to support improvement of understanding and recall learning.
- ✓ Teachers attended training focusing on literacy i.e. reading interventions and assessments explored and shared, led by ASG data DHT.
- ✓ All PSAs upskilled after attending series of training sessions with ASG DHT based on Literacy assessment resources and planning.
- ✓ Sourced reading fluency assessments for use across stages, and all PSAs and some class teachers have been trained to use these.
- ✓ New assessment tool – SOFAs (Scottish Online Formative Assessments) have been purchased by Highland Council for all classes.
- ✓ All classes 100% implementing a Talk for Writing process, provision of structured opportunities to write and extend writing to produce more quantity and quality of pieces. and also use the TfW Non-Fiction approaches to improve learning and teaching methodologies of numeracy and real life maths i.e. (problem solving, money, time, data handling application).
- ✓ Whole school staff CPD on Questioning, and developing depth and challenge in learning, delivered by ASG DHT.
- ✓ P6 & P7 teachers were part of the local authority Numeracy development group.
- ✓ Nurture/ wider learning clubs back in place to support children to deepen learning/ social skills during lunchtimes/after school.

Impact:

- ✓ Almost all teachers are confident with using the system to input and record the information. Data stored in one place supports evidence for data over time and access to previous data held and predictions going forwards.
- ✓ Targeted interventions identified and implemented are based on research methods and personal examples within school to raise attainment across the 30% of classes using this approach. Retrieval Practice as a targeted approach to improve attainment by closing the gaps was successful for our P6 & P7 teachers that trialled this.
- ✓ Support resources i.e. assessments, are accessible to implement immediately as a need/gap is identified.
- ✓ Consistent, generic, assessment tool for our P2, P3, P5 & P6 pupils to use to support targeting gaps in learning and professional judgements if on track to achieve a level.
- ✓ 1 non fiction piece of writing is now included in Writing Assessment folders in term 4 to ensure coverage is attained.
- ✓ Plan and agree a model for the assessments to be implemented and data used.
- ✓ Increased professional knowledge and understanding to create shared high expectations for learning and teaching experiences.
- ✓ Few teachers felt this was of added benefit to their current k&u. PLC network has increased.
- ✓ Almost all children attending the groups are showing improved self-confidence, self-regulation, and more independence, resulting in an average of 9 out of 10 scoring on HWB wheels across the whole school displaying positive attitudes to Achieving.

Learners' feedback is positive and high attendance (100% capacity for all clubs) illustrates popularity of each.

- ✓ Development overview data added to the TMR and used to identify areas where support is required.
- ✓ Planning in the moment has started to be embedded across the provision.
- ✓ Observations moderated with focus on high quality interactions, experiences, and feedback.
- ✓ ELC have their own focus working groups and time to focus strategically as leaders at all levels to expand learning opportunities for children.
- ✓ Ongoing moderation of pathways including peer, SLT and parent feedback.
- ✓ Words up is successfully embedded in practice/ modelled for parents at books and buns event.
- ✓ Close communication with Speech and Language professionals.
- ✓ Good progress has been made in this area and with consistency to deliver the next steps identified, this is well on track to improve to very good.
- ✓ TMR and Lochardil Data Dashboard provides data from age 3 – 12 to track progress and achievement, identify gaps and any trends or patterns.
- ✓ Learning opportunities are more in line with child interests and themes appear more visible as a result in 1/3 of the rooms.
- ✓ Children's learning is recorded and extensions made to expand learning. Pupil voice is evident.
- ✓ Areas are being regularly monitored and extended, EYP knowledge and skills are being regularly updated, and professional dialogue has increased due to set times to engage and reflect.
- ✓ Majority of pathways are of a high standard and majority of parents are aware of pathways.
- ✓ Support with development of children's language across ELC. Regular attendance and consistency across playrooms and home has been key.
- ✓ Children are supported, though pressure is on staffing and can still cause an issue to ensure ratios and needs are in line. This is regularly experienced due to an increase in pupils with ASN and requiring significant amounts of support from an already stretched staffing resource considered in ratio.

Next steps:

- Improve Pace & Challenge within learning and teaching across classes.
- Establish and engage with ASG book group focusing on pedagogy i.e. 'Power Up Pedagogy' by Bruce Robertson.
- Re-establish classroom observations focusing on Q.I 2.3 to measure the impact of new approaches.
- Re-visit definition of what excellence looks like in learning & teaching at Lochardil Primary School. Create high expectations posters for every class using HGIOS4 & HGIOURS questions.
- Staff to further develop their use of data dashboard analysis, and use assessment dialogue meetings with rigor.
- Review assessment calendar to agree Literacy and Numeracy assessments to be implemented as statutory or choice.
- Introduce purpose and use of ASG TMR Data Dashboard. Train staff on inputting and analysis of data.
- Align current trackers with assessment tools i.e. phonics tracker with decoding assessment tool, available data to target gaps presented from SOFAs & NSAs.
- Review the effectiveness of SOFAs & NSAs, with focus on use of the data and it's impact on improving learning & teaching. Option to trial Standardised fluency reading age assessments and evaluate effectiveness.
- Working group tasks require more focus and direction to ensure measurable and achievable targets are set.
- Staff will plan ways for children to support school improvement, by making further use of How Good is OUR School. Senior leaders will use this as an important tool to help achieve greater consistency in learning and teaching across the school.
- Increase from 30% of classes using Teaching Sprints and Retrieval Practice to minimum of 60% in session 2023-2024.
- Parental engagement – support at home resources e.g. update 'How to help at home' curricular guides, make support resources available on the blog/Google Classroom to support with real life maths e.g. time, word problems and use of fractions, and with reading for enjoyment, comprehension and punctuation, self-regulation strategies and supporting emotions. Making learning pathways in P1 more purposeful.
- Social and emotional gaps are apparent for an increased number of pupils. Introduce Seasons for Growth to support loss and change, including grief, and reintroduce Nurture groups – focus on targeted interventions for core areas i.e. literacy and numeracy, and HWB with a focus on self-regulation and emotions, and evaluate these consistently.
- Build on the use of our DYW skills tracker to track wider learning skills throughout school and out of school.
- Staff will make the process of consultation re school improvement, and the subsequent actions more explicit to children, by using HGIOURS key themes and questions within the classroom and all other aspects when gathering data.
- Deliver parental workshops for RSHP to share new resource for all levels.

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- Reintroduce family learning workshops relating to the curriculum and learning at home support for parents/carers, to our annual calendar of events including focus on speech development through revisiting 'Words Up' programme and resources, both within the setting and through family learning opportunities, curricular workshops – RSHP & P1 curriculum, and how to help at home online tools for support.
- Buy resources to support building racial literacy at CfE Early level.
- Develop and implement trackers for Literacy and Numeracy using the Benchmarks through play, and find an agreed model for implementing personal learning steps authentically in ELC. This will highlight connections in learning pathways encouraging learners to recognise what and how they are learning.
- Continue to build upon transition to ensure that information is shared with P1 from ELC and build upon our transition process.

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School Priority: 3

Curriculum & Campus - Play Pedagogy and Learning Outdoors

Purpose:

Increase knowledge, understanding, skills and implement Play Pedagogy and Learning Outdoors, with a focus on Early level.

Progress:

Content:

- ✓ All class and school displays illustrate learning links to Global Goals, Rights, and Emotion Works.
- ✓ CPD training focused on play for working group i.e. 'Play Pedagogy' by HOW.
- ✓ Working group enhanced practice and built PLC through visits to other schools to observe play and engage in dialogue i.e. visits to Ness Castle Primary & Balloch Primary.
- ✓ Continued partnership with Active Schools Play Co-ordinator & CALA play worker.
- ✓ Increased awareness of appropriate and conducive play environments and experiences through attending CLPL sessions.
- ✓ Audit of play resources completed.
- ✓ Purchased play resources for particular stages i.e. P1, P2/3 & PE. Mix of natural and commercial resources bought.
- ✓ Play approach used for identified curricular areas to structure active play lessons across the classes i.e. during French and Drama.
- ✓ Use of floor books in P1 and adapt for progression in P2 has been introduced.
- ✓ Pupil voice was heard and included on this theme at planning stages e.g. IDL planning.
- ✓ Environment has been worked on and is being continually developed to improve resource and experiential offers.
- ✓ Building forwards post-covid there is access to a wider range of resources and becoming more readily available.
- ✓ ELC playrooms restructure of staffing.
- ✓ Home corner spaces are being resourced and are visible in ELC, outdoors, P1 & P2 classrooms.
- ✓ P7 engaged with outdoor learning and play experiences focusing on aspects for the John Muir award through residential experience.

Impact:

- ✓ Consistent message of vision and values coming to life through the experiences and outcomes being engaged with.
- ✓ Improved professional understanding of the purpose & benefits of this pedagogical approach has provided more classes the opportunities to learn and develop in this style.
- ✓ The play network/PLC has been a significant support for class teachers in the working group to view, experience and question play pedagogy in action locally.
- ✓ Links with organisations provides a support network for in and out with school, and for the parents/carers.
- ✓ Inventory allowed for new purchases to be made to fill/plan to fill the gaps. New resource list to be created.
- ✓ Staff confidence is reported as improved as by making small, considered changes to practice, this didn't feel overwhelming or bureaucratic. Pupil engagement, particularly to motivate those through high interest lower ability learning activities is planned for and almost all EYP staff have k&u of such.
- ✓ Floor books have increased pupil voice and participation in choice for learning within the infant stages.
- ✓ Move from individual rooms in ELC to 1 provision with various opportunities and experiences available across each of the rooms. Continuous provision of learning is established.
- ✓ Suitable audit identified for auditing P1 classroom environment and will be implemented for next session.
- ✓ Children are accessing more resources freely and moving freely between spaces. Children accessing more resources for dress up and creating opportunities for learning.
- ✓ Extension of children's learning on devices such as smart board is more widely in use. Children are accessing smart boards in ELC more frequently.
- ✓ All P7 pupils on the residential trip, 100%, achieved their John Muir award and received a certificate in recognition of their work.

- ✓ Playground Champions remit and training reviewed.
- ✓ Good progress was made in this area, and very good progress for 39% of our individual teacher CLPL focused on play pedagogy.
- ✓ Playground Champions will be re-launched with focus on supporting play and nurture during free times in the playground.

Next steps:

- Continue to upskill all staff on Play & Learning Outdoors pedagogy.
- Strengthen professional learning community (PLCs for teachers & EYPs) and build further networks to support play development i.e. observe play learning visits in other schools/establishments/LA's to view very good examples.
- Working group to focus on outdoor play and learning (OPAL) improvement actions including loose parts play policy and charter – using model from Cawdor Primary and our ELC for idea, purchase play resources e.g. loose parts, and storage for such/ sports, and John Muir award for younger pupils as a framework to structure the improvement actions.
- Re-evaluate our environments to support a play-based model, with specific focus on ELC-P1. Physical campus/environment and the rhythm and flow of the day across the provision to ensure it is the best care and learning across the whole service. Further develop the campus spaces and resources as required to meet HMIE recommendations & C.I. themes.
- Apply for grant funding support e.g. Learning through Landscapes/ Tesco Community/local business support.
- Develop play area zones within the campus to meet needs of learners and reflect interests. Partnership working between pupils, PSAs & OoSC team.
- Agree on a planning model to suit our needs in ELC e.g. Planning in the moment and format of Personal Learning Steps.
- Summarise action points from recent Care Inspectorate reports across the area and implement any applicable improvement actions i.e. modifications to snack/lunch environments and improving social interaction opportunities and experiences, move from plastic to crockery.
- Continue embedding words up messages and providing opportunities for parents to learn.
- Track the flow of the nursery day i.e. a SOFI approach, to evaluate from the view of the child's experience.
- Continue to progress with intergenerational work and ensure that children are accessing benefits and extending experiences.
- Curriculum – At Early level develop technology opportunities, intergenerational partnership working, resource provision to include greater opportunity for authentic life experiences e.g. use of real tools, natural materials & loose parts
- Embark on our SportScotland Schools Sport Award journey to support sustainability of sport.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Link to SIP project	Intervention	Data Summary Against Targets	Impact & Progress Summary
1 & 2	<ul style="list-style-type: none"> Pupil Participation – Young Leaders of Learning. Use of Emotion Works embedded across the curriculum to support self-regulation. 	<p>Pupil voice within school was strong through variety of strategies. Floor books provided visual space for every voice to be heard. 100% Young Leaders of Learning pupils were trained and ready to engage.</p>	<p>Pupils feel valued and they can see their contribution progress from oral, to commit to paper, to follow through action for change. Pupils have increased confidence in using EW to self-regulate resulting in low number of disruptions and all behaviours communicating something. YLOL with other schools did not happen. No funding allocated to support the HC plan for YLOL programme so was not feasible to support transport etc through our PEF budget.</p>
2	<ul style="list-style-type: none"> Support persistent literacy difficulties and increase positive attitude to Literacy. Purchased commercial resources i.e. Nessy online & Lexia online programme 	<p>Almost all children have a positive attitude to literacy tasks. All PSAs consistent to support the children through a progression of sounds to access text and feel a sense of mindset.</p> <p>25 Nessie licenses – 90% used effectively 50 Lexia licenses – 70% used efficiently</p> <p>Majority of those identified for support are now on track to achieve - 73% of children overall (75% of P4-P7 achieved in Reading).</p>	<p>Using short burst support regularly supported the children to improve confidence and skills where almost all achieved Early level in P1. Short, regular reinforced learning was key. PSAs led Literacy focused groups on phonics blending, encoding and decoding, precision teaching, and scaffolding writing content. This supported children to progress.</p> <p>Lexia and Nessy online programmes continue to be highly beneficial to those that engage regularly but at home and school. 4 children PEF identified making consistent use of the online tools within school. 50% need to be supported to improve with engagement at home. This will make a positive impact. CTs to engage more often with the feedback and data produced by the resources to target improvements/interventions.</p> <p>As PSA for ASL support is minimal and majority used for those children with significant level of needs, we need to consider creative ideas for securing support with general learning and reinforcement of basic literacy and numeracy concepts. Target support tailored for parents/carers to help at home required also.</p>
1	<ul style="list-style-type: none"> Nurture groups – life skills focus on self-esteem, relaxation, teamwork, promote talking and listening skills. 	<ul style="list-style-type: none"> All children attending participated and enjoyed. 	<p>Lunchtime groups were created to maximise use of time. The success encouraged demand for wider learning engagement by others, so the offer was extended. Observed calm and rights respecting culture can be felt. 1 place in OoSC was provided through PEF and this has had significant positive impact on the pupil's social skills and increased confidence. Pupil has a social circle and is now achieving across ACEL levels. Use of floorbook captured interventions was missing this year due to staffing absence at various levels requiring changing in roles at points for periods of time. This will be encouraged as a</p>

			means of evaluation and resource during next session's PEF focused skills groups.
2 & 3	<ul style="list-style-type: none"> ICT FC Community Trust delivery of programme to develop Literacy skills & Digital Literacy to support basic reading and writing skills, DYW skills with a focus on Global Goals and Rights. 	<ul style="list-style-type: none"> 85% positively engaged with the sessions. The remaining 15% attended but wanted to remain with rest of class, so this will be acknowledged next time. 	<ul style="list-style-type: none"> Pupil leadership skills have developed and confidence, and self-esteem increased to be able to lead the whole school sport event linked to Global Goals UNICEF SoccerAid. Thematic learning i.e. football theme, provided a learning hook to sustain interest and purpose for applying knowledge and skills. It was reported by staff there was not the reluctance to give the tasks a go, compared with some tasks in class. The active participatory element of the style of timetable of the sessions held the learner's attention and focus.
3	<ul style="list-style-type: none"> Art Therapy sessions funded by MFR Cash for Kids (transport – taxi paid by PEF) 	<ul style="list-style-type: none"> 20 children successfully achieved their certificate of completion. 	<ul style="list-style-type: none"> All allocated spaces were successfully filled and a waiting list ready. All children positively engaged to complete the course of sessions. Almost all pupils have transferred their new skills and applied such back in the school building. All pupils talking and listening skills have improved with the majority now achieving ACEL as per age and stage. Next session the aim is for the PSA to be allowed to join the Art Therapist and participate so these skills can be transferred back to our school for use at a nurture club, thus reaching more students.

Wider achievements

Coileanaidhean nas fharsaingne

- Motion raised in Westminster Parliament by MP Drew Hendry congratulating us on receiving our School of Sanctuary award from City of Sanctuary UK, and being the 1st school; in Scotland to receive this award, in recognition of our global citizenship work and showing solidarity with and welcoming those seeking sanctuary i.e. refugees. July 2022.
 - 1st school in Scotland to be inspected by HMIE after inspection programme recommenced post covid. 2 x very good level 5 grades, and 2x good level 4 grades reported by HMIE for school, and mirrored grades for ELC. Education Scotland HMIE report findings from September 2022 visit. Very positive inspection results and feedback.
 - Head Teacher appointed as Associate Assessor with HMIE and will visit schools across Scotland (all 32 local authorities) as part of the inspection team.
 - ELC created and produced 'Let's Explore Our Rights' with the Children's and Young People's Commissioner of Scotland, May 2023.
 - P7 pupils were invited guests and participants in the Launch of Cùra Guardian – a new website and roadshow based on an environmental project combining global citizenship, culture and climate change.
 - All P7 pupils that attended the annual Residential Trip achieved their John Muir Award. May 2023
 - Fundraising for charities supported financially e.g. Highland Hospice, Blythswood Shoe Box Appeal, Comic Relief, UNICEF Soccer Aid, and other causes.
 - 7th Green Eco Schools flag awarded, June 2023.
 - Individual winners at Interschool Sports and Cross Country events for P4-P7 pupils.
 - P1-P4 won the Baillie Cup (Athletics) for the 1st time ever, June 2023.
- New senior leadership team appointed for session 2023-2024 including 1 new Depute Head Teacher, and 3 new Principal Teachers, all now in post.

Love

Respect

Pride

Responsibility

Confidence

Comments from learners, families, stakeholders and staff

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

Learners -

"Our adults listen well to us so we can always have our say to make sure we can all make our school the best it can be. We always get asked to help other schools too so it is great when people visit our school so we can show them, and we learn from their ideas too." P7 pupil

"I personally think we have a good playground for most." "Some music, or some bubbles may be fun."

"I would love to have the front page of The Telegraph with all children happy and loved, that's my dream." P2 pupil

"We really need new football goals so we can enjoy our games more." P6 pupil

"I know who to go to, to, ask for help if I need it, like in the playground there are PSAs or if it's work I can ask my teacher." P4 pupil

"I would love to have the front page of The Telegraph with people being happy, safe and being welcomed to our country, that's my dream." P5 pupil

"If I was a Playground Champion, I would try my best to support the PSAs and keep everyone safe and having fun in the playground." P5 pupil

HMIe inspection report Sept 2023 including comments from inspectors, parents, children and community partners -

"Parents report that the headteacher and staff provided very good support to children and families..."

"The school community hold the Head Teacher in very high regard and appreciate her kind and supportive leadership style. The principal teachers and staff team support the headteacher very well."

"Parents have been very appreciative of the provision of online parent contact evenings."

"Working with partners, staff have developed a range of successful projects which are supporting children's wellbeing. Commendably, partners have shared this successful work with other schools in the local area."

"Children's learning experiences are enhanced through access to their local and wider community. Strong partnership working supports learning pathways throughout Lochardil effectively."

"The school has a thorough and well-planned approach to ensuring children's wellbeing. Staff have embedded the wellbeing indicators to identify the needs of children and plan how best to meet them."

"Staff are developing well-considered approaches to track children's progress."

"All staff promote an ethos and culture of inclusion, participation and positive relationships. Children across the school benefit from opportunities to participate in a wide range of groups. These support children well to develop their awareness of rights and local and global issues. Through these groups, children are developing a strong sense of their own voice and ability to make a difference through collective action."

"Staff make effective use of personalised planning, which includes appropriate learning targets to support individual children to raise their attainment."

"Children are personally and socially adept and show a confidence and understanding of their rights, responsibilities and their place as global citizens."

"The headteacher provides highly effective leadership. She is a strong and fair leader who sets a positive tone and leads by example. She has created a calm and nurturing school climate."

"She is a visible leader who provides notable leadership across the ELC, primary school and out of school provision. The headteacher ensures each of these three provisions is included fully in all aspects of the work and life of the school. She pursues

Love

Respect

Pride

Responsibility

Confidence

relentlessly new and different ways to improve learning outcomes for pupils. She is very forward thinking and strategically aligns different national and international programmes and frameworks."

"The headteacher undertakes personal research to maintain an outward looking focus and fosters strong partnership working to maximise rich learning opportunities for children. The school community hold her in very high regard and appreciate her kind and supportive leadership style. The principal teachers and staff team support the headteacher very well."

"The headteacher promotes collaborative team working and this is a strength of the school."

Families -

"Invaluable to have the time to meet the teacher face to face...thank you for going the extra length."

"Open mornings are great!"

"Communication has been super. Being able to speak with the teacher when we need to is really helpful."

"Keep up the good work all! It's a delight to see, watch and be part of!"

'Supporting and challenging your children across the curriculum and at home' was voted for by 92% of parents/carers as the area they would appreciate most support with through any family learning opportunity events.

UK Parliament Early Day Motion 266 by Drew Hendry MP for Inverness, Nairn, Badenoch & Strathspey

"That this house congratulates the staff and pupils at Lochardil Primary School on receiving the School of Sanctuary award from City of Sanctuary UK; for showing solidarity with and welcoming those who need sanctuary; commends the commitment from the staff and students to accommodate students from a refugee background by expanding their learning and preparing new materials; and congratulates Lochardil Primary School on being the first school in Scotland to receive that award."

Love

Respect

Pride

Responsibility

Confidence

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
QI 1.3 Leadership of change	Very good	Very good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very 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

Curriculum- High Quality Learning & Teaching pedagogy to improve Pace & Challenge for all learners. Staff will continue to develop high expectations of children to ensure an appropriate pace of learning for all.

Culture- Raise attainment & achievement with a focus on writing and numeracy. Opportunities for children to lead their own learning as well as wider aspects of the work of the school. This will help to sustain and extend high levels of attainment.

Community & Campus- People at the Heart – Continue to use Pupil Voice & Participation with Learning for Sustainability at the centre. Model a Sustainable Learning Setting and sustain our awards.

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: www.lochardilprimary.org.uk or by contacting the school office.