

# STANDARDS & QUALITY REPORT

## 2022/2023



### SCORAIG PRIMARY SCHOOL



Scoraig Primary School, Scoraig, Dundonnell, Ross-Shire, IV23 2RE  
HIGHLAND COUNCIL

# Introduction: Local and National Context

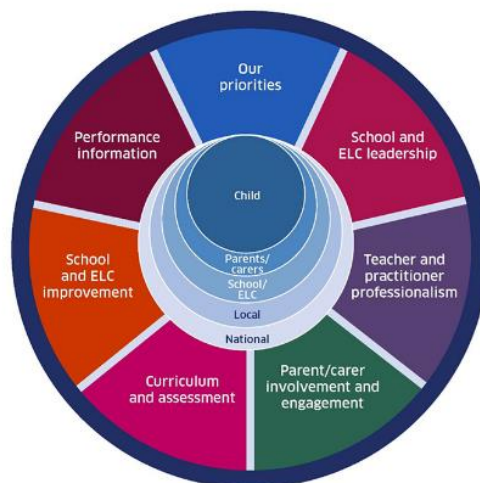
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### **Entitlement, Excellence & Equity:**

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### **Empowerment & Leadership:**

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### **Relationships:**

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### **Opportunity:**

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### **Self-evaluation**

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are 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**

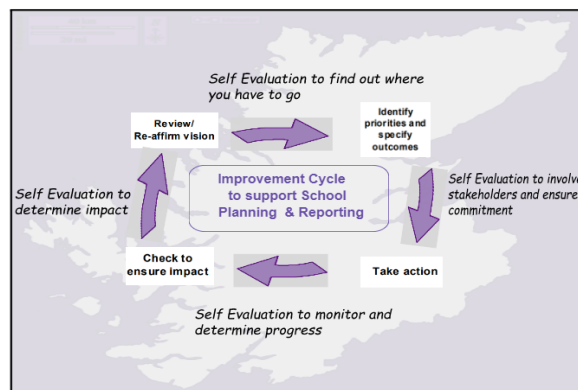
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**

*Mark Squires, Scoraig Primary School*

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

<b>Attendance</b> 87.6%	<b>Average Class Size</b> 4	<b>Meeting PE Target</b> Target Met
<b>Pupil Numbers</b> 4	<b>Teacher Numbers</b> 1	<b>Pupil Teacher Ratio</b> 4:1

**For schools with a roll exceeding 50**

<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> XX%	<b>P2</b> XX%	<b>P3</b> XX%	<b>P4</b> XX%	<b>P5</b> XX%	<b>P6</b> XX%	<b>P7</b> XX%
<b>SIMD Q1<sup>1</sup></b> XX%	<b>SIMD Q2</b> XX%	<b>SIMD Q2</b> XX%	<b>SIMD Q3</b> XX%	<b>SIMD Q5</b> XX%	<b>Unknown</b> XX%			
<b>ASN<sup>2</sup></b> XX%	<b>No ASN</b> XX%	<b>FSM<sup>3</sup></b> XX%	<b>No FSM</b> XX%	<b>EAL<sup>4</sup></b> XX%	<b>No EAL</b> XX%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Choose an item.	Choose an item.	Choose an item.	Choose an item.

We have had no exclusions this year.

**For schools with a roll below 50:**

Scoraig Primary is located in a rural, coastal setting with no road access serving the local community of Scoraig on the Scoraig Peninsula between Loch Broom and Little Loch Broom. The entire community is off grid.

There are 5 children attending the school and 1 child in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Scoraig Primary School and Ullapool Primary School. There has been significant turbulence this year in school, including a time in which all of the children were withdrawn from school. Both the Local Authority and a cluster head have led and managed the school after the substantive head was seconded elsewhere. There are now permanent management and teaching arrangements.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Very good progress	Very good progress	Very good progress	Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

**Vision** – Providing a happy, caring and creative environment where everyone is learning.

**Values** – Happy, caring and creative

**Aims** –

- To provide a welcoming environment where everyone feels happy, nurtured and valued.
- To provide opportunities for children to learn through experiences and play, exploring the world around them, learning to care for it and themselves.
- To support children to be creative and open-minded in their thinking

## 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:

**Ensuring consistency in staffing, learning and provision**

**Purpose:**

Learning at Scoraig has been significantly disrupted this year. Teaching has been carried out by supply staff in person for 3 days per week, and online for 2 days per week following a complete breakdown in staff / parent relationships early in the school session.

**Progress:**

**Impact:**

**Content:**

- ✓ Learning has been of a consistent high quality.
- ✓ Teaching staff consistency in approach

✓ Stabilise staffing for this session, and secure permanent staffing for next session

✓ Pupils and parents have high quality relationships with all staff in school

✓ Positive outlook for the school's future

✓ Permanent staffing arranged for next session

**Next steps:**

Ensure that appointed PT builds on positive relationships in 23-24 and there is in person teaching all sessions. Focus on encouraging flexi schoolers to attend more, and for home schoolers [more children don't attend school on the peninsula than do] to adopt a flexi schooling option.

School Priority:

n/a

**Purpose:**

What issue is this addressing/rationale for change(brief statement)

**Progress:**

**Content:**

✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly

**Impact:**

✓ Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear

✓ Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted

✓ Insert an overarching high-level evaluative statement, e.g., Very good progress was made in this area.

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n/a

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**Next steps:**

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

n/a

## Wider achievements

### Coileanaidhean nas fharsainghe

Children have been actively engaged in learning; it is a vibrant exciting place to be. Learning based on the people and environment locally has been significant. School has held its first open day afternoon for 4 years following COVID.

## Comments from learners, families, stakeholders and staff

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

'We love our school' 'We can't wait to get here'

'It's great to see what the school is up to, we had no idea learning was like this'

'We really appreciate all the hard work and learning that has gone in from staff this year. It feels much more stable and coherent in school.'

Parent Council is hugely appreciative of the dedication, commitment and focus on standards and relationships with the supply teacher. They were delighted that the same member of staff would continue in school into the next session for PT management time and CCR cover.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

	ELC	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Very good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Excellent	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Very good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Scoraig has a much more secure future, with a permanent cluster head and a PT to take responsibility for day to day management and teaching in one of the most remote schools in Highland.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Moderation
- Health and wellbeing
- Consistency in planning, teaching and learning

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://scoraigprimary.wordpress.com/> or by contacting the school office.