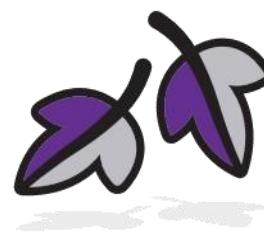




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



Lochardil Primary School

Lochardil Primary School



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Introduction: Local and National Context

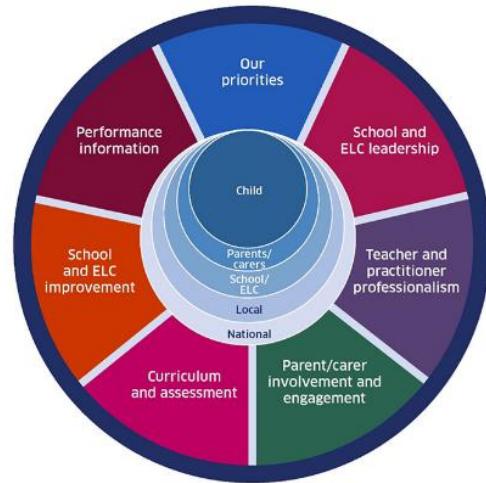
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2024-25. 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.

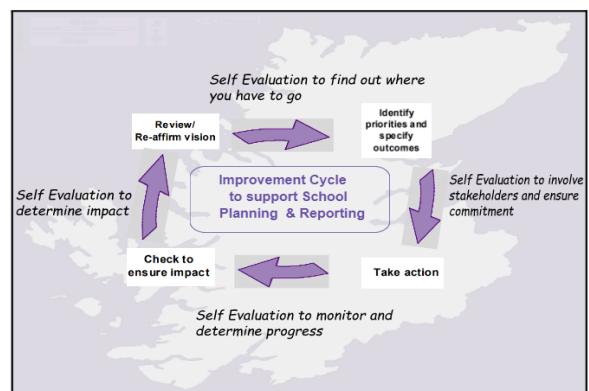
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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-òigradh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

*Audrey Kellacher
Head Teacher
Lochardil Primary School*



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School Profile

Pròfil 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 95.6%	Average Class Size 25.7	Meeting PE Target Target Met						
Pupil Numbers (inc nursery) 334 (+80 nursery)	Teacher Numbers 13	Pupil Teacher Ratio 25.7:1						
N3 46%	N4 54%	P1 12%	P2 12.9%	P3 11.7%	P4 13.8%	P5 12.9%	P6 18.9%	P7 18%
SIMD Q1¹ 1%	SIMD Q2 1%	SIMD Q2 5%	SIMD Q3 44%	SIMD Q5 48%	Unknown 1%			
ASN² 27.2%	No ASN 72.8%	FSM³ 2.4%	No FSM 97.6%	EAL⁴ 6%	No EAL 94%			

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost All	Most	Almost All	Almost All

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 2025-2026 is 415 pupils including 317 pupils P1-P7 and 98 pupils in nursery. This will be set across 12 classes and 3 nursery playrooms. We deliver a flexible ELC provision (with capacity for up to 80 children at any one time) across the 3 playrooms to deliver 1140 hours and provide breakfast and school aged childcare (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.

27% are recorded as having an additional support for learning need. 1.2% of our total roll are Care Experienced. Our attendance average is 95.6% which is above local and national averages.

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision Statement

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

Share, Care, Work and Learn

Core Values

Pride, Respect, Responsibility, Confidence & Love

Additional values that support our core values – based on the word Lochardil

- 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.

Review of progress for session

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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:

Curriculum - High Quality Learning & Teaching pedagogy to improve Pace & Challenge for all learners.

Purpose:

Staff will continue to develop high expectations of children to ensure an appropriate pace of learning for all. As an ASG the priority is to build an effective professional learning community (PLC) where there are shared high standards and quality of effective learning and teaching pedagogies evident across each of our schools.

Progress:

- ✓ Increased attainment aligned with the Benchmarks across all indicators of Literacy at First and Second level particularly writing, and in Numeracy across all levels.
- ✓ Increased overall attainment in Literacy 84% compared with 78% last session, & in Numeracy 92% compared with 81% last session.
- ✓ Children across First & Second level showing increased confidence in tools for writing and stamina to write. Attainment has increased across all areas from last year at First & Second levels.
- ✓ Early level attainment overall has declined from last year. This data figure includes our learners on individual milestones following an elaborated curriculum. Without this data included, P1 attainment data would also show an improvement on last session with increased attainment.
- ✓ Planned opportunities throughout the session for moderation and peer working on benchmarks, and results of staff surveys and predictions, have shown increased teacher confidence in moderation for almost all practitioners.

- ✓ We have started our Scottish Book Trust "Reading Schools" journey and are working towards the Silver award. We are yet to submit our evidence to become an accredited Reading School by Scottish Book Trust due to aiming for

Impact:

- ✓ Staff are using data to inform learning and teaching, and supporting children's progress in attainment and achievement.
- ✓ Using such data to implement targeted interventions and in partnership with parents/carers to support at home due to significant lack of PSA allocation this session, is supporting improved attainment and achievement for most children.
- ✓ Including pupil data for those following an elaborated curriculum due to significant level of additional support need is having a negative impact on our overall ACEL attainment. However, every pupil despite milestones/CfE level, are achieving and progressing positively. This is a reminder to know the story of our data beyond the number facts presented.

- ✓ Increased teacher confidence in moderation processes and Benchmarks knowledge & understanding have improved consistency and accuracy in teacher professional judgements between Nov and May data.
- ✓ Pupil feedback aligned with HGIOURS themed questions show increased engagement and motivation during learning. Needs to be more rigorous next session.

- ✓ We have registered with the Scottish Book Trust Reading Schools Award and have made good progress towards the silver accreditation. Participating in the Scottish Book Trust "Reading Schools" journey is fostering a

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Silver rather than Bronze. Submission planned for Autumn 2025.

- ✓ Learning environments have improved i.e. furniture and accessories, and high-quality reading books, to make reading areas more inviting promoting engagement and enjoyment of reading and literacy.
- ✓ Visible focus on Reading for Pleasure and specific interventions evident to improve Literacy attainment including – All classes display “We Are Reading” signs for doors, a successful World Book Day was held, including the re-established ‘Lochardil Book Awards’, where classes nominated their favourite fiction and non-fiction books, authors, illustrators and digital texts. These were then voted for and the winners celebrated at assembly. A copy of each book nominated has been purchased to be included and highlighted in our library space.
- ✓ We created a blog site called ‘Lochardil Reads’ where children and staff recommend books to others. Pupils wrote book recommendations and took photos which are now displayed on the blog. Staff have filmed their own book recommendation videos to set an example.
- ✓ Our paired reading programme to support reading for pleasure and reading skills with individuals is re-established. Whilst some classes have carried out sessions this term, this will be fully in place from August.
- ✓ Reading leaders (from our P5 class) run a lunchtime Storytime club for younger pupils.
- ✓ A Reading for Pleasure staff book group now exists to support book recommendations and exchanges. We held a session at the June Inservice day where staff brought a book to discuss and recommend to others as part of our Health and Wellbeing.
- ✓ Our diversity library has been highlighted as a resource by Highland One World DEC as part of their ‘Windows and Mirrors’ training, and was displayed at a Refugee Festival 2025 at Eden Court Theatre. Greater representation of authors of colour provides a context for which we promote i.e. welcoming, inclusive, and valued. We have continued to build on our diverse range of reading materials. We have purchased books covering a range of different inclusive themes for Early, First and Second level, both to be used as class novels or stories

strong reading culture within the school and improving reading for pleasure.

- ✓ We have improved attainment in reading overall and particularly within our P4 stage increasing from 87% last year to 96% this year.
- ✓ Improved and repurposed use of space to provide inviting spaces indoors and outdoors to promote reading for enjoyment. Learning environments and visible focus on reading for pleasure enables pupils to show pride in what they are reading as well as making recommendations for others.
- ✓ Reading champions will be expanded next year, providing pupil voice in the continued development of reading at Lochardil.

✓ The staff book group session was well received and generated a lot of discussion. Some staff felt the session inspired them to return to reading.

✓ Contact has been re-established with Highland Libraries to plan visits next term, to promote the services and promote library membership.

✓ The refresh of core reading materials has visually promoted diversity, representation and inclusivity. The content of such has promoted engagement, particularly at Second level, where pupils are inspired by the real issues. Our diversity library and class libraries continue to grow to contain a range of subjects, characters and authors that both represent a range of different families, cultures, ethnicities and abilities, as well as showcasing authors from different backgrounds.

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as well as group and class sets for reading groups.

Our P7s supported our annual Book Fair, raising £1194.88 in book vouchers.

New guided reading books in place and use across First level.

- ✓ We have had a whole school refocus on implementing and using the theory and resources of Emotion Works i.e. vocabulary and cogs, purchase of sensory resources, improved accessibility to and creative use of space within the campus, and targeted HWB support for individuals.
- ✓ 1+2 language programme is delivered with French & BSL our 2 languages of choice. BSL is delivered by our CCR teacher weekly. School & ELC have focused on BSL as part of an inclusive culture for some of our pupils that are deaf or hearing impaired.
- ✓ All teachers worked collectively to engage with training, during insets and staff meetings, and through better focused CLPL. Focus on shared ASG pedagogical themes to improve learning and teaching included 3 themes including Overarching themes – Sustainability, Creativity, Digital, Feedback and Plenary, and the 4 Contexts for Learning to support high quality learning and teaching. Sessions were positively received by ASG colleagues. Pre and post Questionnaire for Digital and Feedback showed increased confidence levels in teaching staff from 3.7/6 to 4.4/6. Pre and post questionnaire on Creativity showed an increase in staff confidence from 3.5/6 to 4.4/6.
- ✓ Our aim to build a wider network of EYPs & OoSC professional learning community has not evolved this year due to securing staff in posts and absence amongst some EYP staff. However we have focused internally to rebuild our OoSC team (all new apart from 1 staff member) *and our EYP team to build relationships, increase confidence, share good practice, make connections, and manage personal care plans and pupil engagement with increased knowledge and understanding.*
- ✓ Children at First and Second level have learned to identify with emotions and strategies to self-regulate for improved learning and achievement. Emotion Works theory i.e. cogs, are more visible in each classroom. Pupils at Early level are accessing additional spaces created across the campus e.g. sensory spaces in hall and MUGA, and the quiet room, and planned regular sensory experiences run by our ASN T are positively impacting individual's use of self-regulation strategies.
- ✓ Consistent programmes of study and resource allow for 1+2 to be implemented successfully. Children are gaining confidence in using BSL for communication and during songs. Children with hearing impairments are supported to learn some signs and developing communication skills with peers and teachers.
- ✓ The most valued aspect of our ASG working has been time for professional dialogue with colleagues. We need staff to take more lead within these session as they were still planned and led by HTs this session. Increased level of staff confidence of selected features of pedagogy focused on the strengths of teachers within the ASG and shared. Pre and post survey data suggests positive engagement with shared professional reading, research, and sessions. Need to measure the impact of this on improved approaches to learning and teaching to raise attainment.
- ✓ We have a strong staff team that work together to support each other and can identify each other's strengths and areas for development. We plan to highlight examples of effective practice and use this as a model per playroom for all children to access high quality learning, teaching and assessment.
- ✓ Being identified by other EYPs as a provision of highly effective practice has improved staff confidence and interest in visiting external

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- ✓ EYPS visited Dingwall Primary to see the deaf base and how they support children. We have had visiting EYPS from several settings including Raigmore and Central. We have introduced a weekly meeting for out of school care staff and have a shared weekly bulletin which is posted on Google classroom.
- ✓ Using LfS themes as a vehicle for learning and teaching, particularly to inspire writers, proved successful. Such contexts for learning have enabled action and pupil voice is strong.
- ✓ Structured teacher peer observation visits with a focus on high expectations, pace and challenge implemented on time. Rigour and consistency during monitoring and evaluating learning & teaching through Peer Visits/class observations, and data dialogue, is in practice and forms part of our leadership monitoring and evaluating calendar. Teachers are engaging in effective dialogue and using autonomy to improve own practice.
- ✓ Increasing frequency of numeracy activity being taught daily has provided repetition and practise. Almost all teachers use Retrieval Practice built into maths lessons.
- ✓ Raised attainment in reading and numeracy overall, and in writing at First & Second level. Staff have developed high expectations of children and implement high quality learning and teaching to ensure an appropriate pace of learning for all. Use of the tools developed to ensure shared understanding of Benchmarks, consistency and standards across all classes through improved understanding and confidence in moderation, the learning environment, and use of resources.
- ✓ provisions for ideas and growth within our own ELC.
- ✓ Children are enthusiastic and engaged with the content of their learning. Using LfS themes as the vehicle for learning, allows children to engage with real life contexts and topics they can relate to with purpose. They can see the positive impact of their voice and action. MSPs have used our pupil voice and evidence of work to highlight key sustainable issues at Scottish Government level, influencing on decision makers nationally.
- ✓ The cycle of peer observation visits ensured accountability from teacher and leadership levels. Reflective dialogue supported improvement by acting on feedback. Common strengths and areas for development identified gaps to target across the school. Peer visits data and evidence shows an improved consistency of high-quality learning and teaching, with appropriate pace and challenge achieved through well planned lessons with clear Learning Intentions and Success Criteria, Differentiation, and creativity, across all classes.
- ✓ Consistency and repetition of maths/numeracy knowledge and skills has improved ability to apply in practice.
- ✓ Teacher confidence is high and improved knowledge and understanding in use of Literacy & Numeracy Benchmarks continues to ensure consistency of achievement of a level judgement at P1, P4 & P7.
- ✓ Very good progress was made in this area. Consistency is key.

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Next steps:

- SIP priorities as identified by Highland Council for improved high quality of learning & teaching.
- Embed consistent high-quality learning and teaching and evaluate through pupil voice using HGIOURS themes to gather responses to key questions and use of HGIOS 4 Q.I. 2.3, 3.1, 2.2, 3.2 and aspects of 1.3. Familiarise and engage with new documentation implementation from Autumn 2025 for ELC provision.
- Review our Learning, Teaching and Assessment policy in line with Highland Council Raising Attainment Strategy.
- Sustain a healthy staffing model and have all positions filled. Ensure workforce are all trained to Lochardil standards.
- Further develop our ASG PLC through planned time for teacher dialogue and moderation focus to improve professional judgement and share good practice. In addition to full ASG working we will also link in learning pairs/HC quads for deep dive support.
- Apply for Reading Schools Silver award. Continue the journey including building on the diverse range of reading materials available and in use as part of the curriculum; select reading champions from each class to be leaders driving forwards reading within school; establish paired reading partners across classes; survey parents, pupils and staff using the Reading Schools attitudes to reading survey to set a formal baseline; continue to update and refresh the Lochardil Reads blog page and SETL and Attain pages; explore opportunities for staff CLPL on reading pedagogy and reading for pleasure.
- ELC staff CLPL learning visits to other schools/establishments/LA's to view very good examples – e.g. monthly visits focusing on aspects of our SIP including planning in the moment, provision of high quality learning and teaching experiences within a large setting, literacy and expressive arts.
- ELC staff to establish high expectations strategies and structures to use across the 3 rooms for standardised high quality experiences to be accessed by all children.
- EYPs to be upskilled on language used within the benchmarks and increased confidence in skills required to meet identified benchmarks e.g. mark making as part of writing continuum.
- Continue to develop planning and evaluation systems used in our ELC to ensure cross curricular recording of learning and purposeful next steps for action.
- Follow ELC management calendar and school management calendar to ensure robust auditing, support and supervision, and staff voice is heard. Develop working groups for school staff based on our SIP priorities, and ELC to focus on ASN provision, Outdoor Learning & Community engagement i.e. Intergenerational and review partnership links, Parental Engagement, Transition, and curricular focus on Expressive Arts provision to support improvement of literacy, numeracy and HWB.
- Continue on our European Digital Schools Award journey and apply for award.

School Priority 2:

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.

Purpose:

- ✓ As identified, extending tracking of all areas of the curriculum would enhance monitoring of children's progress and attainment, in order to support very good progress of learner.
- ✓ Continue to use this tracking and linking of skills children are developing both within and out with the school, to support progression in learning.
- ✓ Monitor interventions thoroughly, including working with partners, amending interventions as appropriate, to ensure maximum effectiveness and to improve outcomes for all.
- ✓ Continue to maintain and exceed current levels of attainment particularly in writing and numeracy.

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Progress:

- ✓ All teachers were trained to use the Progress & Achievement module on SEEMiS to record attainment and achievement. P&A used successfully by all staff in November and May. A training session was provided by PT to support ACEL predictions and progress information in November, and a follow-up session supported the use of the SEEMiS reports.
- ✓ Almost all attainment data meetings were purposeful. Direction from HC central team to focus on those 'Borderline' children allowed us to continue to drill down during conversations to plan for and review targeted interventions, which supported increased attainment for some pupils in P1, P4 & P7 ACEL data.
- ✓ Consistent use of the Dashboard by all teaching staff has helped ensure that all children's progress is monitored to focus on closing the attainment gap and being proactive with targeted interventions from a multi approach i.e. school and home.
- ✓ Self-Evaluation for School Improvement calendar continued to be robust. Class visits, Peer visits, Learning & Environment audits & walks, HQATs/Learning Conversations/Family open sessions cycle, termly overviews, all SESI tasks on WTA calendar, all implemented with rigor.
- ✓ Our Lochardil Data Dashboard is maintained and populated to track data and inform attainment meetings. It tracks progress and achievement for Literacy, Numeracy and HWB, and informs targeted interventions for improvement for those children that will possibly achieve or not on track to. This links with our Local HC Sharepoint Progress & Achievement tracking tool.
- ✓ ELC trackers and development overviews data collated and analysed digitally and more purposeful to target timely interventions for collective and individual improvement and development. Information stored on our Lochardil dashboard.
- ✓ We have developed a system through our HWB digital tracker to track wider learning, experiences and achievements linked to Metaskills & DYW for individual pupils throughout school and out of school activity. This has been shared at inset and will be rolled out/trialed from August 2025.

Impact:

- ✓ Use of SOFAs & SNSAs as diagnostic and summative tools has also supported improved professional judgement on achievement and attainment at each level and stage from P1-P7. Reduced workload when reporting, once all staff are confident with the SEEMiS reporting system and reduced character count for time efficiency.
Further moderation of SNSA /SOFA results at all stages from P1-P7 with focus on Literacy (writing) and Numeracy to identify trends and dips to focus targeted learning & teaching on is required moving forwards.
- ✓ Focused data dialogue supported an improving overall school attainment data picture. Teacher predictions in Nov were in line with data submitted in May proving improved confidence in professional judgements.
- ✓ SESI calendar keeps everyone accountable and on track with timely interventions where needed to support all our children to learn, attain and achieve. It supports staff to manage their workload balance with purpose.
- ✓ Use of the data dashboard has supported professional dialogue and understanding of progress and next steps, particularly within Literacy, Numeracy & HWB. Data for 2024/2025 shows overall improvement in reading and numeracy, and HWB data is consistently positive across all year groups.
- ✓ Almost all staff have increased confidence in knowledge of children's learning and attainment, and use of evidence to target interventions to meet needs of all learners. Learning environment, teaching style, and support have been adapted to close gaps.
- ✓ Individual pupil achievements will be recorded in a Wider Engagement and Achievement Tracker (E&A) tab on all class data spreadsheets and linked to metaskills. The E&A Tracker groups activities according to the meta-skills being developed by the pupil. They will be tracked digitally to ensure we are meeting all pupil HWB needs and wider learning

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opportunities for a positive destination in future. Gaps will be identified providing timely action to be taken. The information on wider engagement and achievements will be collected on the Wellbeing Webs as part of our Health and Wellbeing learning conversations or collected as part of the 'Home' cog for parents to complete with their child.

- ✓ The P1 Learning Pathways have been developed to provide a better transition between the ELC pathways and the HQATs which are shared in P1-7.

Writing interventions

- ✓ The SETL working group (writing) completed a learning walk of literacy wall displays audit. A "walk of the walls" display resource to explore and celebrate **literacy** displays across our school from early years to upper stages was created. This identified that the displays across all stages reflected a 'good' standard. Standardised expectations for writing displays have been agreed and a self-evaluation "What do our displays say about learning?" template for use across all classes to ensure high standards and expectations created. This was the result from using the HGIOS 4 Quality Indicators & Literacy Display Connections "Excellent" Exemplar SESI tool to gather a baseline for evaluation of displays.
- ✓ Use of the new Cura Guardian website resource as a stimulus for writing, engaging with local context social subjects and expressive arts.
- ✓ Increased focus on writing purpose and engagement to provide more frequent (daily) writing opportunities and ensure writing tool skills are robust.
- ✓ The P1 versions are now based on observations of learning, using photos and pupil voice to allow P1 pupils to share their learning and next steps with the class teacher and home.
- ✓ The audit results show what's working well is that writing is celebrated, displays are used as visual aids to support learning and a variety of genres are on display. The visual resource displays a benchmark and evaluation tool to be used as a self-evaluation for improvement resource across all levels, and to standardise our expectations. These have been identified (see next steps) for use next session. Positive impact includes –
 - ✓ Celebration of Progress - 'Star Writers'.
 - ✓ Visual Aids used across all levels.
 - ✓ Short burst writing targets.
 - ✓ Displays reflect IDL and a mix of genres.
 - ✓ Writing Areas available for early/first level.
 - ✓ Walls reflected each stage of learning (e.g. early/first phonics focused, second level mix of genres).
- ✓ Cura Guardian website resource was used as a focus for writing and sharing stories at P3/4 & P4 stage. The pupils engaged in art, writing poems and stories. The resource boosted children's confidence, enjoyment for writing and engagement in the community. It provided a stimulus and hook for the children's interest which stretched their writing goals. Next session we could broaden our links with the aboriginal community and our international partner link school in the refugee camp for further real-life context and purpose for our writing.
- ✓ Children are expanding their vocabulary and using phonetic strategies and spelling rules to improve their spelling. Grammar skills are developing, and children are gaining confidence in writing across various genres, including

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Increased focus on writing purpose and engagement to provide more frequent (daily) writing opportunities and ensure writing tool skills are robust.

- ✓ Short burst writing trialled in 2 classes at First level. Positive outcomes and impact. Most children are becoming more independent in their writing, confidently expressing their ideas. In P2 and P3/4, pupils participated in a 12-week short burst writing program to help develop writing skills. Daily writing lessons were planned, 15 minutes each day, with a focused target to build their writing stamina. Our probationer enquiry positively exemplifies the results of such with improved attainment in writing in these classes.
- ✓ Writing rubrics have been created using HC templates and are implemented across the middle stages. These will be rolled out across all stages for use next session.
- ✓ Professional learning sessions during inset days have been implemented to focus on writing i.e. Talk for Writing, and expose our current writing gaps. Tools for writing and increasing writing stamina have been themes explored, along with writing moderation focus in working group and feedback/training delivered to staff to action improvements.
- ✓ Examples of best practice in writing across each stage and level within the school setting has been compiled to make a writing moderation resource.

- ✓ P1 learning pathways have been developed to include a more observational model using photographs to show the learning. ELC learning pathways now show cross curricular links and better demonstrate depth and progression in learning, and use of pupil voice. New learning pathway sheet introduced which highlights cross curricular links and SHANARRI links.
- ✓ Staff have sought out CLPL opportunities for implementing play pedagogy in a primary classroom and outdoor learning spaces. All stories, reports, and recounts. Improved skill in tools for writing supported improvement across writing and extended writing stamina to write long pieces.
- ✓ Tracking pupil writing attainment daily on the wall display proved to be visually motivating and overall improvement in use of writing tools as a result for P2, P3/4 & P4 pupils.

- ✓ Writing rubrics used bi-annually will provide baselines and consistency for tracking progress and identifying interventions required more promptly.
- ✓ Shared understanding of what is going well, challenges, next steps and actions for this area of the curriculum. Increased confidence with moderation in stages and levels, and fuller understanding across the primary journey.

- ✓ Our writing folders exemplars of standards and expectations, in line with the national Benchmarks, clarify visually for staff to refer to and pupils to aim/target set for. This will aim for consistency of attainment and achievement.
- ✓ The learning pathways are more meaningful as the photos depict a visual record of the learning than mainly adult led written text. This is a more natural progression from pathways used in nursery to those in school. P1 staff feel the workload is more manageable and purposeful. Early level pupil voice is clear in the majority of ELC pathways. Areas to develop are consistency in approaches and recording of information. EYPs have an increased understanding of the importance of having a trauma informed approach and monitoring the GAP and LUVEN scales for all children.
- ✓ Staff have increased their knowledge, skills and attitudes through shared professional development engagements and opportunities.

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staff trained in Outdoor Learning principals and practice through 'Thrive Outdoors'.

- ✓ Working groups have driven forwards development areas in ELC i.e. pupil leadership opportunities through the life skills room, and evidence from ELC/OoSC staff voice gathered to inform improvement.
- ✓ The home learning support tab on the Blog is now live and continues to be populated for all children and families. This new blog webpage entitled SETL (Supporting Everyone to Learn) has been created to provide ideas, activities and resources for families to use at home. The resources are a mixture of online and offline games and apps, advice and information websites and teacher-created resources on the themes of numeracy, reading, writing, spelling, health and wellbeing, learning for sustainability and internet safety. The website was launched by P7 at our June Open Afternoon. The open afternoon session showcased the website as well as other websites that the young people would recommend, with the pupils creating leaflets for each and providing a digital tour for parents and families. This website will continue to be added to with the intention of making this a go-to resources for families.
- ✓ An open afternoon session to support family learning opportunity was successful introducing the new section of the blog.
- ✓ Learning for sustainability as a vehicle for learning has been purposeful. Children have engaged with a range of global citizenship action for a positive difference and to have their pupil voice heard and valued. Some classes used this to feel valued and have purpose while inconsistent staffing was in place.
- ✓ This shared vision and skill set baseline supports us moving forwards as a team.
- ✓ EYPs are actively involved in the improvement cycle. The DYW skills room has brought challenges but has been beneficial to serve the purpose. Due to increase in enrolments for next session, the room will return to a playroom with children hosted in their base room. There is increased independence in the young people as a result of having access to the life skills room all session.
- ✓ The new area of the website developed and populated with content to support parents/carers with learning and support at home has been positively received.
- ✓ Parents and families now have access to tools to support their children to learn and achieve at home through our SETL blog, and access to reading materials to improve literacy.
- ✓ The SETL site will form the basis of our application for the European Digital Schools Award next session, as this was created in response to feedback from parents. The website has had 77 engagements in the first 3 days, with users spending on average 2minutes 40 on the page, the longest engagement time of any of our blog pages to date. The aim is this will continue to grow with further promotion and practical use for supporting children at home to close the gap. Parents/carers can increase their confidence to help their children to complete home learning and/or further practise knowledge, understanding and skills of key concepts.
- ✓ Family learning opportunity during the planned parent/carer open afternoon to introduce and launch the SETL webpage was positively attended and feedback all positive.
- ✓ Learning for sustainable action for change has been a positive vehicle for learning through increased engagement and improved outcomes particularly at P4 and P6 level. See next priority for details of experiences. This shared context for learning provided continuity across the stage to support continuation of learning and teaching, and engagement from all children

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- ✓ Direct targeted support for pupils and families identified through PEF has been implemented through use of planning and teaching from the Principal Teacher, and additional 16hrs PSA time to work closely with individuals and small groups providing extra help where needed.
- ✓ Investment in digital technology & tools i.e. Chromebooks and purchased resources to target persistent reading difficulties are used to improve engagement, attainment & achievement, and reduce barriers to accessing learning.
- ✓ Staff and pupils have felt heard, and supported, during a period of minimal local funding for ASL. Ring fenced time and allocation for this is supporting us to close the poverty related attainment gap.
- ✓ Financial investment through DSM budget and PEF, in costly resources have been effective in supporting consolidating of learning and practise of skills i.e. in reading. Digital technology has provided support tools for learners with additional need and supported independence, engagement and confidence to complete tasks set.
- ✓ Very Good progress was made in this area.

Next steps:

- Continue to place Learning for Sustainability at the heart of planning and implementation, as a vehicle for learning & teaching.
- Increase attainment in Literacy and Numeracy at Early level, and within writing across the school.
- Compile data from sources i.e. SOFA & SNSA assessments, to inform improvements. Record and track digitally, positives, challenges, next steps and actions within both Literacy and Numeracy.
- Each teacher will actively access and use data available to plan, implement and review a Mini Sprint Plan focusing on an aspect of writing for improvement. Use of the 'Boulder, Pebble, Sand' research technique by Simon Breakspear will support this.
- Moderation of writing will be further enhanced by working as stage partners using the HC tools for moderation. Writing rubrics to be used consistently and regularly for assessment. Moderation with 1 or 2 other schools within our ASG.
- Improve Literacy displays implementing findings i.e.

Think about the Purpose - Ask: What is this display for? (Celebration, instruction, reflection, interaction?)

Make It Interactive (if relevant) - Include QR codes linking to student audio recordings or videos. Add "Have a go!" sections with writing prompts or vocabulary challenges. Use Velcro or magnetic elements for movable parts (e.g., sentence building).

Show Progression - Display "before and after" writing samples.

Rotate Regularly - Keep displays fresh and relevant. Involve pupils in organising and updating the displays.

Gather Feedback - Add a "What do you think?" section for peer or visitor comments. Complete self-evaluations to measure impact.

Environment – access to resources, engaging and inviting.

- Use the SETL website page to form the basis of our application for the European Digital Schools Award next session.
- Review other curricular areas i.e. Expressive Arts, delivery and tracking of attainment within each area, in line with Curriculum Improvement Review findings and guidance.
- Plan, implement and review an appropriate curriculum and environment provision within our resource, for children with significant/complex additional learning needs.

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School Priority 3:

Community & Campus - People at the Heart - Pupil Voice & Participation through Learning for Sustainability

Purpose:

To implement actions from the award report evaluations from various bodies including UNICEF RRS, Eco Schools, SOS, & Digital Schools Awards Scotland. Post covid lockdown impact on adult & children's mental HWB & the learning/social gaps identified, continue to value and build social capital through strengthening our community networks to enhance and improve our education provision and close the gap. Use our strong Pupil Voice to act locally and globally to make a positive difference.

The launch of the Scottish Government new Learning for Sustainability action plan 2023 to 2030 and Call to Action for Target 2030 – a sustainable learning setting based on Culture, Curriculum, Community and Campus, is a driver for our LfS journey.

We want to recognise and celebrate our school's 60th birthday in November 2024.

Progress:

- ✓ Awards progress update – We have sustained our current awards. We have reviewed and actioned next steps on RRS and SOS in line with reaccreditation date of June 2025. Due to pressure on RRS and SoS, these award reaccreditation visits are booked for next session. Work will be maintained and continue. European Digital Schools award is taking longer than anticipated due to capacity as a result of staff illness this session. Similarly, our application for Bronze Emotion Works award is also delayed as a result of capacity due to ill health and change in staffing.
- ✓ Keep Scotland Beautiful Eco Flag 8 submission completed June 2025, awaiting outcome.
- ✓ Some citizenship action includes -

Art for Action

Our pupils were active contributors to the Art for Action exhibitions in both November and March, during which artwork and performances from our pupils were displayed as part of the climate change art exhibitions. These were both high profile events, visited by local MPs and business leaders. Two of our pupils were asked to represent the school by giving a speech about climate change and Learning for Sustainability.

Park Smart Banners

Our JRSO's led a whole-school SMART design a poster campaign in 2023/24 session. The winning banners were printed and at the start of 2024/25 session our new JRSO's first task was to decide where to display them so they could make an impact. This supported their right to be heard (article 12) and right to be safe (article 19).

Air Quality Monitoring Project

The JRSO and Eco Groups supported work on the Air Quality Monitoring Project. The aim of the

Impact:

See separate evaluation report for our Eco Flag #8. This continues to guide and support our sustainable development improvement and aim to be a sustainable school setting by 2030.

All awards evidence will continue through to next session and planned reaccreditations will take place as planned due to capacity of the organisation staffing. Sustainable practices are adhered to and evident.

As dates for evaluation visits are delayed, we have not achieved our next accreditations and await for our evaluation visits as planned for next session.

Pupil voice taking action makes a positive difference and is heard both locally and nationally, receiving positive press. Results of our engagement in action projects have encouraged those in a position of power i.e. MSPs in Scottish Parliament, to listen, take note, and act for positive, purposeful change.

Visual aid memoirs are visible in and around the school campus and local area, to encourage mindful parking. The children are being heard as this has significantly improved.

Air quality - Five passive diffusion tubes were fitted on streets around the school to measure

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project, run by Highland Council, was to raise awareness of air quality issues at Inverness Primary Schools as part of a Scottish Government funded initiative to try and deter vehicle idling and encourage active travel.

They led a whole-school assembly on the project and presented information on how air quality is measured. A selection of JRSOs and ECO reps went to a workshop with Esther MacRae (Scientific Officer) and engaged with children to think of practical ways to improve things.

Anti-Idling Campaign – National Clean Air Day

In recognition of National Clean Air Day, our JRSO's and ECO Reps led a whole-school anti-idling campaign to raise awareness of air pollution and its impact on health and the environment. JRSO's created banners and the ECO group made a video to promote their message. They organised a poster competition encouraging every class to think about the dangers of engine idling. This supported pupils in understanding their right to a safe and healthy environment (article 24) Also, they demonstrated their right to be heard (article 12) through leading an assembly on anti-idling and stood outside the school grounds making visible to the wider community the dangers of engine idling.

Clean Air Day (continued)

Following on from our participation in the Air Quality Monitoring project, the pupil groups were asked to support the Highland Council Environmental officers with the launch of their resources for 'Clean Air Day'. The resources aimed to raise awareness of air quality, the health impacts of vehicle emissions including pollution from car engine idling, and options for more active travel. Our pupils ran a successful competition to design posters for the campaign. Most classes engaged with the Clean Air Day resources shared by the Highland Council. Representatives from the council visited the school to install a 'No-idling' sign in our carpark and to photograph the pupil groups with the competition entries to use as part of their social media campaign. The pupils staged a 'campaign' at the school gates to raise awareness of the key message of the campaign 'Stop Idling'.

✓ Pupil voice is strong and at the heart of our school and community. Leadership groups including Pupil Learning Council, UniKids, JRSO, Digital Dynamos and Playground Champions continue to be very active and

nitrogen dioxide concentrations over a 4 month period. There is also a live monitor attached to a solar panel which constantly uploads real-time data. The reps went outside to check them and reviewed the data. Results show that Lochardil Primary School is an area with very good air quality, but short-term peaks in pollution levels were recorded at school drop-off and pick-up times. This is where our children took action to campaign for improvement.

The school received very positive feedback from staff at the Highland Council regarding our pupil's knowledge, hard work and commitment to the issues of Learning for Sustainability. The event was reported very positively in the local press. The Eco Group information video on the effects of Idling will be shared nationally.

Improved air quality due to less idling cars locally during peak times. Local press coverage helped take the message beyond the classroom.

- ✓ Results have been collated, displayed, and actioned to make improvements and also devise our SIP priorities for next session. Pupil voice remains at the centre of our purpose and improvement priority. UNCRC is evident throughout our vision and values, planning and policies,

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achieve. The pupil-led JRSO group actively campaigns for safer routes to school, a safer school community, and promoting active travel. Pupil learning council, the Uni Kids reps met and carried out a pupil voice SWOT analysis of the school and school improvement plan.

communication model, partnership working, and children's interests and pupil voice. Pupils were able to identify the current pressures including staffing, support and cleaning across the school, and identified that teachers, learning and experiences were positive.

- ✓ Scotland's learning for sustainability action plan 2023 to 2030 "Target 2030: A movement for people, planet and prosperity " aims to build an inspiring movement for change so every 3 to 18 place of education becomes a sustainable learning setting by 2030. Pioneer work for becoming a Sustainable School Setting is in place with both HT & DHT local council reps on National LfS working group, HT member of the National Curriculum Review Group for LfS, DHT is an identified National Racial Literacy mentor, HT guest speaker at National events for work on education and LfS. Continuing our work on 'Target 2030 – Sustainable Learning Settings' we campaigned for climate justice through project 'Art for Action' which exhibited our actions for Learning for Sustainability using art both locally and nationally (as shared above).
- ✓ Continued to hold FLO events termly in class and other opportunities for further engagement throughout the session. We celebrated the school 60th birthday anniversary and created commemorative merchandise including mugs, pens, pencils, tea towels, and mascot devised and developed to make money and bring the culture of the community together.
- ✓ As a school, we have a local and national presence in the field of education and are considered leading practice in our sector.
- ✓ Leadership team members are visible Locally and Nationally and are invited members of groups making national decisions on future of Scotland's education. Supports current edge research and thinking to be implemented at Lochardil in line with future developments.
- ✓ We continue to have a shared language based within the core principles of LfS Target 2030 using Curriculum, Culture, Community and Campus. This provides the strategic structure to report within and deliver our education within our provision. It continues to be our USP.
- ✓ Family learning opportunities (FLO) are well attended as photo evidence, registers and exit polls display. Almost all families attended open sessions and special days/calendar events, and individual class events. Most continue to engage with online materials through Google Classroom and School Blog. Parent/carer voice is almost all positive and we have contact and communication with all our families. Our 60th birthday celebration was hugely successful with many, many locals and former pupils/staff and families attending the event. This celebration of our history, culture & heritage of learning and school campus for Lochardil Primary's 60th Birthday, cemented our positive reputation within our community, but also reignited our connections with the local community and Lochardil diaspora to celebrate the success of our school now and then. The merch was a successful enterprise project for our P4 & P5/4 classes.

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Sustainable merch was created and sold, money made, culture of togetherness achieved, and a new 60th anniversary school logo and mascot 'Lochy Lion' created.

- ✓ Careers Week was a successful focus week event and provided all children from ELC -P7 with the opportunity to develop their meta skills as well as building knowledge and understanding of a range of jobs available and the skills/qualities required. Pupils completed job profiles based on the visitors their class received.
ELC pupils engage with DYW life skills daily e.g. prepping and preparing snack, garden set up & risk assessment daily, and have participated in 'When I Grow Up' day.
- ✓ Careers week supported stronger, more diverse, partnership links with our wider community including our own parental community to expose and maximise their skills to benefit the children's learning. It has also increased diversity in partnership contacts so children see representation in their own community and learning. Gathered pupil voice and feedback; worksheets completed on the day; positive press release from Capstone; Positive feedback from all those involved.
- ✓ All staff now trained in 'Healing Classrooms' and have a "workbook" to support learning, teaching and development across the school. Individual certificates received and a copy of the training slides available for all staff. Almost all staff have taken part in 'Windows and Mirrors' Anti Racist training. Groups of pupils have also participated in planned training on this theme.
- ✓ Increased knowledge and understanding of Racial Literacy and anti-racist education by almost all staff and a minority of pupils. We will continue to roll this out to more pupils and parents/carers next session. Staff are more trauma informed and are implementing learned strategies and pedagogy into practice with the support of the 'Healing Classrooms' resource. Staff have an increased awareness of diversity within the curriculum and are making an effort to decolonise the curriculum across all stages. Staff have an increased awareness of the importance of making classrooms safer, braver learning spaces where children can see themselves reflected and learn about the diversity and perspective of others.
- ✓ Improved diversity of community links to build wider partnerships supporting UNCRC/SOS aims and increase of diversity representation across the school community.
We have built community links through our work on anti-racist education and our LfS and School of Sanctuary work. Guest speakers into school to lead assembly and workshops during Refugee week, showcased our work through an exhibition stall at Eden Court's Refugee Week 'Community as a Superpower' event, and through artwork with a local artist at WASPs.
- ✓ Our real life, meaningful, international school partnership and links with other partners provides purpose for our learning and authentic learning and teaching to occur. It is not filtered through the media or political parties, but raw and real from 1st hand lived experiences being shared mutually. Increasing awareness and understanding of displaced families within our local community. James Shewan (Highland Support Refugees) coming into school during Refugee week to share about the Charity's role personalised the link.

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We have a new school partnership link with a refugee camp in Algeria through VoiceBox UK, and contacts through the Highland Anti-Racist network group. Also partnerships made with African Caribbean Asian and Mixed Heritage Association (ACAMHA), SHIMCA, WASPS Open Hearts Community Art Project, and Highland Support Refugees charity is significant progress in this area.

- ✓ STEM partnerships delivered through UHI established across First level classes have increased exposure to STEM subjects at this stage.
- ✓ Community engagement calendar https://docs.google.com/document/d/1X94yyks2bhR5QKbmmY-ICA1STR_sSkxlasnpuCLdv0A/edit?tab=t.0 is well populated and outlines the extensive variety of wider learning engaged with, details of visitors, trips and other partnerships established during the year across all year groups.
- ✓ Community engagement and partnership working has continued for year 2 of offering 'Learn to Ride' for P4-P7 pupils and continued the offer and implementation of Bikeability Scotland national training level 1 & 2 (62 P6 children). Parent/carer and community volunteers delivered this. 1:1 'Learn to Ride' sessions have been delivered by a volunteer to 10 children this session. Children's cycling ability and confidence was assessed. The children expressed their fear about riding a bike and some had mentioned they felt they were too old to learn.
- ✓ Pupil and staff action to repurpose use of our lost property by donating to HSR in partnership with the parent council, is positive impact of what a partnership can mutually beneficially bring.
- ✓ We have begun to diversify partnerships with community links, building on the range of cultural, religious and ethnic partnerships to diversify and expand our cultural reach and reflection in our community. We have a real-life connection thus making learning more purposeful.
- ✓ Driving forward improved access to and promotion of STEM subjects and learning at our First level in addition to continuing the work at Second level. Early level will be a focus for this next session. Extending partnerships beyond the upper stages has allowed our younger pupils to access the resource and technology available to inspire and engage our learners.
- ✓ An offer of wider learning provides children with a wealth of experiences and opportunities to be part of their real world, practise their learning, engage with and learn from others with expertise/resources, and enthuse children to attend and engage positively with school. We have a consistently high attendance rate and positive attitude towards school from almost all pupils.
- ✓ Increase in active travel to promote a sustainable school and healthier population. Increased confidence in bike road users trained to a certificated standard. Reduced number of non-bike riders as they are targeted through 1:1 tuition to learn to ride and feel confident cycling on a bike. The sessions supported pupils in developing key physical skills, road safety awareness and personal confidence. Article 24, 31 and 6. Our volunteer made them feel at ease and soon had them riding independently and with confidence. Learning to ride a bike helps every child enjoy their right to play, be active and stay safe. After the block of learning the children were delighted and happy.

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- ✓ Road Safety Magic Show performed - P1 – P6 participated in a Road Safety Education Magic Show. The key message was Stop, Look and Listen.
- ✓ Road Safety Week - Pupils led whole-school assembly for Road Safety Week. They read 'Go safe with Ziggy' books to ELC and P1. Carried out a road safety survey around our school.
- ✓ Development of Partnership Agreement - https://docs.google.com/forms/d/1BQLWOfsfE5LyaXgV10BI1XJBN0gsaWx3I6uflGATx_hU/edit?usp=drive_web and streamline/organise partnership directory.
- ✓ Outdoor Learning Staff CPPL

Staff attended a CPD session with Thrive Outdoors during the February Inset Day 2025. Resources (online links and suggested reading) and practical ideas were shared with staff to support teachers when delivering outdoor learning. The session also included resources for supporting Literacy outdoors, an area of development on our SIP. ELC secured grant funding to develop their garden vision in nursery.
- ✓ First level classes accessed the outdoors i.e. Lochardil Woods, to take learning outdoors and make use of the different environment. ELC continue to offer weekly forest school experiences to groups as part of their Early level learning offer.
- ✓ School campus developed and plans for further development in place. Compass Builders have delivered and installed a new stage area and two Loose Parts storage sheds. They have also installed a cable reel in the front playground and delivered a range of other loose parts. We aim to continue building up a bank of resources to create a varied and purposeful loose parts play area. The Loose Parts resources are currently being used by classes during lessons, but have not been used to support play at break and lunch times. The Eco Group have a Loose
- All children that participated in volunteer led Learn to Ride or Bikeability sessions can now confidently ride a bike and are equipped with life skills and road safety knowledge when cycling on the road.
- ✓ Raised awareness and reinforced importance of Road Safety across our school. This supported children's understanding of how to keep themselves safe (article 19). They demonstrated responsibility and teamwork while increasing awareness of how we can travel to school safely. Children understood that they have the right to be kept safe from harm (article 19) and a right to be listened to (article 12) as a result.
- ✓ Will ensure mutual purpose, focus, responsibility and accountability for the education and learning of our young people.
- ✓ Staff feedback following the CPD session recorded that nearly all staff felt that they would be more likely to take their learning outdoors after receiving the CPD session. An increase in learning outdoors has been observed. Funding will allow for resources to be purchased.
- ✓ Accessing the outdoors has allowed the children at our middle stages to benefit from access to nature, learning within a different environment, and develop an appreciation for nature while creating memorable experiences to link the learning .
- ✓ All pupils access wider learning experiences through accessing opportunities within the immediate community and beyond. Playground development has widened pupil learning experiences to better meet the children's needs. Still an area for further development i.e. at Early/ beginning of First level.
- ✓ ELC garden space has been transformed with the addition of road signs (donated from a local business), designated areas for digging, a reading hut (still in development),

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Parts Play Charter to share with all classes at the beginning of the 2025/26 session. The playground developments have also been supported by our local church, Culduthel Christian Centre (CCC). The group made a new mud kitchen for the Quiet Garden and repurposed 2x old planters into new sandpits. ELC were awarded £400 in funding for outdoor resources from a Scotmid grant.

- ✓ The Eco Pupil Group have used pupil voice to inform the purchase of new outdoor play equipment. Somersault bars, an 'up and over' climbing frame and a new section for the trim trail will be purchased for the start of the 2025/26 session.
- ✓ Improved provision of a variety of experiences and learning spaces in our outdoor environment. New resources have been built and purchased using the voice of the children.
- ✓ Support implementation plan for ground works in and around the playground. (partnership with parent council). Additional trim trail playground equipment items have been identified and selected by all children, and will now be ordered.
- ✓ Play resources and outdoor learning resources have been purchased to support Outdoor learning (all classes) and Play pedagogy (P1 classes). This includes new role play resources and loose parts to develop a range of meta-skills. New resources for the P1 classrooms were purchased. This included roleplay resources, loose parts and flexible seating. The roleplay resources and loose parts will develop various meta-skills in the classroom. The school also purchased resources to support children with ASN. This included a water tray and blackout tents. These resources provide different sensory/play experiences for children working on milestones and IEP targets. They also provide further opportunities for pupils with ASN to engage in intensive interactions with adults and to develop communication skills and self-regulation.
- ✓ Emotion Works resource was reviewed and revived across the school and wider curriculum

Children enjoy developing fine and gross motor skills as well as social skills when at forest schools sessions.

- ✓ The use of the charter and loose parts play will provide consistency for all children.
- ✓ Pupil voice is strong and collective actions implemented for improvement.
- ✓ Wide range of pupil leadership opportunities and expectations gives purposeful global citizenship experience and empowers the children to take action both local and global. We continue to represent nursery and primary education both locally and nationally in the area of learning for sustainability and work with partners to promote this.
- ✓ Increase in pupil led lunchtime clubs, volunteering their own time to run clubs i.e. arts & crafts, sports including gymnastics, fitness, running, dance and football, plus storytime book club Buddies are very responsible and ELC-P6/P1-P7 and a super support for staff when ASL allocation is limited. Increased autonomy within pupils.
- ✓ ASN teacher and identified PSAs have access to materials and resources specifically for sensory play and feedback. Children needing access to such resource are visibly more calm and in a better place to learn having used such/engaged in the activities e.g. sensory circuits/ specific milestone IEP targets, set. Support and physical space within the environment is proving a challenging barrier to success for some of the identified children to meet their needs fully. A fully functional space where equipment and resource i.e. sensory seeking play based, is set up, ready for use on demand is required for next session.
- ✓ Standardised training for all staff. Emotion Works theory is understood and consistent. EW is visible in all classes from ELC to Primary 7. The cogs are visible on display in every classroom/playroom, and the

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to build and support emotional literacy and self-regulation. Almost all staff participated in refresher training (new staff trained) on Emotion Works theory & resource on Aug inset day.

- ✓ All classes are engaging with the RSHP resources. These have been updated and shared with parents to keep them informed. New books are stored in the diversity library in the staffroom for all stages to use.
- ✓ There is a continued increase in pupil participation in sport/activity now there are more clubs on offer on our weekly timetable both during and after school. Stronger links with the community through Active Schools and local sports clubs. Increase in parent/carer led clubs this year. New Shinty club and football at capacity with waiting list in place. ASC trained our Playground Champions again this year and continue to support young sports leaders to volunteer at our school.
- ✓ Parent Council are very supportive of the school. We have appointed a new Chairperson for next session and thank our former Chair for all their support. They regularly support core matters for improving our school i.e. learning & teaching, attainment & achievement, school meals, school campus cleanliness, raise funds to support our ambition to reduce the cost of the school day e.g. all classes (inc ELC x3 playrooms) receive a £100 budget to enhance the resources and learning experiences, and fund resources like new school tracksuits for sports teams.
- ✓ All children are engaging with nationally designed curriculum for RSHP that is age/stage appropriate. Further training identified for staff on LGBTQI+ e.g. through TIE, moving forwards to ensure we are delivering an inclusive RSHP education.
- ✓ Pupils wider sporting achievement is recognised and regularly celebrated. We have talented athletes and sports people currently at local and national level, and previous Lochardil pupils in positive destinations with their sporting abilities. This continues to form evidence for sustaining our SportScotland Gold award we achieved last session and inspire our young people to be active and promoting a healthy lifestyle.
- ✓ All classes have purchased items from their 'wish lists' selected using pupil voice on what will improve their learning and teaching experiences, and some classes have been able to subsidise bus travel to ensure equity for all, and travel further afield to engage with expertise and experiences such as to Aberdeen Science Centre etc.
- ✓ Very good progress was made in this area.

vocabulary used by the children and adults to support positive mental wellbeing and improved self-regulation.

Next steps:

- Continue to provide/ participate in opportunities for local and global citizenship action.
- Sustain all awards and gain next level i.e. RRS reaccredited Gold award, Eco Schools 8th Green Flag, School of Sanctuary accreditation, Digital School awards.
- Achieve European Digital Schools award, Bronze Emotion Works award, and Scottish Book Trust Reading Schools Silver status.
- Engage with and embed HGIOURS with purpose, and create Pupil Voice wall with outcomes/action points displayed. Share our policies with parents/carers and partners to illustrate UNCRC within each.
- Continue to build on our awareness and confidence in building safer, braver learning spaces and ensuring that our practice, teaching and environment promote an anti-racist ethos across the

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school. Use opportunities to share good practice and audit learning and teaching across all stages. Continue to cascade learning from Building Racial Literacy programmes to all staff to build increased racial literacy. Use our anti racism mentor to lead training for awareness and action.

- Campus – continue to develop use of learning spaces in our outdoor and indoor environments
- Inclusive Classroom – Introduce the Circle Framework and audit the environment of each class and available space, and survey children's views on their campus and culture within. Develop quiet, inclusive spaces in each area, providing space for calm, opportunities for self-regulation, and independent action. Consistency across the whole School & ELC will ensure familiar, consistent inclusive experiences are provided.
- Develop the Quiet Garden in partnership with Compass Builders. This area will be used to support outdoor learning and will provide a safe learning space for pupils with additional support needs.
- Remodel and repurpose room 11 for an enhanced provision space.
- Continue to realise our outdoor spaces vision and plans, and sustain partnership links i.e. with Capstone, cultural links etc. to work with the upper stages on DYW and skills for work. Run a Careers Week 2026.
- Roll out the HWB skills tracker from Aug 2025 and use the new wellbeing format.
- Enlist volunteers to organise and run nurture groups and wider achievement clubs e.g. lunchtime or after school clubs, for pupils to participate in and lead.
- Play –roll out use of loose parts materials we have purchased, and our Play Charter, for all ages.
- Further recognise wider achievement through use of new HWB tracking tool, and celebrate both in and out of school success.
- Continue to be part of the movement for change and implement actions to be a sustainable school setting and support Scotland's learning for sustainability action plan 2023 to 2030 "Target 2030: A movement for people, planet and prosperity.
- Implement our partnership agreement template with community partners, and collate joint evaluation model based on the purpose, outcome, and inform next steps.
- Increase diversity and cultural representation within resources across all 3 ELC playrooms, and identify ways we can continue to make our families feel valued and represented further e.g. focus on languages spoken at home.

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

PEF allocation funds were used to sustain a Principal Teacher in post to lead on writing targeted interventions and wellbeing, and a part time PSA (16 hours per week) to support delivery of such interventions with identified children and groups of learners requiring additional support to achieve.

Most (78%) of our group of identified learners are on track with learning and attainment for age and stage as a result of our interventions. All (100%) of these learners are achieving and showing individual progress and positive attitude to learning as a result.

The teaching input was focused on supporting Literacy at ACEL year groups, and identified children across all year groups supported by the PSA team. The investment in staffing provided more capacity to be able to focus on developing social skills and self-regulation strategies with focused groups of children.

Through this targeted work children were able to learn, share and revisit consistent approaches to managing self, and dealing with others, while continuing to achieve individual goals.

Resilience, empathy, confidence, and study habits were improved as a result of the intervention.

All children have full profiles on HWB collated and each individual scores highly. More importantly the children are able to articulate where they are at, next steps, and actions to attain and achieve their next target, as a result.

The PSA Literacy intervention included targeted and consistent use of Literacy resources i.e. Nessy and Lexia, precision teaching with a focus on letter recognition, formation and handwriting, and initial sounds and blends. Almost all children involved in these interventions made progress at their own level, however

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some require a longer period of time engaging with such interventions. All children within the targeted group noted positive attitudes to reading and writing, and improved confidence in independently applying their skills across their learning.

A delay in appointment to the PEF PSA post, then lack of supply availability for our PSA vacancy, resulted in an underspend. To avoid impacting on the identified target group of children, senior leaders used their time to cover the role. For this reason, exceptional circumstances i.e. lack of staff availability and use of SLT time to cover the work, we would like to seek permission to use our underspend towards additional hours for PEF PSA each week for next session if possible.

Full detailed evaluation of impact of PEF funding can be viewed in our Lochardil Primary School PEF Plan 2025-2026.

Wider achievements

Coileanaidhean nas fharsainge

- Sustained our official awards reaccredited Gold Rights Respecting Schools status, School of Sanctuary status, Eco Schools, and Digital Schools awards. Renewal visits booked for next session.
- Submitted evidence for applying for our 8th Green Eco Schools flag, June 2025.
- Our Community Engagement calendar outlines the extensive variety of wider learning engaged with and details of visitors, trips and other partnerships established during the year across all year groups.
- Whole school events very well attended, including our Lochardil 60th birthday celebrations and the DYW Careers Week.
- Positive partnerships between school and local businesses/contacts including:
- ✓ Compass Builders, Capstone Construction, and Breedon Group PLC; Scottish Parliament & MSPs; Highlife Highland; UHI Stem Hub; Culduthel Christian Centre (CCC); Inverness Caledonian Thistle FC & ICTFC Community Development Team; Bikeability; local Care Home Cameron House; HOW (Highland One World DEC); SDS World of Work, Heartstone Cura Guardian, Canals Scotland, Scottish Opera, Scottish Ballet, and new links formed with many contacts supporting refugee and asylum seeking families.
- One of our P6 pupil's won the National Scotmid Co-op creative competition to design a new community garden for the Headquarters office in Edinburgh. Her winning design was chosen from over 450 entries and will be brought to life as a permanent installation at Scotmid's centre in Newbridge.
- Sporting success –
- ✓ Individual and team success at the Baillie Cup (Athletics) June 2025, and achieved runner up silver position; Runners up in Interschool Sports & individual medal winners May 2025;
- ✓ Individual winners at Cross Country events including the McRobert Cup for P4-P7 pupils February 2025
 - New after school Shinty club for P3-P5 (at full capacity) plus continued provision of after school clubs i.e. netball, badminton, football, basketball, Glee (music & drama) supported by Highlife Highland active schools co-ordinator and volunteer staff, parents and former pupils.
 - Annual representation and participation from our House Captains and Vice House Captains in the Kirking of the Council (over 400 year old tradition in the Highlands)
 - P7 pupils participated in the annual residential trip to Craigower.
 - P7 pupils represented us at the Rotary Quiz.
 - Fundraising support for local and national charities i.e. Highland Hospice, MFR Cash for Kids, Blythswood Shoe Box Appeal, Comic Relief, and other individual causes.
 - Participation, celebration and observation of special National and global days of awareness, and focus days.
 - Whole school participation from ELC – P7 in our Learning for Sustainability active citizenship themes. Local and global action making positive impact led by our young people.

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- Our Learning for Sustainability work from across Early to Second level has been exhibited at the Art for Action - Climate Activism Exhibition at Inverness Botanic Gardens March 2025, then showcased nationally during Head Teacher's workshop presentation at the Children In Scotland conference 2025.
- Eco committee and JRSO whole-school anti-idling campaign to raise awareness of air pollution and its impact on health and the environment was used as part of a local campaign by Highland Council, and shared in Scottish Parliament.
- P5 & P6 participation and performance with Scottish Opera.
- P3/4 & P4 classes participated Cura Guardian multicultural work to showcase themes of learning for sustainability equality and diversity through the expressive arts form of art and music.
- JRSO continue to lead improvements within the local area to support safer routes to schools and ensure traffic calming systems are in place, and support permanent improvements with parking.
- JRSO and Eco Committee campaigned on Clean Air day for improved quality of air/ against air pollution creating a video and banners being showcased locally and in the press/media.
- Individual pupils and group music tuition weekly leading to school and community performances.
- Glee after school extra-curricular club have performed throughout the year.
- Infant Christmas Nativity was a celebration and opportunity for our local community and elders (including those from our local care home links, local community members and generations of family members to feel part of our learning and school) and participate in the event.
- Head Teacher is an associate assessor with HMIe and has completed school inspections across the country.
- Head Teacher is an invited guest on the national Learning for Sustainability curriculum review working group with Education Scotland.
- 2 members of SLT lead HC Learning for Sustainability working group.
- 3 members of SLT members of Anti-Racist network group.
- HT & DHT are HC Leads on the Education Scotland national Learning for Sustainability network.
- SEYP successfully completed Lead On programme.
- Probationer successfully completed probationer year and was very well supported by mentor.
- Parent Council continues to be very well led with a steady attendance and many wider members participating at various times. Fundraising discos, Christmas hampers, and participation in any open sessions/school events ensure they are visible and active. Funding donated to purchase additional Trim Trail equipment.
- Family Learning Opportunity events

✓ Careers Week in March 2025, in collaboration with multiple local businesses, partners and other HC colleagues was a huge success and very well attended. Increased focus and awareness of skills for life, learning and work i.e. DYW skills and metaskills.

✓ Refugee Week in June 2025, in partnership with the local community & HC colleagues long term partnership with Refugee Festival week.

- Sharing of wider achievements during weekly assembly with a focused Celebration Assembly once a month where all achievements are celebrated and Star of the Month per class are presented with a certificate. Every classroom features a WOW wall where individual or collective achievements are celebrated. These are also shared on the class Google Classroom and school Blog, X.
- Whole school annual picnic, and ELC held an additional picnic stay & play session for parents/wider family members to join after school sports.
- Successful transitions from ELC to P1, P7-S1, across each class, and from outside provisions to our school. Transition programme in place and enhanced transition programmes supportive. We have welcomed our largest intake of new pupils during a school session this year, all settled and achieving well.

Comments from learners, families, stakeholders and staff

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

Every term we consistently receive and review feedback from parents/carers through exit polls at open events. We also use comments made at spotlight events, celebrations, and day to day. We very much value partnership working and use feedback to enhance and improve our education provision.

Pupil voice is key to our improvement and our entire reason for being.

We capture almost all stakeholders voice through digital and physical means, and use a 'You Said, We Did' format for sharing findings, or poster summaries (all available on request).

Learners

Pupil voice is woven throughout our school and campus and can be viewed on our Blog, Google Classrooms, displays, policies, classrooms, and by talking directly to the children. Learners contribute individually or collectively, through class, focus or leadership groups, or with the peer/staff directly. Some comments captured include –

Wider experiences

"I wanted my garden to help bees and be a nice place for people to enjoy." Shona, P6.

Bikeability –

"It was fun and a bit hard at first," Euan, P6.

"I liked learning how to stop safely and use my brakes," said Oliver, P6.

"It was good to get out on the road," Brodie, P6

"It was good that I learned to cycle last year, it helped me to do it better this year!" Struan, P6

Learn to Ride 2024-2025 -

"I never thought I would be able to do this, I love it." Axel, P5/4

"I was scared but I'm happy to ride a bike." Ronan, P5/4

"I never wanted to learn but I am happy now that I did it, I can now ride a bike!" Lia, P6

Curriculum

Literacy

Many children express their enthusiasm for writing, with comments like: "I love writing; it's fun!" and "I take my time to read and check each sentence." They also shared a sense of pride in their work, saying, "I'm proud of my story and can see where I've done well!"

Kieran, P4 "We loved Cura Guardian, it was good to use pictures to help us with our ideas."

Lola, P4 "I loved listening to the stories and because it was mostly about animals, I liked writing about it."

Malak, P4 "I loved turning the rainbow serpent story into my own story about an otter."

Jenny and Zane – 'We enjoy free-writing because we get to write about what we want'.

Sophie, P4 "I enjoyed writing poems and I learned that there is more than one way to write them." "I also learned that my ideas sometimes don't make sense and I need to read it over and change bits."

Zoe & Zane, P4 "We find joined up writing hard and trying to be neat takes a lot of concentration. It looks so much better though!"

All of the P3/4 & P4 children, 100%, said that they would definitely recommend using Cura Guardian again. Thomas and Zoe loved how it linked art with writing. 'It was pretty cool that we got to go outside and make a giant badger'.

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Sophie 'We have written lots of different things, fact files – polar bears, lost and found stories and posters' . Harry 'We used story maps to help us write our Lost and Found story and the People Eater'. Sophie – 'I enjoyed writing about myself'. Alfie and Harry – 'The people eater was fun to do, I liked changing the story'. Sophie 'I liked research and learning new things then writing it on a poster'. Effie – 'Stories help us to express ourselves'.

'We have learned lots of things – full stops don't go in any random places, persuasive language and speech marks'.

Alfie and Effie – 'I find speech marks hard'.

Harry and Alfie– I want to write about geography and different countries

Sophie – I want to write about animals.

Effie – I want to learn and write about sea animals.

"For writing our P4 targets are displayed on the wall, we use clear targets to improve our writing e.g. punctuation, speech marks. We did it every day and then we look at the progress graph to see how well we are doing and what we need to work on. We now we use it in our writing." P3/4 pupil learning council members.

"It doesn't feel like we write as many pieces now. We don't write as many pieces, we now write it then edit it, then redraft it, so we spend quality time on the piece of writing now so it's better and I feel more proud of it. We talk through our ideas, work through pieces together like a model, talk about ways we can make it better, then give our own a go. This helps as sometimes you can get stuck just on your own ideas."

"The reading books are much better this year. I'm a great reader and I'm even still enjoying the choice as there is such a variety. The novels related to real life e.g. The Garbage King, themed on slavery, relates to the Global Goals and Children's Rights, and poverty across the world. This really struck me." Kenny, P7.

Numeracy

The majority of children enjoy maths and numeracy and they feel good at it. "We do lots of problem solving in class and that helps us to get better at using our maths. IT helps it make sense because we know why we need to learn it and how to use it. We do the number work then put it in practise in problems."

Other

"In our school we can ask at any time if we need help. We can ask our teacher or our friends. The PSA support is really helpful too to stop you before you go too wrong. We get notes in jotters on our work to give us ideas to help make it even better or tell us what has been good. Teachers and PSAs are fair." ? P7.

"We use lots of different resources and get to go outdoors for our work too. We draw things and I love drawing and art."

"Keep developing the playground. It's great all the new stuff we have and areas we can play in. So many of the kids want to run lunchtime groups so we have so many different things we can do like playground games, athletics, running club, gymnastics, dance, storytime club, chess, rubics cube club, music playing instruments time, drawing and colouring tables, arts and crafts, and lots of things."

Many pupil reps shared they would like to have class pets and wish to organise therapy pet sessions for next year. "The PSA's do a great job but having a puppy to cuddle would just calm things right down. We can move this forwards. Remember we made a contact with the Therapet company when they came to our HWB event. We will survey the classes to see what they think, where they would make use of the pet and how it will improve learning and help their kids having a tricky time, then we can make a timetable for when they can come and work with us."

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“Some P7s & P6s don’t let all classes on the field. Sometimes the P5s & P6s kick our ball away during our game of P3s & P4s. This has improved since Mr Mason our PSA is on the pitch for most classes during our break and lunch times. Football is more fair when the adult is refereeing. There was a lot of fighting before we had a PSA on the pitch with us for football so it’s better now. We use our Children’s Rights work on the football field to make sure we respect each other. This can be hard and we need to remind each other of this as we get too involved in the game.” Pupil learning council reps 2025.

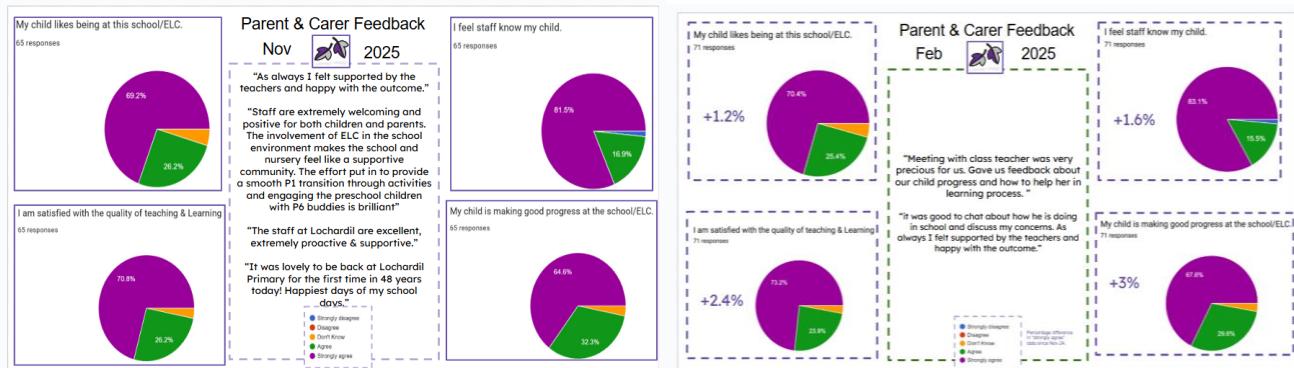
“Most of the time learning is fun, like really fun! Teachers know us, listen to us and will make changes to help us if needed. I like being in my school.”

Other wishes for next session include “Electric sharpener for each class, use dictionaries more in classes, a class pet, writing tables in every class so children can just write, and get our PSA/parent run lunchtime clubs back.” Pupil learning council reps 2025.

Parents/carers/family

Parent/carer voice continues to be valuable in supporting us to move our school forwards positively. Almost all parents/carers found the parent/carer teacher meetings purposeful, & almost all feel their child likes school/ELC, staff know their child, satisfied with the quality of learning of teaching, and that their child is making good progress.

Data from exit polls at 2 points in the session i.e. Term 2 & term 4, shows improvement in all 4 areas surveyed.



“Thank you for your commitment, passion and hard work. Your love for the school shows everyday! The fact Lochardil is such a big school yet you know every pupil really means so much to the children and their parents. I will miss you and Lochardil very much. After 11years, I think my heart might just be purple!” P7 parent

“Thank you for everything you have done for child X this year and always. Even on the tough days you have shown care, patience and support not only to child X but to myself too. I feel he has turned a corner and what a lovely way to finish this year. Through the input and effort of all the staff what a difference can be seen. Lochardil is an amazing school and it is incredible all the things you put in place to help both my children beyond expectations. Thank you!” P2 & ELC parent.

Partners

DYW Careers Week event designed to spark curiosity and inspire future careers in the exciting and diverse worlds of e.g. construction: 100% of all stakeholders that attended found the event purposeful, engaging and worthwhile.

Capstone Construction’s Procurement Manager Craig MacLellan:

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“Children were introduced to architectural plans and taught how to use a scaled ruler. By measuring out the foundations of a full-scale house in the playground, pupils brought the drawings to life and used their measuring and multiplication skills. They also had the opportunity to operate a small micro digger, thanks to the support of Alasdair Bowen, General Manager at Morris Leslie Plant Hire, an experience that proved to be a particular highlight for many of the younger children. The children are a credit to the school and such a forward thinking approach to engaging with business has inspired us to reach out to other local schools to share the success.”

“For the older pupils in P6-7, the focus shifted to transport and logistics with Breedon Group PLC, a leading producer and supplier of raw earth products and materials. John MacRitchie (Area Transport Manager), Stuart Maclean (Transport Supervisor), and Lynne Ross (Sales Manager – Building Products) delivered a practical session on vehicle safety. A Breedon truck was brought into the playground, and a large mat was laid out to highlight potential blind spots. While a classmate cycled alongside the vehicle, pupils got to sit in the driver’s seat, using mirrors, four-way cameras, and side scanners to observe how technology improves driver awareness and road safety. It was incredible to see the learning in action and through real life experiences, the connections being made between education and business, a real success for the future of our workforce.”

Representatives from Capstone Construction, Breedon, and Lochardil Primary School shared their thoughts on the careers week event, hear what they had to say — capstone-construction.co.uk/news/lochardil-primary-school

“Shona’s design really stood out for its thoughtfulness, creativity and how well it captured the spirit of co-operation. It’s clear she put in a lot of love into her idea and we can’t wait to see it grown into a real garden that everyone can enjoy.” Lynne Peacock, members & communities manager Scotmid, June 2025.

Staff

We have regular self-evaluation throughout the year on all areas of school improvement. We use staff voice sheets(physical and digital) accessible to all to contribute prior to every staff meeting and training day. Content informs planning of such and drives forward improvement while finding solutions to any ongoing day to day queries or information. We also use digital tools e.g. Menti, Google Classroom, and QR codes to gather voice throughout (details available on request).

Staff work closely together with very good relationships.

“There is a special atmosphere and culture within the school and it can be felt as soon as you step through the door. It feels like I’ve been here so much longer. What fun I’ve had, everyone has been so welcoming, and I have learned so much from you all that I look forward to sharing with my new school. I will really miss everyone here at Lochardil.” Teacher

“I feel supported by everyone and although there is a strong structure already in place, I feel I have been able to use my autonomy when needed, and it has been valued by all especially SLT. Providing intimate care and such individualised support and care for some children has been intense, but as a team we help each other and because of this we never feel alone.” PSA

“Thank you so much for giving me such a special opportunity to work alongside you and the very special and wonderful Lochardil team! I have learned so much professionally and also made really good friends.” Teacher

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

- **Culture** *People at the Heart*
 - ✓ Sustainable staffing and roll out of new model of reduced physical management structure.
 - ✓ Continue to value Pupil Voice & Participation with Learning for Sustainability, including children's rights, at the centre.
 - ✓ Purposeful, high standard goals set through CLPL experiences to continue to improve the overall standard of the workforce.
- **Curriculum** *High Quality Learning & Teaching pedagogy to continue to improve Pace & Challenge for all learners.*
 - ✓ Focus on high quality learning, teaching and assessment. Focus on improving attainment in writing, and Literacy overall at Early level. Embed the HC learning, teaching & assessment policy.
 - ✓ Implement skills progression planners in other areas of the curriculum i.e. Expressive Arts, and track progress using Benchmarks, in line with feedback from the ongoing Curriculum Improvement Cycle Review.
 - ✓ Tailor an elaborated curriculum to those requiring additional support to better meet their needs and continue to implement play pedagogy (rooted in Realising the Ambition research) and use of learning outdoors across all stages.
 - ✓ Become more efficient when gathering data and evidence to support targeted interventions for improvement. Senior leaders, Teachers and EYPs to continue to use our data systems effectively to aim to close the attainment gap and meet all learners needs appropriately.

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- *Campus*

- ✓ Model a Sustainable Learning Schools setting. Implement all our award feedback in order to sustain and maintain our awards across the various categories.
- ✓ Revisit our focus on Emotional & Mental Wellbeing to meet the needs of all learners and sustain a welcoming and inclusive culture.
- ✓ Continue to develop our learning environments, indoors and outdoors, including an area for enhanced provision to meet the needs of our learners.

- *Community*

- ✓ Sharing Good Practice across the IRA ASG to improve outcomes for all learners through shared high standards and expectations, and greater consistency of high-quality learning & teaching across all levels. Focus on literacy and expressive arts.
- ✓ Continue to diversify partnerships with community links, building on the range of cultural, religious and ethnic partnerships to expand our cultural reach and reflection in our community.
- ✓ Ensure active citizenship both local and global.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 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.

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