

Standards and Quality Report

2021/22



Daviot Primary School
Daviot
HIGHLAND COUNCIL

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our Schools

Daviot is clustered with Strathdearn Primary, Tomatin and share a Head Teacher. There is also a management Principal Teacher (management) who is predominantly based at Daviot with a 0.7 fte teaching commitment. Both schools feed into the Millburn ASG.

Daviot Primary serves the hamlets of Daviot East and Daviot West, four miles south of Inverness. Currently the school role comprises of thirteen P1-7 pupils. Pupils are taught as one class with a 1.0fte class teacher, split between the cluster Principal Teacher (management) and a part time class teacher across the school week. Eight of the thirteen pupils live within the school catchment area.

The school has undergone a period of considerable staffing change: The existing PT was appointed HT in November 2021, meaning that Daviot was left without a class teacher until the new PT began the post in March. This was covered by long term supply cover. The clustered Head teacher structure has meant that a considerable amount of their time has been spend in class 4/5 days covering absences. This began in March 2022. Prior to this, the HT was covering an ELC position from Oct – Nov, vacant PSA positions from Nov – Jan and the vacant PT position (3 days) at Daviot until March 2022.

At Daviot, membership of the Parent Council counts many families as part of this body. The Parent Council are very supportive of the school and are keen to look at alternative ways of fund-raising during these challenging times.

Over the last year, the changes to staffing and absence rate has brought particular challenges however, the staff have strived to support our pupils and families as best they can.

We continue to focus on the health and well-being of our pupils, supporting them emotionally through learning such as the Emotion Works programme. Our curriculum focus remains in our three core areas of the curriculum – Literacy, Numeracy and Health and wellbeing. Teaching and learning of other curricular areas are delivered through IDL topics.

No exclusions took place in session 2021/22 at Daviot Primary.

Our School Cluster Vision, Values and Aims

In March 2022, we worked in partnership with our pupils, staff and parents to develop a new vision for our school. Our New Values are -

Honest
Encouraging
Kind
Respectful
Inclusive

In tandem with the language of SHANARRI we talk about many aspects of social, emotional, behaviour and subject learning through these values and their relationship to our well-being through the well-being indicators.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session: The pupils reported during assembly that the following things are working well at our schools –

- Learning through play
- 1:1 device in school for learning
- Big spacious playground with lots of playground equipment
- School day – start and end times
- Happy school with lots of friends
- Lots of sport and music activities from outside visitors
- Staff are friendly and helpful
- Learning – lots of different activities and subjects
- Outside visits and people into the school to offer a variety of experiences.

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

Our children and young people identified the following changes they would like to see and the difference these changes could make.

The pupils reported during assembly that they would like to make changes in the following areas –

- Use garden area more effectively (Wild Garden)
- Quiet area in the classroom and outdoor space
- Contribute more to what and how we are learning (pupil voice)
- Somewhere to go if it is too noisy outside.
- More children to attend the school

Our Improvement Journey Headlines
Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: The purpose of the project was to support pupils in recovering from the Covid Pandemic. An Emotion Works baseline established that children could describe some emotion words but could not relate them to behaviours or recognise self-regulation behaviour/strategies.

Progress and impact:

Progress - The use of the emotion works program gave a clear structure and progression for teaching each of the 'cogs'. Each cog has explicitly been taught to the pupils and been linked into the curriculum through literacy, IDL and expressive arts. Almost all pupils now use the SHANARRI wheels in profiles which has enabled staff to identify any interventions that may be required at an earlier stage. Language of emotional literacy is now used by all staff and pupils when discussing emotions, behaviour and reasons for choices of behaviour.

Impact – Over the 2 year project all pupils are more emotionally literate. All pupils in P1-7 are able to identify the cogs and name them correctly. The use of emotional vocabulary across the school has increased and the majority of pupils are openly sharing with staff and peers their feelings in a mature manner; often including the triggers and identifying regulation strategies to resolve their problems.

The cog program has been shared with parents via an information leaflet which has helped to support the vocabulary and understanding of what each cog means and how they interlink. Feedback from parents has been positive with most using the same vocabulary at home as in school. The large cogs are displayed in the playground daily and are used with support from the PSA to unpick any incidents that occur. This is very few.

Very good progress has been made in embedding the approach across the school.

Next steps: Although this is not a priority this year, it will continue to be embedded through our health and wellbeing curriculum and in our Cluster Positive Relationships Policy. As part of the Millburn ASG, we will be monitoring health and wellbeing over the coming years using the GL Pass assessment to enable staff to unpick exactly where support may be required.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: The purpose of the project was to increase staff confidence in the delivery of numeracy, improve attainment and deliver CGI approach

Progress and impact:

Progress – All Class teachers were upskilled in their knowledge, understanding and skills using cognitively guided instruction to deliver teaching and learning of numeracy/maths during ASG twilight sessions funded through PEF. Our PEF money helped to fund an increase in concrete materials for pupils to use in all classes to support development of numeracy knowledge and skills.

Impact – This year we have been unable to make the impact we would have hoped due to staff absence rates and absences due to Covid. Yet, the majority of P1,4 and P7 pupils attained the expected levels in numeracy for age/stage. The new resources have been used effectively by all pupils across the P1-7 pupils. Pupils' confidence levels in using the concrete materials have increased and pupils are choosing suitable equipment to help them when required. This has been evident through classroom observations and pupil voice feedback. Our data this year shows an increase in pupils meeting their end of level requirements showing that some progress has been made – 50% P1 pupils met early level attainment. 100% P4 pupils met end of 1st level and 50% met end of 2nd level. The data is also showing a prediction of 100% of P4 pupils attaining age/stage and an increase to 75% of P7s attaining 2nd level. There is no current P1 pupils enrolled for this upcoming session.

Some progress has been made throughout this project however, staff vacancies and absence rates combined and pupil/staff absences due to Covid have had a significant impact on the rate of progress.

Next steps:

- Use monitoring and tracking processes to target those pupils who require support/challenge early ensuring all pupils attain their full potential.
- Continue to use the principles behind CGI approach during numeracy and maths activities.
- Ensure concrete materials are always available to all pupils to access when required.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Very good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Whilst we are aware that we are currently not where we had hoped to be at this stage, due to many factors stated above, we are confident in where we are going, how to get there and all partners know what part they play in ensuring this happens.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://daviotschool.wordpress.com/> or by contacting the school offices.

Kind Encouraging Inclusive Respectful Honest