



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Arisaig Primary School



Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachaileachd • Furachas • Co-fhaireachdainn

Introduction: Local and National Context

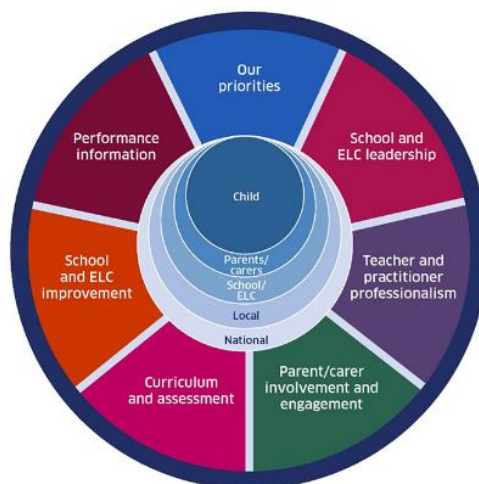
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

All	Almost all	Most	Majority	Less than half	Few
100%	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 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

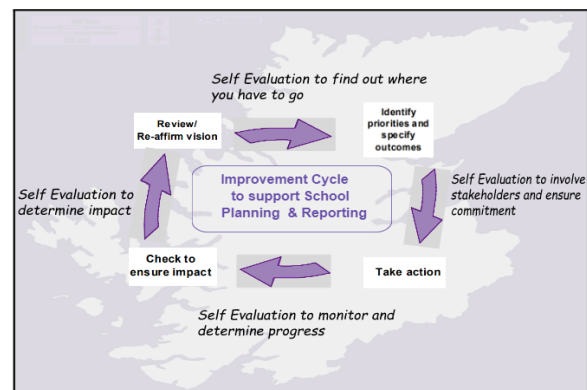
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Pamela Watt
Acting Head Teacher
Mallaig 3-18



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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
90.77

Average Class Size
12

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
24 (+ 8 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
1:12

We have had no exclusions this year.

Arisaig Primary School was built in 1890. Originally it was a Roman Catholic Primary School. The school amalgamated with the local Church of Scotland school in 1986. The school serves a rural area from Roshven burn to Rannochain to Glenacross Farm though children from Glenfinnan and areas outside the catchment have opted to attend for the last ten years. The building is old but sturdy and has a small playground and a car park outside our gate. We also have a new, well-equipped nursery which is open five days a week.

24 children attend the school, ranging from Primary 1 to Primary 7. There are two classes; Primary 1-3 are taught together in a single multi-stage class by one teacher and Primary 4-7, likewise taught together in a single multi-stage class by one teacher.

The Acting Headteacher has overall leadership responsibility for Lady Lovat Primary in addition to Arisaig Primary and Nursery, Mallaig Primary and Nursery (English and Gaelic Medium), Inverie Primary and Nursery, and Mallaig High School. The Acting Headteacher is supported across the primary schools and nurseries by one Deputy Head Teacher and three Principal Teachers.

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

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

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school values are: responsibility, respect, resilience, creativity, curiosity and compassion.

Our aims are:

- To ensure our children achieve their physical, emotional, social and intellectual potential, through a supportive, inclusive welcoming environment, one which promotes a strong sense of community.
- To strive for academic excellence by providing high standards of teaching and setting high expectations for all our learner.
- To encourage creativity and critical thinking skills and a sense of responsibility to the environment.
- To foster an appreciation of cultural diversity and global awareness.
- To promote healthy lifestyle choices, including an awareness of how to maintain mental health.
- To promote positive behaviour, as underpinned by our school values.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Raising Attainment in Literacy and English

Purpose:

Developing 'Talk for Writing' Fiction and Non-Fiction approach.

Progress:

- ✓ Staff across the cluster undertook training for 'Talk for Writing' Fiction approach on Inset 11th September 2023
- ✓ Staff across the cluster undertook training for 'Talk for Writing' Non-fiction approach on Inset 21st February 2024
- ✓ Pupils in P1, P4 and P7 completed Scottish National Standardised Assessments.
- ✓ Pupils in P2, P3, P5 and P6 completed Scottish Online Formative Assessments.

Impact:

- ✓ 'Talk for Writing' Fiction approach has been successful in engaging our reluctant writers and improving pupil attitudes towards fiction writing.
- ✓ 'Talk for Writing' Fiction approach has shown improvements in writing attainment, in particular with our previously 'borderline' First/Second level pupils.

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Next steps:

Staff across the cluster need to implement, review, and assess the 'Talk for Writing' Non-fiction approach in the new session (2024-2025).

Staff across the cluster need to develop forward planning for 'Talk for Writing' Fiction and Non-fiction that supports a multi-stage class.

Staff across the cluster need to continue to have moderation meetings for the achievement of a level in writing, share good practice, and plan future opportunities for peer observations.

School Priority:

Raising Attainment in Numeracy and Mathematics

Purpose:

Teacher observation, summative and diagnostic assessments highlighted a gap in pupil understanding and quick recall of basic numeracy facts.

Progress:

- ✓ Pupils in P1, P4 and P7 completed Scottish National Standardised Assessments.
- ✓ Pupils in P2, P3, P5 and P6 completed Scottish Online Formative Assessments.
- ✓ Use of trackers and Highland National Progression diagnostics have been helpful.
- ✓ Play and problem-solving approach used extensively in both classrooms.

Impact:

- ✓ Majority of pupils are making good progress across all numeracy targets.
- ✓ Use of assessments, diagnostics and trackers have evidenced teachers' judgements and informed individualised planning.
- ✓ Pupils are engaged and willing to apply problem solving strategies.

Next steps:

Staff across the cluster need to continue to have moderation meetings for the achievement of a level in numeracy and mathematics, share good practice, and plan future opportunities for peer observations.

Pupils need to continue to be encouraged to use concrete and manipulative materials and resources when working independently.

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Purpose:

Skills within Health and Wellbeing have been highlighted by wellbeing wheels and staff within the school and playground. This includes emotional literacy, communication, teamwork, self-esteem, confidence and resilience. Emotional check ins routinely used and lots of visual prompts used to promote empathy.

Progress:

- ✓ Assembly focus on LEANS- Learning about neurodiversity at school;
- ✓ Senior class, residential visit to Loch Insh;
- ✓ Whole school trip to Eigg for bushcraft activities;
- ✓ Soft start / choice in the P1-3 class

Impact:

- ✓ Learners are more aware of neurodiversity and more accepting and empathetic towards neurodiverse individuals. School is a more inclusive environment, valuing all learners.
- ✓ Residential trip helped build resilience, confidence and teamwork.
- ✓ More welcoming and helped reduce anxiety, experienced by some pupils.

Next steps:

Continue to develop emotional literacy, communication, teamwork, self-esteem, confidence and resilience through assembly and Health and Wellbeing programme. Work towards Right Respecting School Award. Continue to identify opportunities for outdoor learning and participating in events with other schools.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

At Arisaig Primary school we used our pupil equity fund to support playground activities, learning in the classroom and one to one support for literacy and numeracy. This support has led to progress across literacy and numeracy targets. The playground is safer and more inclusive.

Wider achievements

Coileanaidhean nas fharsainghe

August 2023 – Whole school participated in the Local Highland Hoolie Art Competition

December 2023 – Whole school participated in The Rotary Club of Oban Christmas Card Contest

December 2023 – Primary 1-3 fundraising event

December 2023 – Whole school trip to Fort William for 'Cinderella' pantomime by The Showstoppers.

March 2024 – Primary 4-7 fundraising event

May 2024 – Primary 6's and 7's visited the Newton Room in Fort William.

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May 2023 – Opportunity for upper primaries to join the Loch Insh Residential Trip with Lady Lovat Primary School.

May 2024 – Whole school trip to Eigg for bushcraft activities to celebrate and mark the end of term.

Ongoing - Regular opportunities for upper primaries to participate in sporting events and tournaments, both locally in our Cluster and more widely within Lochaber.

Comments from learners, families, stakeholders and staff

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

Our learners report that Arisaig Primary School is a welcoming and friendly school and that teachers and pupil support assistants help them. They all enjoy learning and feel looked after. This year the older pupils enjoyed Loch Insh and the trip to the Newton Room. Most of the children enjoyed swimming. Our families feel that their children are making good progress and are well supported by all the staff at Arisaig Primary School. Visiting tutors feel they are welcomed and appreciated. Staff enjoy opportunities to work with colleagues across the cluster. They value collegiality and recognise the need for strengthening links with our other schools.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Literacy and English

- Continue to develop 'Talk for Writing' Fiction and Non-fiction Teaching, Learning and Assessment
- Together with other cluster schools, raise attainment through working collaboratively and sharing best practice.
-

Numeracy and Mathematics

- Shared regional priority- Improve attainment at First and Second level.

Health and Wellbeing

- Aiming to achieve the 'Bronze: Rights Committed' award as part of becoming a Rights Respecting School
- Continue learning about neurodiversity, and with emotional check ins and how we can support good mental health.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.mallaigcluster.org.uk or by contacting the school office.

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