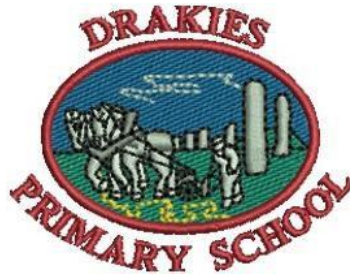




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Drakies Primary School and ELCC

*RESPECT * KINDNESS * SAFETY * INCLUSION * DETERMINATION * TEAMWORK*

Introduction: Local and National Context

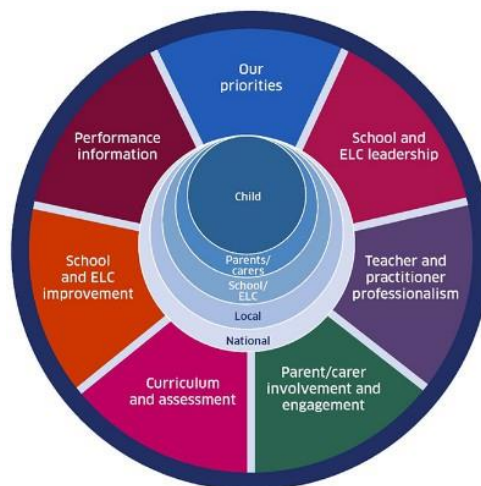
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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

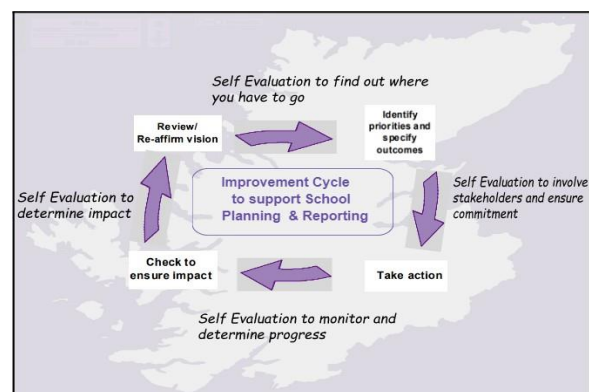
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Scotf Calfai,,der, (Head Teacher, Drakies Primary School & ELCC)

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
93.5%

Average Class Size
24.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
School: 227
ELCC: 47
Total: 274

Teacher Numbers
11

Pupil Teacher Ratio
19.6

N3
49%

N4
51%

P1
13.1%

P2
14.9%

P3
12.2%

P4
11.8%

P5
16.7%

P6
18.1%

P7
13.1%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
0-10%

SIMD Q4
10-20%

SIMD Q5
60-70%

Unknown
0-10%

ASN²
School: 33.9%
ELCC: 17%

No ASN
School: 66.1%
ELCC: 83%

FSM³
70-80%

No FSM
20-30%

EAL⁴
School: 12.8%
ELCC: 0-10%

No EAL
School: 87.2%
ELCC: 90-99%

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most 77%

Writing

Most 76%

Listening and
talking

Almost All 92%

Numeracy

Most 76%

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all.

Values

- Respect
- Kindness
- Safety
- Inclusion
- Determination
- Teamwork



Aims

- To provide a supportive, caring and health promoting environment in which children, parents and staff are valued and can work together in partnership.
- To provide a creative curriculum which meets the needs of all children and where children are challenged to raise their attainments and achievements to the highest possible standards.
- To ensure that children's personal development and health and wellbeing needs are fulfilled through collaboration of staff and other professionals.
- To equip children with a lifelong culture of motivation, creativity and ambition in order to prosper in a changing society.
- To encourage tolerance and respect for others and their beliefs so that our children become responsible future citizens.
- To foster in our children a growing sense of responsibility for themselves and others, for their school, their environment and community.

Our Children's Aims - We would like to:

- Ensure that everyone is included by recognising people who go above and beyond.
- Ensure that there are many extra-curricular activities for children of all ages.
- Ensure that learning is engaging and fun for everyone.

RESPECT * KINDNESS * SAFETY * INCLUSION * DETERMINATION * TEAMWORK

- Continue to develop our outdoor space, including improving our resources, so it is a great place to play and learn.

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:

Invigorate teaching and learning across the curriculum (P1 - P7)

Purpose:

We understand that “culture eats strategy for breakfast” (Drucker). We have been on a strategic journey which has led to rapid improvements in many aspects of our school, most notably in writing, learning through play in the lower classes, the use of data to raise attainment, profiling (including target setting) and enhancing our core and wider curriculum. It is now time to reflect on a key question posed by Bruce Robertson during his seminar at the HT Leadership Summit, “What is learning and how does it happen?”. We need to turn our focus to creating a culture of constant and never ending improvement in teaching and learning; a focus which will lead to a strong professional learning culture across our school/ASG and improved outcomes for all of our children.

Progress:

- ✓ All teaching staff engaged in professional reading and discussion relating to high quality teaching and learning, with particular focus on effective questioning, plenaries, giving effective feedback, learning intentions and success criteria.
- ✓ All teaching staff attempted new strategies in their classroom and discussed the effectiveness of these with their colleagues.
- ✓ Almost all teaching staff were involved in the professional reading, professional discussion and creation of summary posters linked to ‘A crash course in learning’ from ‘Teaching Delusion 3’ by Bruce Robertson.
- ✓ Classroom observations took place, with a particular focus on questioning, learning intentions and success criteria.
- ✓ Most teaching staff members self-evaluated against quality indicator 2.3.

Impact:

- ✓ Progress in this improvement priority was good.
- ✓ Classroom observations highlighted that all teaching staff were using effective learning intentions and success criteria.
- ✓ Classroom observations evidenced the use of effective questioning techniques, leading to good engagement in each lesson observed.
- ✓ All class lessons observed were classed as ‘good’ or better and from this evidence teaching and learning can be evaluated as being good using HMIE assessment scale.
- ✓ During attainment meetings a few teachers spoke naturally about how their improved practice was having an impact on learning and attainment in the classroom.
- ✓ Staff members feel involved in our school improvement journey and engaged well with this priority: *“Engaging with professional literature as a whole school allowed for discussion to make teaching and learning opportunities even better. We are constantly re-evaluating how to improve as a whole school.” (Teacher - May 2024)*

Next steps:

- This priority will be carried forward onto next session’s school improvement plan, with a focus on: ‘Content’, ‘Differentiation’, ‘Effective Discussion’ and ‘Classroom Practice’.

- **Consult parents and children at the end of our 2nd year to seek their views about the improvements in teaching and learning.**

School Priority:

Enhance our ability to provide motivational learning provocations and our ability to plan for and record responsive learning (ELCC).

Purpose:

After celebrating a very good Care Inspectorate report, we have identified that we would like to enhance our approach to planning for, recording and assessing learning which is responsive to our children's needs and interests. We also want to continue to develop our ability to provide motivational learning provocations based on our robust understanding of how each child is progressing, whilst involving all stakeholders and understanding of each child's interests.

Progress:

- ✓ The new planning format now allows for intentional and responsive planning to be evidenced.
- ✓ Our planning is informed by having a sound understanding of where each child is on their individual learning journey.
- ✓ Staff were involved in self-evaluation activities and discussions throughout the session, specifically linked to quality interactions and quality learning provocations.
- ✓ Parents views about specific skills (arising from the developmental overviews) that they would like focused on were sought on two occasions across the session. These views were then reflected in our planning.

Impact:

- ✓ All children, including children with additional support for learning needs, experience high quality learning opportunities.
- ✓ All ELCC staff are utilising the new planning format effectively. All staff received feedback from the leadership team regarding this.
- ✓ All ELCC staff feel involved in the self-evaluation process and understand the vision for our ELCC improvement. Self-evaluation is leading to improved experiences in our setting.
- ✓ Almost all staff demonstrate high quality interactions at all times.
- ✓ Almost all ELCC staff understand how to set up high quality provocations and most ELCC staff know how to maintain these high quality provocations, develop these and support children to engage with these.
- ✓ A few parents commented positively on being involved in the planning process.

Next steps:

- **More opportunities will be provided for parents/carers to feed into ELCC planning.**
- **Opportunities will be provided for parents/carers to learn more about our profiling, planning and how we track learning in our ELCC setting.**
- **Time will be set aside to continue to support staff to enhance high quality learning provocations.**

Review and enhance our curriculum

Purpose:

We have developed our curriculum over the past 2 sessions. We now have a current and robust curriculum rationale which is underpinned by the UNCRC, our school values, our local context and the 'SDS meta-skills'. Our interdisciplinary learning (IDL) plan, combined with our focus weeks, will ensure that our children have an opportunity to explore all the Experiences and Outcomes over a 3 year cycle. Our 'Talk for Writing' will also be linked with our IDL plan to ensure that all 'story types' are covered over a 3 year period. We implemented year one of the plan last session and look to tweak and enhance our approach over this session to ensure that our curriculum remains relevant, coherent and inspiring.

Progress:

- ✓ Most teaching staff members self-evaluated against quality indicator 2.2.
- ✓ Year 2 of our IDL plan was implemented in all classes.
- ✓ Almost all teaching staff are utilising the Meta-skills document to support their planning.
- ✓ Year 3 of our IDL plan is ready to be used next session.
- ✓ Focus weeks for next session have been planned.
- ✓ Most classes implemented aspects of 'Developing the Young Workforce', e.g. parents sharing details of their vocations.

Impact:

- ✓ Good progress has been made in this improvement priority.
- ✓ All teaching staff are engaging in high quality professional dialogue relating to interdisciplinary learning and our wider curriculum. IDL planning is coherent and detailed which is leading to greater pupil engagement as a result.
- ✓ All teaching staff are planning aspects of our wider curriculum together, leading to coherent, meaningful and engaging experiences for our learners.
- ✓ Almost all children will now engage with every experience and outcome from CFE over the course of 3 years.
- ✓ All teaching staff make reference to 'skills' when planning for and delivering interdisciplinary learning opportunities. Children are now aware of the skills that they are focusing on, leading to a curriculum that is far more relevant and a curriculum that is supporting our children to learn for school, life and work.
- ✓ Through self-evaluation processes, we believe that the standard of our curriculum is good.

Next steps:

- Embed Year 3 of our IDL plan next session.
- Further embed the meta-skills into planning and delivery of interdisciplinary learning.
- Tweak Year 2 and Year 3 of our IDL plans as we reflect on the success of different aspects of the planning and delivery.

School Priority:

Ensure that the rights of the child (UNCRC) are embedded, understood and fundamental to everything we do at Drakies, leading to us achieving our Gold RRSa award.

Purpose:

We have worked hard to create a supportive and inspiring ethos at Drakies, which is underpinned by the UNCRC and our school values. We wish to build on our strong work in this area and achieve our Rights Respecting Schools 'Gold Award' as evidence of our commitment to ensuring that the rights of our children are realised, embedded and lived at Drakies.

Progress:

- ✓ We achieved our GOLD Rights Respecting Schools Award in May 2024.
- ✓ Our school and ELCC ethos is underpinned by the UNCRC and our school values.
- ✓ Children's rights are learnt, understood and lived in our school.
- ✓ Article of the fortnight is embedded throughout our school and ELCC.
- ✓ All new and updated policies are underpinned by the UNCRC and reference is made to this within each policy.

Impact:

- ✓ Our progress towards this improvement priority is very good.
- ✓ Almost all parents/carers who completed our 2024 survey feel that their child is happy, is treated with respect and is safe at school.
- ✓ Almost all parents/carers who completed our 2024 survey feel that the school supports their child's emotional wellbeing.
- ✓ Most parents/carers who completed our 2024 survey feel that their child receives the support they require to do well.
- ✓ All children are aware of the rights of the child and can recall some of these.
- ✓ Almost children know what our school values are and can reflect on these.
- ✓ Almost all children display respectful and kind behaviour at all times.
- ✓ The UNCRC and our values are embedded across our entire school and ELCC community. This is evidenced through Class Charters, playground charter and house points initiative. As a result, there is a very good standard of behaviour in our school and ELCC.
- ✓ All teachers, support staff and ELCC staff are observed treating children with respect and dignity at all times. As a result, the ethos in our school is very good, with few incidents of inappropriate behaviour being noted.

Next steps:

- All classes (including ELCC) will continue to create Class Charters each session.
- Article of the fortnight will continue to be embedded in future sessions.

- All new policies will be underpinned by the UNCRC and our school values.
- The wellbeing of each of our children will remain front and centre of everything we do at Drakies.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We experienced significant challenges this year around our PSA staffing which has meant that we were unable to meet all of our aspirational PEF targets this session. We utilised all our PSAs to meet the needs of individual children and, at times, our PSA who was funded through PEF was deployed to support our most vulnerable learners.

In reading, we are pleased that one of our identified children was able to get back on track for age and stage and that 4 of our identified children were able to make greater than 12 months progress across the school year. 4 more of our identified children made progress over the year but did not make a full year's progress. PEF support for reading will continue to be a focus going forward.

Our writing PEF focus has had some notable success. We identified 13 children we wanted to support through our PEF. 2 of these children are now back on track for age and stage and 8 have made equal to or greater than 12 months progress over the session. Only 2 of the identified children did not achieve our target; we will aim to focus on these children over the next 12 months.

60% of our numeracy PEF focus group made greater than 12 months progress over the year. Our data shows that 2 of our identified children did not make the same level of progress and 3 children who we were hoping to support to remain on track for age and stage dipped off track slightly. Enhancing the teaching and assessment of numeracy will feature on our improvement plan next session.

We will continue to support our identified children by using our PEF to fund an additional PSA next session.

Wider achievements

Coileanaidhean nas fharsainghe

- We opened our 'Remembrance and Mindfulness Garden' on 10/11/2023 with the support of The Royal British Legion and partners from the Highland Military Liaison Group. We are grateful to local businesses who supported this project.
- We achieved our **GOLD** Rights Respecting Schools Award from UNICEF in May 2024. We are delighted that our commitment to embedding the 'Rights of the Child' has been recognised.
- All of our school aged children had the opportunity to assume leadership roles in our new 'Pupil Leadership Groups', such as our 'Gardening Gurus', 'Digital Dynamos' and 'Book Ambassadors'.
- Almost all of our children (ELCC - P7) experienced a live performance at Eden Court this session.
- Almost all of our children (ELCC - P7) had the opportunity to perform in front of a large audience this session.
- Almost all of our school aged children participated in a performance at one of our Community Cafes.
- Almost all of our P7 children attended a week-long residential experience at Alltnacriche Outdoor Centre.
- All of our P7 children had the opportunity to organise and lead a Community Cafe for members of our community.
- A few of our school aged children had the opportunity to participate in the Millburn Cup, McRobert Cup, Baillie Cup and Inter-school sports.

Comments from learners, families, stakeholders and staff

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

Children

- “I was a Rights Reacher this year and I’m very proud that we achieved our Gold Award. It was a lot of work and we really did deserve it.”
- “It was really cool to have new topics like the Jacobites. We had a re-enactment of the battle of Culloden. I learnt a lot from this topic.”
- “We used ‘phone a friend’ in class, which was good because you could ask a friend if you were feeling a bit stuck.”
- “We are very proud to be House Captains. It’s pretty crazy to have been voted in! I’m very happy and think that I deserve to be a House Captain.”
- “The play equipment that we have outside is cool but we think it would be nice to have permanent resources such as monkey bars and balance beams.”
- “We are proud to be an Eco-school but we think we need to have some bins on the field.”

Parents/Carers

- A summary of findings from our parental survey, issued in February 2024, can be found [here](#).
- 97% of parents who completed our survey in February 2024 would recommend our school to other parents.
- 94% of parents who completed our survey in February 2024 feel that their child enjoys attending Drakies.
- 88% of parents who completed our survey in February 2024 feel that their child is making good progress.
- 37% of parents who completed our survey in February 2024 feel that they don’t understand how their child’s learning is assessed. We will address this next session but organising parental workshops.
- “Cannot rate Drakies highly enough, appears to recognise that emotional literacy is as important as academic achievement. Feel like the school has a really holistic wholesome approach. Appears to have excellent leadership.” (Parent - Feb 2024)
- “We feel so lucky to have landed Drakies as our local primary school. Both of our children love Drakies and are nurtured, supported and challenged. The teachers, support staff and management are all very approachable and helpful.” (Parent - Feb 2024)

Staff

- “RRS Reps have taken leadership for the development of the UNCRC across the school. Children are encouraged to follow our school values and all children are aware of their rights.” (Staff member - June 24)
- “Looking forwards, we should continue to review the curriculum, in particular assessment models in writing and numeracy” (Staff member - June 24)
- “The ‘What makes a good lesson’ document has been a helpful reference. All children are engaged and empowered.” (Staff member - June 24)
- “Learning visits have been supportive and discussion lead to reflective practice.” (Staff member - June 24)

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	Good
QI 2.3 Learning, teaching and assessment	Very Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very Good	Very Good
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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Enhance the teaching and assessment of numeracy.
2. Enhance writing moderation processes leading to improved teaching and attaining in writing (in collaboration with our ASG colleagues).
3. Invigorate teaching and learning across the curriculum.
4. Enhance parental engagement.

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](#) or by contacting the school office.