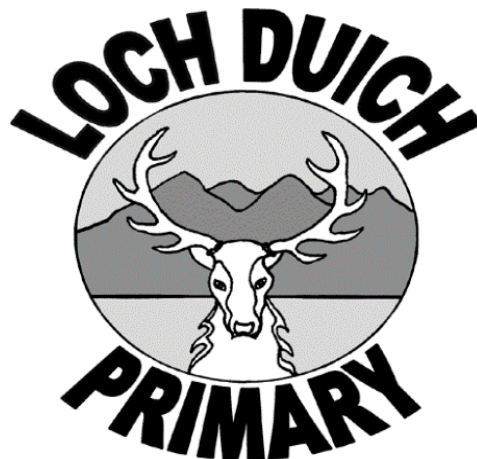




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Loch Duich Primary School



Be Ready Be Respectful Be Safe

Introduction: Local and National Context

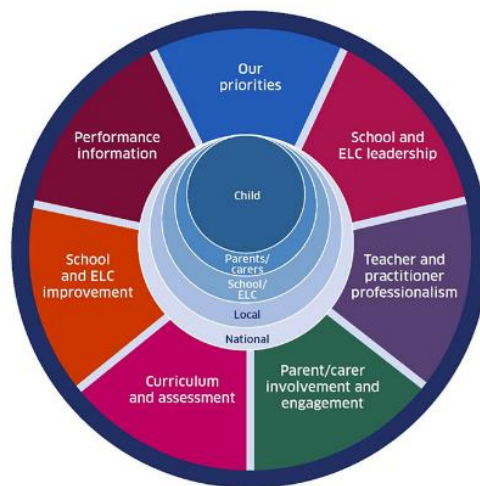
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kate MacArthur
Head Teacher
Loch Duich Primary School

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
97%

Average Class Size
11

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
11

Teacher Numbers
1.3 Full time
equivalent

Pupil Teacher Ratio
11:1

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

Reading

All

Writing

Majority

**Listening and
talking**

All

Numeracy

All

We have had no exclusions this year.

Loch Duich Primary School is located in a rural, coastal setting serving the local community of (Inverinate, Kintail to Letterfearn).

There are 11 children attending the school. P1 - 7 are taught together in a single multi-stage class.

The headteacher has overall leadership responsibility for Loch Duich Primary School and Glenelg Primary School. The headteacher is supported by a principal teacher, based in Loch Duich Primary. Staff and children from both schools work together regularly. Throughout this year, the class teacher has changed twice; new staff in August and then new staff in January. A significant amount of time has been spent in supporting these important changes within staffing to give smooth transitions for children.

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

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Satisfactory progress

**Listening and
talking**

Good progress

Numeracy

Good progress

Be Ready Be Respectful Be Safe

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Overall Vision: (our 'why')

To provide experiences that nurture a sense of wonder, open-mindedness and challenge for learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Our Aims: (what)

Using our unique context for learning: we live in a rural, coastal peninsula with interesting heritage sites and places of natural beauty. Pupils will use these unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy and allowing development of understanding in wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding and sharing of their rights.

Our Curriculum is built around the four contexts of learning:

- (1) Working to build the ethos of the life of the school as a community,
- (2) Learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;
- (3) Providing opportunities for personal achievement,
- (4) Developing skills through interdisciplinary learning.

Be Ready Be Respectful Be Safe



Our vision, values and aims personalise our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.

Written in collaboration with our school community Oct 2022

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 [Parentzone Scotland](#).

School Priority:

Improving inputs towards better writing

Purpose:

From the premise of knowing that effective reading develops the capacity to write well, we aimed to develop our reading opportunities for pupils and also embed some of the other inputs to better writing that we started last session. Both transcription and executive functional skills will continue to be a focus within our school cluster. We will continue to use Highland Literacy guidance as a professional resource. Our aim continues for pupils to be enthusiastic and capable in writing.

Progress:

Professional learning:

Practitioners have further developed knowledge of learning and teaching, in terms of literacy, using Highland Literacy training. Teaching staff undertook Talk 4Reading training and Talk for non-fiction training; Writing in a multi-composite class. Techniques 'The Secret of Literacy' book was used by teaching staff.

Collaboration:

Working towards Reading Schools' accreditation shows increased, choice, positive attitude shift towards reading. Scottish Book Trust training for staff and resources for pupils have been used this year. Both schools in the cluster worked towards Reading Schools Award and collaborated in aspects of this project, sharing resources and initiatives to engage children.

Data and evidence:

There has been an increase in pupil engagement in both reading and writing and assessments show standards have improved. Surveys show an increased interest in reading from formerly reticent readers. All pupils' reading age is at or above their actual age.

Shared understanding:

There is a shared understanding of pupils' specific needs and ways to support them individually. Staff have undertaken moderation activities to ensure a shared understanding of standards within the Plockton High School Associated School Group(ASG).

Pupil Participation

Pupils have chosen topics of interest to study and developed understanding using fiction, non-fiction and digital resources. Pupils have benefited from increased ownership of their learning and developed leadership of their own learning. Community partners have enhanced the curriculum, further developing pupil understanding of UNCRC Article 29. Planning prompts, success criteria and templates have been used to assist development of executive function. Pupils have developed their physical spaces used for reading. Pupils have engaged in a reading challenge to read 6 books in term 4. PEF PSA reading time has been enthusiastically engaged with by pupils throughout the year.

Impact:

- ✓ Children benefit from the clear and systematic teaching of writing skills across all genres.
- ✓ Children have become keener readers and have an appetite to read more challenging books, as a result of the initiatives followed for Reading Schools Award. Children have also benefited from using Scottish Book Trust books to further understand UNCRC articles from use of picture books.
- ✓ Good progress has been made in reading across the school with some added interest in poetry.
- ✓ Assessments in reading show good progress has been made.
- ✓ Assessments in writing show improvement.
- ✓ Staff report they have benefitted and gained confidence from moderation activities with other ASG schools. This in turn allows children to understand their own attainment levels.
- ✓ Parents of the school have shared in assemblies where children have used their literacy skills in leading assemblies. Parent Council meetings inform parents on the school improvement agenda.
- ✓ Children are more aware of the aspects which lead to better writing.
- ✓ Children are able to identify aspects of writing in which they need to improve.
- ✓ Reading audits have shown that pupils are improving and all grade their enjoyment of reading positively, with all children using the visiting mobile library.
- ✓ Parents who have attended assembly have commented positively on the leadership of children and display of their literacy skills.
- ✓ Reading and writing skills has been a focus across the curriculum thus giving children real life reasons for using literacy skills including a local newsletter produced by pupils.

The pupils have produced two booklet newsletters for the wider community about their experiences in school; all pupils have contributed to these newsletters.

- ✓ The children have been motivated and increased their writing for this specific purpose and learned more about editing and publishing.
- ✓ Good progress has been made in this project.

Next steps:

- **Develop skills in persuasive writing through debate.**
- **Continue to encourage reading for pleasure.**

School Priority:

Moderation of writing within the Plockton catchment ASG.

Purpose:

Moderation activities aim for staff to understand standardised expectations of children's work, using Benchmarks which have been produced by Education Scotland. By sharing samples of children's work, within the ASG, teaching staff have been increasing confidence and ability to make correct judgements in the standard of children's work; to recognise strengths in children's performances and agree next steps in learning.

Progress:

Professional learning; Collaboration; Shared Understanding

All teachers engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by 2 QAMSOS.

Cluster staff used Glasgow West Partnership examples in moderation as a model for designing a High Quality Assessment task.

Cluster staff co-designed a High Quality Assessment task.

Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ Within our school and ASG, progress was made in this area

Next steps:

- **ASG to continue with Focus on Moderation of Writing**
- **ASG to develop moderation of High Quality Assessments**

School Priority:

Rights Respecting Schools award

Purpose:

We wanted to promote children's rights within our school cluster. The children know about their rights, having achieved Silver award in 2021. We want to further enable the children to take initiatives forward for the good of children in other contexts; to deepen their understanding of rights in their own context and to understand children's rights as part of human rights.

Progress:

Professional Learning:

Staff have undertaken training for Children's Rights from both Unicef and the Scottish Book Trust.

New staff in the cluster have been introduced to RRSA activities and aims from both children and teaching staff.

Collaboration:

Pupils from both schools have shared their learning about children's rights.

Both schools in the cluster have applied for assessment for the Gold RRSA award.

Shared Learning:

As children have shared their learning about rights at assemblies, parents and community members have been made more aware of children's rights and the various ways these rights are upheld.

School project on 'otherness' and 'anti-racism' undertaken.

Pupil Participation:

Most children have volunteered to direct an assembly individually, basing it on an article from UNCRC. They have written about the rights of the child in a magazine they have produced for the local community. They have undertaken to raise funds for other children to uphold their rights. They donated Christmas shoeboxes to Blythswood charities. They have understood their curriculum in terms of their rights. They have used picture books to further understand children's rights.

Impact:

- ✓ Children have become more aware, as a result of staff being more aware, of the outcomes for Gold assessment within UNICEF.
- ✓ Children were able to learn from picture books about children's rights in an impersonal way.
- ✓ Children have had a consistency of approach toward rights due to all staff, including new staff, being aware of the importance of rights in our school context.
- ✓ All children are able to knowledgeably speak about their rights.
- ✓ Families are aware of the need to upkeep children's rights.
- ✓ Children feel a degree of ownership of their own rights, as rights holders; have an expectation that staff are duty bearers of rights. They are beginning to understand the concept of dignity.
- ✓ Children know their right to celebrate their own culture but are also aware of the benefits of diversity and inclusivity of other cultures.
- ✓ Children have made very clear improvement in literacy from organising and directing an assembly based on UNCRC articles. The children have deepened their understanding of the rights of the child significantly from seeing each other undertake the task of presenting an article to the school, parents and community at assembly. They have made relevant connections between the rights and other childhood experiences, making the articles clear and relevant to their lives.

Next steps:

- Continue to embed the rights of the child, especially encouraging the children to be empowered to act for the good of other children; to have an expectation of their own rights to be upheld; to exemplify considerate behaviour in school towards others.
- During discussion, pupils to be able to build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- Continue to share the positive outcomes from UNCRC with other schools.

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

The Pupil Equity Fund has been targeted towards children who face barriers to learning but all pupils have benefitted from activities which have been done in small groups. The Pupil Equity Fund was used mostly to employ Pupil Support Assistants who have targeted reducing learning gaps with some pupils, especially in small group reading but also in developing woodwork skills. Pupils continued to benefit from last years' resources which were purchased with PEF funding. All pupils facing barriers to learning have made very good progress in overcoming their learning gaps.

Wider achievements

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Coileanaidhean nas fharsainghe

All pupils developed their technology skills both in woodwork and coding capabilities.

Almost all children took part in a camping activity with the cluster school.

Pupils harvested their school-grown vegetables and sold some as pickles.

Art activities, using the outdoors, with local professional artists enhanced pupil experience of the Arts.

All pupils benefitted from music lessons with professional musicians.

Pupils contributed to a local plan for improvements in the community, understanding that they have to give their opinion about matters that affect them and for their views to be taken seriously.

The wide variety of partners working with the school has offered a dynamic and meaningful curriculum for pupils.

P7 pupil was able to attend an ASG trip with other P7 pupils as a transition activity for high school.

Leadership opportunities have been developed between the older and younger pupils in the school.

Comments from learners, families, stakeholders and staff

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

The children feel that they are listened to by staff and that they can suggest ways of improving their school experience by being able to contribute to school improvement.

The children commented on a wide variety of improvements in school, especially learning activities outside of the classroom; talks about future careers; gardening; camping; learning about clouds, skimming stones at the beach; baking; doing woodwork projects.

Families and community stated that they appreciate the work of the school staff, good communication; up to third generation attendance and that the children are happy and feel respected and listened to.

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:

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

- Develop understanding of teaching numeracy for all staff
- Improve confidence and speed of recall of number facts, for all pupils
- Continue to embed the Rights of the Child
- Continue to develop understanding of assessment via moderation activities within the ASG.
- Continue to encourage reading for pleasure within the school.

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 by contacting the school office.