



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Lochaline Primary School



Wisdom, Justice, Compassion, Integrity

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.

Andrew Kent
Head Teacher
Lochaline 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
96.26%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
10 + 9 Nursery

Teacher Numbers
1

Pupil Teacher Ratio
1:10

Lochaline Primary School is located in a rural, coastal setting serving the local community of Morvern on the Ardnamurchan peninsula.

There are 10 children attending the school and 9 children in nursery, ranging from N2 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Lochaline Primary School and Ardgour Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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 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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision in the Lochaline Primary School community is for:

Happy and motivated pupils able to engage successfully with others and out with the school

Staff who feel valued in all they do and say

Parents who experience inclusion in their child's education

Our values are:

Wisdom, Justice, Compassion, Integrity

Wisdom, Justice, Compassion, Integrity

Our aims are:

To provide a safe and secure environment which will motivate and arouse curiosity and foster an enjoyment in learning.

To help every pupil develop their full potential through the Curriculum for Excellence programme.

To present the curriculum programme in a manner both interesting and differentiating.

To create an ethos of achievement throughout the school and to encourage all children to aspire to greater achievement by helping them to develop confidence, self-esteem, ambition, and the discipline required for these goals.

To enhance professionalism of staff through teamwork, personal and staff development.

To continue our partnership with parents, to build upon it and to continue to work with parents to support the education of their children.

To continue to foster a positive attitude and respect towards our school, each other, and the wider community.

To ensure equal opportunities for all.

To nurture the esteem with which the community views the school and to continue to involve the wider community in the school programme whenever such opportunities arise or can be created.

Subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their Social, Emotional and Physical Health.

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:

Moderation and Assessment

Purpose:

Improvement of quality and consistency of teaching and assessment across the cluster/ASG. This project has been developed in response to dips in attainment in both literacy and numeracy throughout Highland. There is a variation in confidence in schools in using the benchmarks.

Progress:

- ✓ This area of progress is ongoing. Some good progress has been made, and recent assessment and moderation meetings with other schools in the ASG have been reflective and positive.

Impact:

- ✓ Teaching staff are increasingly confident about the process of self-evaluation, and in their assessment of whether children have achieved level.
- ✓ Moderation sessions have been successful in heightening the sense of collegiality within both the school and the wider ASG. Collaboration among teaching staff within the cluster has had a positive effect overall.

- ✓ Progress has continued to be good in this area with the opportunity to further consolidate in session 2024/25.

Next steps:

Moderation events have been timetabled and moderation withing the ASG retained as a focus for school improvement in 2024/25. Input for moderation will be drawn from the Highland moderation collaborative. These events will continue to include early years staff.

School Priority:

Raising Attainment in Writing

Purpose:

Our aim is to continue to focus on raising attainment in literacy, with particular focus on writing. Some of our younger learners may have missed out on core literacy building experiences and this is an area we are seeking to address with this focus.

Progress:

- ✓ All teaching staff attended talk for writing training sessions / workshops during session and successfully adopted this as practice in the classroom.
- ✓ Specific staff attended Literacy for All workshops as school leads, and their learnings cascaded down to remaining staff to improve confidence in assessing writing needs and delivering effective teaching of writing for all students.
- ✓ SNSA and SOFA assessments completed for all students in the school show good writing progress overall.

Impact:

- ✓ Students report positive attitude toward writing in the classroom and demonstrate good levels of engagement and progress in classroom observation and assessment data
- ✓ Staff report increasing levels on confidence and knowledge in assessment of writing needs and delivering effective teaching of writing, particularly within the context of a multi-composite setting
- ✓ Formal assessment results indicate positive progress in writing throughout the session, particularly with target children

Next steps:

Continue to make use of professional learning which has been successfully implemented in this session. Retain particular focus on younger children and target children as the makeup of the school is changing from majority older students to new entrants.

School Priority:

Improvement in Nursery Environment

Purpose:

Following our own reflection and self-evaluation, and input from the wider school community, we decided to focus on improving the nursery environment in a variety of ways, making sure that children's needs are being met and learning outcomes improved.

Progress:

- ✓ The nursery environment has been a key focus area throughout session 2023/24, with regular reviews and changes made to ensure that the curriculum is evenly delivered, and the interests of the children reflected in the environment

Impact:

- ✓ Children appear to be thriving and engaging with all areas of nursery, and families appear to be happy. Regular rotations and reimagining of nursery environment have ensured children's needs are met and interests represented

around them. Feedback from stakeholders has been positive on the changes made.

- ✓ Staff are comfortable with the new systems and constantly reflecting on the environment and the impact it is having.
- ✓ Very good progress has been made in this area in 2023/24 based on feedback from a variety of sources

Next steps:

Continue to reflect regularly and think critically about the nursery environment and embed the practices developed during this session. Continue to ensure that the environment reflects the learner's interests with careful observations and conversations with children and home.

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

In session 2023/24 our PEF funding was set against costs of school trips to support inclusion and participation. This will be used to pay for whole school trips, including wild swimming, skiing, trips to the outdoor classroom and social/sporting ASG events.

Wider achievements **Coileanaidhean nas fharsainghe**

Our students have participated in a wide range of activities and events outside of school. There are frequent collaborative visits to Ardgour and vice versa, with children working together on projects.

Recently the older children at both schools attended a three-night residential experience at Fairburn, where they got the opportunity to take part in a variety of adventurous activities designed to promote collaboration, teamwork and confidence-building.

There is high engagement in the school with musical tuition offered, and several students participate in dance platform and have shown their dance skills at local shows and competitions. Our students again enjoyed success at the Ardnamurchan Mod, winning prizes in the collective categories.

Children have represented the school in athletics and swimming events, as well as rugby tournaments. Several students have also taken part in shinty tournaments throughout the region.

The school visited the RNLI lifeboat to learn about its importance to the local community. Children have taken part in visits to the Newton Room in Fort William to engage with STEM learning initiatives. Pupils also take part in a variety of community based events, including the Christmas pantomime. Several students represented the school on an episode of Countryfile recently which was highlighting the importance of the land and sea to local communities. There are frequent school visits to the outdoor classroom nearby, where children have again been involved in initiatives designed to benefit both the school and wider community.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

Feedback from all stakeholders about the school is positive and encouraging overall. Children enjoy school and always have smiles on their faces. They make the most of the many and varied learning experiences available to them, and of the outdoor learning opportunities afforded to them by the unique and beautiful setting at Lochaline. Parents remark about the happy and nurturing atmosphere at Lochaline, and how much their children enjoy coming to school. They report that they are happy with the learning happening at

the school. Staff feel supported in their work and in their opportunities to develop. Staff feel their opinions are valued and listened to within the school.

Parent comments on what we are doing well:

“Quite simply the teachers. Our primary school is thriving and so are the children, this is down to the input from the fantastic team of teachers. We also think our school building is fantastic.”
“Supportive, know my kids very well, family like. Range of experiences given.”
“Small numbers are great for learning Friendly staff”
“Thank you to all the team from cook, clerical, teachers and head for their hard work within our school. My child loves this school”

Parent comments on areas for improvement, change and development:

“I firmly believe my child is reaching all targets and I have no worries about their education and classroom time etc. I personally would like to see Playground security improvements”
“Integrate with other kids as much as possible due to school being mainly young kids”
“Safety Doors locked Dogs excluded from school grounds”
“School roll number to rise and have a nice secure playground to thrive in.”
“Maintain or get a bigger school roll”
“Numbers to increase but not too much!! More after school clubs Breakfast club!? Maybe”

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	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	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

Our focus as a school in session 2024/25 will be on raising attainment in numeracy in both Early Years setting and school. We will also continue to prioritise assessment and moderation in striving to improve

quality and consistency of teaching and assessment across the cluster and wider associated school group. We will be looking at developing outdoor learning and outdoor spaces for both school and nursery and anticipate that this will be a medium to long term project.

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.