



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Lochcarron Primary & Nursery
Bun-sgoil & Sgoil-àraich Loch Carrann**



Kind Brave Respectful

Introduction: Local and National Context

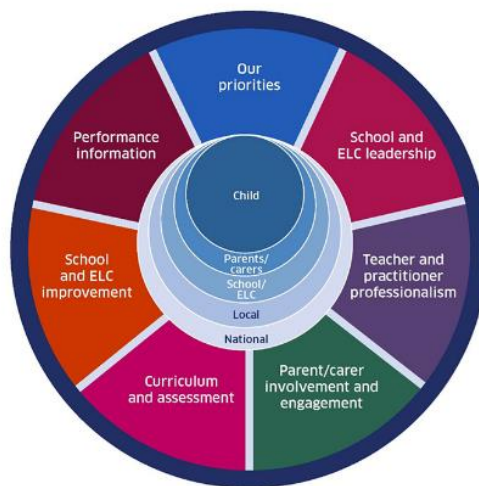
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

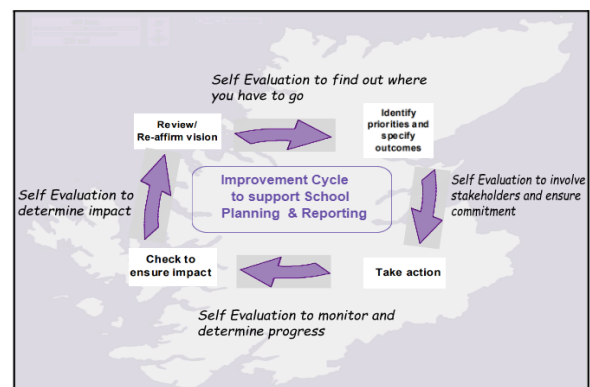
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mrs Kirsteen Hotchkiss
Head Teacher
Lochcarron Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 93.3%	Average Class Size 17.6	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 53 (+10 nursery)	Teacher Numbers 5.4	Pupil Teacher Ratio 15.6\1
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N3 20%	N4 60%	P1 7.5%	P2 11.3%	P3 20.8%	P4 11.3%	P5 22.6%	P6 9.4%	P7 17%
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SIMD Q1¹ %	SIMD Q2 %	SIMD Q2 %	SIMD Q3 100%	SIMD Q5 %	Unknown %
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ASN² 49.1%	No ASN 50.9%	FSM³ 9.4%	No FSM 90.6%	EAL⁴ 0%	No EAL 0%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
All	Most	All	All

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	All

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: 'Learning together to improve our future and the future of our world'.

Values: Kind Brave Respectful

Aims: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)

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:

Further develop teaching of writing, with a focus on strategic approach to planning and assessment

Purpose:

To support practitioner confidence in the use of benchmarks to inform achievement of levels and to provide reassurance in judgments with regards to the assessment of writing.

Progress:

Content:

- ✓ Three-year writing framework based on 9 text types by Stephen Graham created by staff and implemented.
- ✓ Benchmarks used to assess learning and inform planning and next steps.
- ✓ Classroom observations of teachers covered writing or literacy focus where possible.
- ✓ Children beginning to be aware of next steps in learning through use of High-Quality Assessments. (HQAs)

Impact:

- ✓ Framework clearly supports teaching of 9 text types across all levels, throughout children's attendance at Lochcarron. Staff can see clearly where text types are to be covered and are able to be flexible with coverage when the need arises i.e. when covering IDL work.
- ✓ Staff are using the benchmarks to inform achievement of a level in writing. New rubrics provided by HC are being used to inform judgement.
- ✓ Observations showed good understanding of Stephen Graham strategies for writing from staff, and good understanding from children. Children are beginning to transfer skills into other areas of curriculum e.g. using their report writing skills within IDL areas. Children are able to use structures learned for Stephen Graham Writing text types within other subject areas. This was observed in P1-4 EM.
- ✓ Staff are keen to embed and develop the teaching strategies further, to ensure excellence and equity for all.
- ✓ New HQA layout with 'Bus Stop' format is showing good progress. Children can talk about their learning and most are aware of their next steps in learning.

- ✓ Tracking meetings held with staff every term (Term 1/2, 3, 4) and summary of progress recorded for each child.
- ✓ ELC engage in high quality observations and have embedded 'Words Up'.
- ✓ Children show a willingness to write and are producing improved quality and quantity of work. Children are responding well to SG structured writing format.
- ✓ Increased use of IT is enabling children with literacy difficulties to access independent writing.
- ✓ Staff are engaging in professional discussions around children's learning and progressions within the levels for all children. Staff have benefitted from scheduled time with Additional Support Needs Teacher (ASNT), to discuss children with ASN.
- ✓ 8% of children in EM P4-7 increased their spelling level by 2 or more years
33% of children in EM P4-7 increased their spelling level by more than 1 year
26% of children in EM P4-7 have spelling age of more than 2 years above actual age
25% of children in GM P4-7 increased their English spelling level by more than 2 years
12% of children in GM P4-7 increased their English spelling level by more than 1 year
25% of children in GM P4-7 have spelling age of more than 2 years above actual age
- ✓ EYPs have engaged with further training and personal development around language development. Confident with their skills.
- ✓ Good progress was made in Priority 1.

Next steps:

Engage with further online training planned for session 24/25 addressing the remaining 4 text types including Recount, Procedure, Response and Discussion.

Continue to use PM writing resources to support teaching of SG Writing.

Engage with HC rubrics and Benchmark sheets (Literacy for All) for ASG Moderation discussions.

GM teacher to engage with Gaelic Moderation of writing during February Inset.

Wraparound spelling format to be introduced across whole school.

School Priority:

Focus on literacy across the school through the implementation of the updated Highland Literacy Progression, and Literacy for All training.

Purpose:

To implement new HLP framework across the school to support clear, differentiated planning of lessons. To implement literacy tracking for learners with persistent literacy difficulties from early years and identify the need for interventions at earliest possible time.

Progress:

Content:

- ✓ Literacy lessons are planned effectively using new Highland Literacy Progression.

Impact:

- ✓ Termly & Daily plans reflect Highland Literacy Progression (HLP)

- ✓ Differentiation is visible across all stages and is evident in termly planning.
- ✓ Literacy for All training attended by all teachers and literacy trackers started for children showing signs of persistent literacy difficulties.
- ✓ New 'Phonicbooks' purchased to support early readers, and learners with difficulties with reading.
- ✓ Staff have regular consultation times with ASNT to discuss Literacy tracking and progress of interventions being used or need for introduction of interventions.
- ✓ ASN Tracker introduced with details of all interventions being followed by children.
- ✓ Staff plan lessons using Learning Intentions (LI) and Success Criteria (SC) taken from HLP
- ✓ Most children are engaged in assessing their own learning against LI and SC
- ✓ HQAs in writing and Reading planned using new HLP.
- ✓ Children are beginning to formulate own next steps for learning using new HQA Bus Stop format.
- ✓ Staff are beginning to have better understanding of 'Literacy for All' Highland Approach.
- ✓ Majority of staff are more aware of signs of Dyslexia
- ✓ Staff are more confident with using 'Literacy for All' tracker.
- ✓ Staff are very happy with the pace of the books and the progression the children take through phonics.
- ✓ Staff report that children are engaging with new books and have developed their reading skills.
- ✓ Most children are progressing at a significant pace.
- ✓ Children's progress is tracked accurately, and staff know where children are in terms of their literacy levels and gaps that may be present.
- ✓ Staff are confident in raising Form 1s if required.
- ✓ Head Teacher, ASNT and Class Teacher can see overview of interventions being used.
- ✓ Good progress was made in this area.

Next steps:

Further embed the 'Literacy for All' tracking.

Further embed the new Highland Literacy Progression Framework.

Continue to track interventions and impact on learning.

Introduce full 'Phonicbooks' reading scheme across infants (EM) and uppers, for those needing support.

School Priority:

Embed prompt and structured actions to raise children's attainment in literacy - Focus on Moderation and Assessment across ASG Moderation of Writing

Purpose:

To develop staff confidence and understanding in using the assessment and moderation process to support consistent judgements of levels, across the ASG, and to support staff confidence in judgement of ACEL (focus on writing)

To support children to make the best possible progress in writing.

Progress:

Content:

- ✓ Teachers have engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by two QAMSOs.
- ✓ Gaelic Medium teacher engaged with writing moderation event at Dingwall Primary with several other GM schools, on the May Inset day.
- ✓ 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.
- ✓ GM teacher has more confidence in judgement of achievement of levels for writing.
- ✓ GM teacher has increased network of support through engaging with other GM teachers at moderation event.
- ✓ Good 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

GM teacher to take part in further moderation event during February inset

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Water Activities:

The two children engaged for first term and part of second, but then refused to attend. A break was taken, but then the pool had a fire and was closed from January. This meant there was no return to the swimming activities. Monies not used were subsequently used in term 4 as extra PSA support for 'nurture' type activities. These activities supported the HWB of PEF pupils within the P5-7 EM class.

PSA additional hours:

Support for PEF pupils is evident through literacy and numeracy interventions that have been enabled by the additionality of the extra 'human' resource. Nine children identified as PEF within the class also have literacy, numeracy or social/emotional needs. The extra PSA hours have supported children with their academic attainment and with nurture type activities e.g. baking, board games, planting.

Emotional literacy books:

Emotional literacy books are used as and when required and allow for discussions to be held between PSAs or Teachers, and children. The books support children's understanding of mental health.

Wider achievements

Coileanaidhean nas fharsainghe

Film G (Gaelic Medium Classes)

Head Teachers Awards

Basketball tournaments

Taking part in Newton Science Room

Sports Day

The Mòd – solos and group performances

The Lego competition

Transition Week

Raasay was amazing!

Shinty Competitions

The GM class held a Gaelic Cafe to raise funds for their trip to Edinburgh, and managed to raise over £500.

The GM P5-7 took part in the annual Gaelic residential trip to Edinburgh run by Comann nam Pàrant

The P1-4s took part in the sports festival at Plockton High School.

Jamming Fitness on 23rd August 2023

P4/P5 Swimming Sessions (Term 1)

Glasgow Motivation and Wellbeing Profile - An Introduction and Overview

House Captain Speeches

Outdoor Learning: Literacy Day

P6 & P7 Cost of School Day workshop with Kirsty Campbell

Halloween Art Competition - Howard Doris Centre

YMI - Fèis Rois Sessions

SOFAs and NSA

Halloween Dress-up Day Competition and activities

Basketball P6 & P7 at PHS

ASG Writing Moderation

Danny Steele Visits:

- Theory with Leaders (P6/P7)

- Junior lead delivery

Suzanne Parsons (Librarian) delivers summer reading challenge awards and prizes.

'COOL' Assemblies (Christian youth work project).

Christmas Jumper Swap Day

P6 & P7 Career Day at PHS

Christmas Concert

P7 girl wins Shinty Essay Competition

School Focus Committee Sessions

Football (P5 - P7) at PHS

Cross-Country (P6/P7) at PHS

Golf Taster Session (P6/P7)

County Sports in Dingwall - Lochcarron came 3rd.

Newton Pop-up Energy Module (P5-P7)

Two pupils in English Medium P5-7 (EM) won Silver and Bronze in Scottish Maths Challenge (Aberdeen University)

Plockton & District Horticultural and Arts & Crafts Society's Spring Show 2024 Competition

The school participated in the Marion Gillies Love Memorial Competition which was exhibited and judged at the Spring Bulb and Baking show on Saturday 23rd March in Plockton. The subject this year was 'Under the Sea' A P6 pupil won Highly Commended for her beautiful crab painting. Our school also won first prize again for best overall art entry with a monetary prize of £150 to spend on art supplies.

Comments from learners, families, stakeholders and staff

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

Feedback from pupils:

What is working well in our school?

P5-7 EM

Maths is going well, and we are achieving.

Now that we have started Wraparound Spelling, we noticed that our spelling is improving.

Friendships are forming and many kids are playing outside together during break time.

The food is good.

We like PE.

Everyone at school has good manners.

Sports day went well. The Sports Committee did well at setting it up.

We like that our school has house teams, house captains and vice captains.

P1-7 GM

The yummy food.

The Mod and the teachers.

The break times.

Sports day.

The school trips.

The teachers are nice.

Learning

The sports day worked really well.

The picnics we do.

The trips such as the Edinburgh and others (Raasay).

The food is tasty.

The Under Water Picnic

We learn something new every day.

Using our problem-solving skills,

Writing and reading is fun.

Having fun while learning.

Getting different teachers at different times.

I was really proud of myself for doing the commentary in the Christmas concert.

At Raasay I found out I was adventurous, and transition was good.

P1-4 EM

I like my reading groups, they are fun. Outdoor learning is fun.

I like maths, I like measuring things outside. I liked doing the running race on sports day. I enjoy running.

I enjoy maths, I like take-away sums. I liked the orienteering day Mrs Maclennan did, it was a fun competition.

Playing with my friends. I like reading schoolbooks.

I like the topics we do. I like reading schoolbooks.

Learning to spell. Playing with my friends.

I like outdoor lessons with Mrs Maclennan. It is good to have an Eco Committee.

I Like art lessons with Mrs Loudon. The cooks are doing a good job at making sure everyone gets food.

Playing with my friends. Building Lego.

Playing with my friends. I like reading in my group.

I enjoy art sessions. I like maths.

It's great we have an Eco Committee.

*I like the science experiments we do.
Having friends to play with. Reading groups are fun.
I like PE lessons. I like using Scratch on my computer.
I like our PE lesson. I like Art lessons.*

What changes would you like to see made?

P5-7 EM

*We would prefer not to line up after break and just come into the school.
Littering is a big problem at school. We need to find a solution.
It's sometimes hard to play outside when we don't have anything to do or play with. We need some playground equipment or games.
The sheds need a good clean. There are many cobwebs in them and the sheds are dirty.
Adjustments to be made in our class (P5-P7 EM class). We find it is too small and there isn't enough space for us.
School lunches should be free for all pupils.
Communication. To send email earlier as some don't get it in time. Last minute decisions confuse us.
Cheaper uniform.
Staff to take out ticks. Some parents can't make it to school to remove them.*

P1-7 GM

*Astroturf
A slide
More school trips for the little ones.
No more English unit in our class for wet playtime because they mess up our class.
More supplies for the nature path.
Being allowed to stay in our PE kit after we have finished if it is hot.
Little ones at lunchtime don't get to go in front of the line all the time.
It would be nice to have vegetables and plants in a garden.
A swing set.
P1-4 EM
A class poly-tunnel.
Play more football in school and play against other schools.
Swings in the park. A fence across the ditch in the park to stop the footballs getting lost.
To have a pet in school.
More adult helpers.
A classroom pet.
For the Wendy House to be taken away.
An all-weather pitch would be good.
On sports day we could have a football tournament.
More cooking.
Some cooking facilities.
A swimming pool.
A sports hall.*

Feedback from family:

What is working well in our school?

*My child is happy to go to school every day. When back home and asked how his day has been, he always replies 'best day ever'. You can't ask for more than that!
On the whole I am super pleased with the way the school have supported my girls and the commitment from staff. The quality of teaching and learning I feel varies depending on the staff member that they have, but each teacher, I know, brings something to their overall learning experience and health and wellbeing.
Thank you for creating a safe and fun environment.*

*Happy with how things are.
Just keep doing what you are already doing.
Happy with all, thank you :)*

What changes would you like to see made?

Giving different ideas to parents about how to support spelling practise and numeracy practise in creative ways might allow further engagement and learning opportunities. One of my children resists challenge but needs to be encouraged and supported to engage with this and the use of competition and celebrating success could support this.

I feel the students would benefit from more trips although I appreciate the logistical challenges in this regard.

Feedback from staff:

What is working well in our school?

The writing structure and having the moderation groups was a great way forward.

Communication between home and school. A good relationship has been made between pupils, families and staff.

SHANARRI. Pupils are settled, thriving and happy.

I like the positive, rich and nurturing ethos of the school which provides the children with a fantastic inclusive learning environment.

What changes would you like to see made?

Time to plan together as a whole school.

An in-school nurture group would be ideal to the support social, emotional, behavioural and learning needs of our pupils.

Improvement – Training for PSAs

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	Satisfactory
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	Satisfactory

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

- ✓ Continue to raise attainment in writing through engagement with further Stephen Graham training sessions, moderation across the ASG and development of moderation of HQAs.
- ✓ Develop concise planning system to encompass 4 contexts for learning to ensure broad and balanced coverage of curriculum with clear differentiation.
- ✓ Develop IDL 3 year overview to ensure breadth, depth and challenge within Broad General Education.
- ✓ Embed the 'Literacy for All' tracking to support early identification of children with persistent literacy difficulties and support them with targeted interventions in order that they achieve their potential.
- ✓ Embed prompt and structured actions to raise children's attainment in literacy and numeracy, as well as other areas of the curriculum (Focus on Moderation and Assessment across ASG)
Moderation of Writing - ASG.

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.