



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Lochinver Primary



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

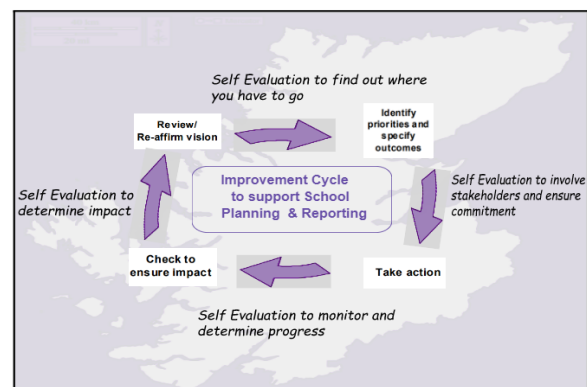
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Aileen MacDonald
Head Teacher
Achiltibuie & Lochinver Primary Schools

School Profile

Pròifil na Sgoile

Lochinver Primary School is located in a rural, fishing village serving the local community of Assynt on the west coast of Sutherland.

There are 32 children attending the school, ranging from P1 - P7, with 8 children attending the early years setting in a stand-alone building next to the school.

P1 - 4 are taught together in one multi-stage class, whilst P5-7 are taught together in another multi-stage class.

The headteacher has overall leadership responsibility for Lochinver Primary School and Achiltibuie Primary School. 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 very 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

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Achiltibuie Primary 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

- To ensure that learning and teaching are of the highest possible standard by providing a safe and happy environment where all pupils can learn effectively. We aim to foster a whole-school culture of high expectation for life-long learning in the 21st century.
- To review and implement the curriculum outlined in the Curriculum for Excellence guidance and actively promoting achievement and celebrating success.
- To encourage self-respect and co-operation, good behaviour while developing the qualities of tolerance and respect for others as well as promoting responsibility for their school, community and the environment. Parents will be encouraged to be partners in their children's role in the school and community.

- To develop a moral and religious tolerance of other people, promote equality and fairness and ensure awareness of other cultures and races is promoted within the school.
- To foster liaison with associated Early Learning Settings, Primaries, associated secondary school and other agencies to ensure a smooth transition from nursery to primary and then onto secondary education.
- We aim to ensure that all staff have opportunities to continue their own professional development, taking advantage of training opportunities to promote planning and teamwork in reviewing areas of the curriculum and further develop personal expertise.

The School Values are Kindness, Happiness, Inclusive and Teamwork.

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:

Developing a curriculum rationale

Purpose:

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. This project will support stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum making. Development of a Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the question 'What do we want for our children and how will we work together to achieve this?'

Progress:

This priority focussed on the following NIF drivers

- Teacher and practitioner professionalism
- Parent/carers engagement and involvement
- Curriculum and assessment

The change of head teacher at the start of session delayed progress with this priority, so this will be an ongoing priority for next session. The acting head teacher looked at some aspects of HGIOURS with the P5-7 pupils to gather information on where they think the school is and will share this with the incoming head teacher.

Impact:

- ✓ Pupils have become familiar with the self-evaluation tool HGIOURS and are more able to give purposeful feedback
- ✓ Materials and opinions have been collated to share with the in-coming head teacher.
- ✓ This school priority is a work in progress which will give the new head teacher a point to work from so that they can get to know the pupils, staff, parents and school.

The parent council was consulted about what makes this school unique and staff were given the opportunity to share their opinions through a Jamboard activity.

The head teacher gathered some examples of good practice of curriculum rationales.

Next steps:

- ✓ Review & update evidence gathered this session
- ✓ Create draft version of rationale to share with all partners
- ✓ Embed curriculum rationale across the school cluster

School Priority:

Raising Attainment in literacy and numeracy linked to high quality assessment and moderation

Purpose:

This was a follow-on from our moderation and assessment priority from last year linked to our PEF plan for the current year.

Progress:

This priority links directly with the NIF driver about curriculum & assessment.
Class teachers have taken part in an ASG training session looking at literacy rubrics.
Class teachers have completed the initial section of the moderation audit tool to identify current strengths and next steps.
Head teacher has participated in trialling the progress & achievement tracking system & has subsequently shared this with staff.
ASG QAMSO has been identified; has attended training sessions & shared materials across the schools.
PEF activities carried out as planned.

Impact:

- ✓ Class teachers are more confident about using benchmarks and a variety of tools to make judgements of levels.
- ✓ Class teachers are becoming increasingly familiar with the P&A tracking system, so are able to make more frequent updates, leading to the school having more accurate data.
- ✓ School staff have identified areas for improvement within the moderation cycle.
- ✓ PEF activities ensured identified pupils received appropriate support, resulting in raised attainment in literacy & numeracy.
- ✓ Although progress has been made in this area, it remains as an area for further action.

Next steps:

- ✓ Prioritise areas highlighted as points for action in moderation audit tool to create next year's action points.
- ✓ Continue to work with QAMSO across the ASG to develop moderation opportunities.
- ✓ Ensure an effective programme of high quality assessments is in place
- ✓ Continue to support staff in developing their confidence about when they should award a level to pupils.

School Priority:

Fully engage parents in their children's learning through enhanced family learning opportunities

Purpose:

Parents highlighted a need for increased involvement and communication from the Nursery.

Progress:

This priority links to the NIF driver concerned with parent/carer engagement.
Seesaw subscription has been renewed & extended to include ELC families.
Regular newsletters shared across the school & ELC.
Staff operate an open-door policy.
All staff are very approachable.

Impact:

- ✓ All families across all ages have access to the Seesaw app and use it on a daily basis, regularly commenting on postings.
- ✓ Parents/carers feel able to approach staff at any time when they have questions or anything to share.
- ✓ Parents/carer know where to access information about events across the ELC and school.
- ✓ There has been very good progress made within this priority, resulting in positive relations between families & the staff.

Next steps:

- ✓ Look into an alternative for Seesaw as the annual subscription is expensive; School App for Parents may be a suitable alternative.
- ✓ Develop a programme of events, inviting parents/carers into ELC & school for sharing sessions.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF plan & budget was used to employ an additional teacher to provide literacy & numeracy support for targeted pupils. The funding allowed this to happen from August to November. These sessions resulted in improved attainment in literacy & numeracy which was evident in class work, NSA and SOFA results.

Wider achievements

Coileanaidhean nas fharsainghe

This year, the older children participated in regular outdoor learning sessions with the Countryside Ranger. They produced a film about Culag Woods in conjunction with the local Church of Scotland minister, which will be viewed by their friends & families on the visiting mobile cinema next week.

All the pupils participated in fund raising charity events for Children in Need and Cash for Kids. The P7 class organised & ran a table top sale to raise money for their residential trip. The P7 group also worked with the HLH active schools coordinator to organise a colour run for the entire school.

Comments from learners, families, stakeholders and staff

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

I feel lucky they attend such an inclusive school

Welcoming, supportive, excellent environment to learn and grow

The school and what it has to offer is amazing, it's a lovely relaxed school and we love the outdoor experience the children receive especially with the ranger.

All the staff are friendly and fair which we feel is great for the children. It's like a little family!

Very good school.

It's a wonderful school that takes into account the area which it's in, providing woodland days. They encourage social skills as well as academic ones.

Homework is great because the teacher makes it fun!

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

- Develop a curriculum rationale based upon Curriculum For Excellence and local needs
- Participate in moderation training to ensure high quality learning & teaching
- Refresh the delivery of numeracy in accordance with Highland Numeracy training

Planning ahead

A' planadh air adhart

Achiltibuie & Lochinver Primaries cluster will be managed from August 2024 by new Acting head teacher, who will be supported through various methods withing Highland Council, including Collaborate Lead Officer visits, New/Acting HT programme, across the Ullapool ASG and with HT Mentor

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 <https://sites.google.com/ullapoolhigh.org.uk/lps/home> or by contacting the school office.