



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

**LUNDAVRA PRIMARY AND ELC**



# 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

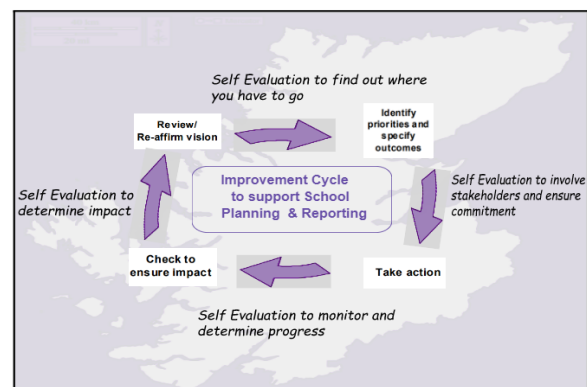
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Malcolm McGregor

Acting Head Teacher

Lundavra Primary School and ELC

# 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.

<b>Attendance</b> 90.89%	<b>Average Class Size</b> 26.5	<b>Meeting PE Target</b> Target Met
-----------------------------	-----------------------------------	--

<b>Pupil Numbers (inc nursery)</b> 212 (+52 ELC)	<b>Teacher Numbers</b> 9	<b>Pupil Teacher Ratio</b> 23.6
---	-----------------------------	------------------------------------

<b>N3</b> XX%	<b>N4</b> 30.7%	<b>P1</b> 16.98%	<b>P2</b> 15.56%	<b>P3</b> 16.98%	<b>P4</b> 14.15%	<b>P5</b> 13.21%	<b>P6</b> 14.15%	<b>P7</b> 13.68%
------------------	--------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------

<b>SIMD Q1<sup>1</sup></b> 22.17%	<b>SIMD Q2</b> 1.84%	<b>SIMD Q3</b> 54.25%	<b>SIMD Q4</b> 13.68%	<b>SIMD Q5</b> 0%	<b>Unknown</b> 8.02%
--------------------------------------	-------------------------	--------------------------	--------------------------	----------------------	-------------------------

<b>ASN<sup>2</sup></b> 59.43%	<b>No ASN</b> 40.57%	<b>FSM<sup>3</sup></b> 33%	<b>No FSM</b> 66%	<b>EAL<sup>4</sup></b> 21.67%	<b>No EAL</b> 78.33%
----------------------------------	-------------------------	-------------------------------	----------------------	----------------------------------	-------------------------

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

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

We have had no (zero) exclusions this year.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

Learning Understanding Nurturing Discovering Aspirational Valued Respectful Ambitious

Everyone's School Everyone's Responsibility



## 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:  
Writing Pedagogy (Year 2)

#### Purpose:

Attainment for writing raised by 10% points combined P1/P4/P7

#### Progress:

64 % achieved a level for session 22/23 (Literacy)  
63.5% achieved a level for session 23/24 (Literacy)

49% achieved a level for session 21/22 (Writing)  
50% achieved a level for session 22/23 (Writing)  
62% achieved a level for session 23/24 (Writing)

#### Impact:

In writing, staff have made changes, which are beginning to motivate learners. The majority of children interact positively with their peers; majority can with success complete cold writing tasks independently.

Improved and consistent use by teachers of the Writing Benchmarks, Writing Matrix and the shared ASG Writing Criteria to mark and record progress in Writing.

Teachers engaged with professional dialogue for Writing, referring to bespoke Lundavra Writing Guidance for reporting and assessing. Collegiate development meetings attended by all teachers through the session.

There is a now range of assessment data (NSA and SOFA, HQA tasks) to support professional judgement using resources that are now embedded such as Talk for Writing.

Overall strong progress made through session 23/24; The majority of the school is good at writing.

#### Next steps:

Engage with moderation framework within ASG and Authority, internally and externally; Engage with professional judgement through data analysis training, support and quality assurance; promote a QUAMSO from within current staffing cohort.

**School Priority:  
Rights Respecting School Awards Year 3**

**Purpose:**

To continue to ensure the United Nations Convention on the Rights of the Child (CRC) is made known to the children and adults at Lundavra Primary and Nursery, and that all stakeholders use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

In May 2023 we had our Rights Respecting Schools Silver Award Accreditation visit and were successful at gaining our Silver Award.

Our next step is to deepen our community's knowledge and understanding of RRS and work towards gaining our Gold Award by Summer 2025.

**Progress:**

- Community engagement through our community café enterprise
- Pupil engagement with fortnightly RRS assembly 'Right of the Fortnight'
- Class Charters used and refreshed
- Child-led Rights awareness sessions
- Created a bespoke RRS brochure for the wider school community
- Monthly meeting with classroom ambassadors

**Impact:**

- Community now have an embedded understanding of the Rights agenda within the school
- Majority of learners can explain their Rights journey and the journey for the school towards Gold Award
- Good progress is made with this Action Plan
- Established 'Play 31' as an activity to explore play as a Right for All

**Next steps:**

- Link with a partner school within the ASG, thereafter national/international link
- Establish and then sustain Global Goals within termly planning for all teaching staff
- Almost all learners can identify and explain their rights within their individual context.
- Create Restorative Hubs by senior pupils, to support and 'buddy' younger peer groups

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
CSW employed for 35 hours from Tuesday to Friday to assist identified pupils and groups with social, emotional and behavioural issues. Individual, group and class interventions as required. P1-7	<b>Attendance Aug-May</b>	Attendance Aug-May 90.89%; 5 pupils have attendance below 50% (lowest <20%)  Violence and Aggression: Aug-May 14 recorded incidents	CSW @35 hrs Tues-Fri
Reading Recovery intervention using: Rapid Readers Recovery programme Speedy Readers programme Highland Literacy Jenny Wilson Reading intervention strategies Identified pupils to have daily support from CT/PSA/ASNT using the above programmes/strategies P4-7 Literacy support and interventions by a Pupil Support Assistant for pupils identified from a range of school Literacy testing and CT awareness. P2-7	<b>Targeted learners SNSA</b> <b>P4 38.5%</b> <b>within Bands 7 and above</b> <b>P7 46.4%</b> <b>within Bands 9 and above</b>  <b>PIRA</b> <b>Toe By Toe</b>	P4 Bands 7-9+ 38.5% (National Cohort 65%) P7 Bands 9-11+ 46.4% (National Cohort 57%)  Rapid Readers: 12 target learners with a mean growth of reading age of 15.6 months from Sept 23-June24 Largest growth 25 months; Lowest 7 months  PIRA: P7 – 77% of cohort improved Standardised Age Scores between Aug 23 and May 24 comparing reading and chronological age; 51% are on target or above their reading age compared to 33% in August 23; 37% of cohort were more than a year difference between chronological and reading age, by May this has reduced to 31%, Those less than a year difference was reduced from 28% to 18% within the same period.  P4 – 32% of cohort improved Standardised Age Scores between Aug 23 and May 24;  Reading Intervention Cohort: 21% (3/14) of cohort improved their PIRA reading age between Jan 24 and May 24  Mitigating Impact: Senior staff absence and PSA leaving post impacting on delivery of interventions and consistent delivery	Literacy lead released from class May/June to conclude data collection.
Numeracy support and interventions by a Pupil Support Assistant for pupils identified from Highland Numeracy Diagnostic testing and CT awareness. P2-5		Almost all targeted learners have demonstrated growth with number knowledge, application and process. Almost all achieving 90% or above in post intervention testing.	Class teacher released to complete intervention assessments



## Wider achievements

### Coileanaidhean nas fharsainghe

---


- Shinty teams across the school from P1 to P7 playing and representing Lundavra in local and regional Competitions
- Strings/Chanter/Drumming as part of the Lochaber Music Festival with notable excellence
- Community Café events every term organised and supported by the children for the community
- Christmas Fayre
- Summer Fete
- Christmas Shows
- Burns Celebrations
- Children supporting and participating in the *Running Out of Time Relay* and *Surfers Against Sewage* – linking into the Sustainability and Rights Based ethos within Lundavra Primary School

## Comments from learners, families, stakeholders and staff

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

---

Feedback Summary from questionnaires:

- The school is well maintained and attractive to learning – 84% agree/strongly agree
  - The school is well resourced – 90% agree/strongly agree
  - Digital resources are part of daily experiences - 89% agree/strongly agree
  - Our school is fair and respectful - 79% agree/strongly agree
  - Our school feels safe – 91% agree/strongly agree
  - We feel listened to - 90% agree/strongly agree
  - As parents we feel involved in the planning process – 93% agree/strongly agree
- 

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Very good
<b>QI 3.2</b> 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

Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SC Standard
<b>Moderation Collaborative - Assessment and Moderation</b>	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	I experience high quality care and support that is right for me
<b>Child-initiated Play</b> <ul style="list-style-type: none"> <li>• Early Years</li> <li>• 1<sup>st</sup> Level</li> </ul>	Improvement in attainment, particularly in literacy and numeracy	School and ELC improvement	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	I experience high quality care and support that is right for me
<b>Progress and Achievement Module/Reporting to Parents and Learners; Self evaluation of change</b>	Closing the attainment gap between the most and least disadvantaged children	Performance Information	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	Choose an item.

## 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 or clicking on the link below.

[Highland Council SIP 2024-25 draft LPS.docx](#)

