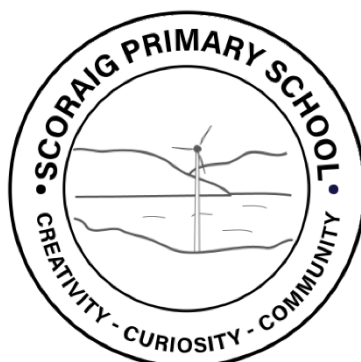


STANDARDS & QUALITY REPORT

2023/2024



SCORAIG PRIMARY SCHOOL



Scoraig Primary School, Scoraig, Dundonnell, Ross-Shire, IV23 2RE
HIGHLAND COUNCIL

Introduction: Local and National Context

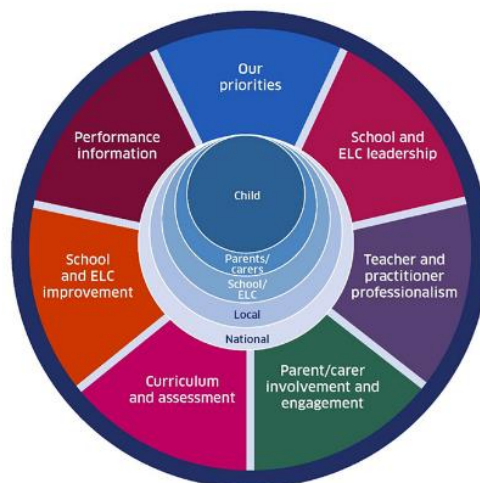
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

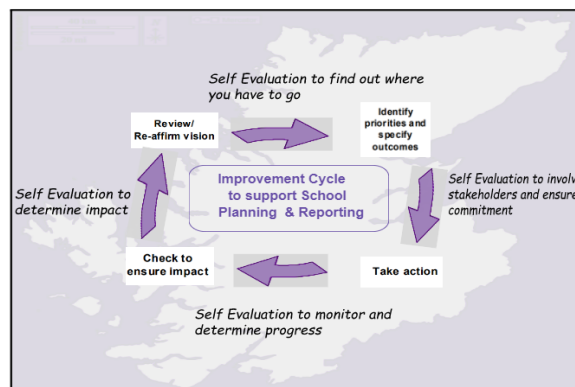
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jill Quigley, Scoraig 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
87.6%

Average Class Size
6

Meeting PE Target
Target Met

Pupil Numbers
6

Teacher Numbers
1.33

Pupil Teacher Ratio
6:1

Scoraig Primary is located in a rural, coastal setting with no road access serving the local community of Scoraig on the Scoraig Peninsula between Loch Broom and Little Loch Broom. The entire community is off grid.

There are 6 children attending the school and 1 child in nursery, ranging from N4 – P5. P1 - 5 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

Scoraig Primary School has a permanent PT who teaches the class throughout the week and assumes responsibility of most day to day operational/strategic areas. The headteacher has overall leadership responsibility for Scoraig-Ullapool cluster. This has been a significantly more settled year compared to previous years where there have been a lot of turbulence. CCR & management cover is provided by another permanent member of staff which has led to stability in terms of planning and teaching. This staff member also has previous experience with Scoraig Primary School, which has supported a smooth transition.

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. Less than half the children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children within P1-5 are making the following progress:

Reading

Good progress

Writing

Satisfactory 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

Vision – Growth Together Through Creativity, Curiosity and Community

Values – Curiosity, Creativity, Community, Independence and Growth

Aims –

- To provide a welcoming environment where everyone feels happy, nurtured and valued.
- To provide opportunities for children to learn through experiences and play, exploring the world around them, learning to care for it and themselves.
- To support children to be creative and open-minded in their thinking

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:

Vision Value Aims for Scoraig

Purpose:

N/A

Progress:

Content:

- ✓ INSET day revisit of VVA aims with all staff
- ✓ Community involvement in this
Share on community social media
- ✓ Curriculum reflects our VVA & Manifesto on a three
year rolling programme
Planning
IDL themes
RRS

Impact:

- ✓ Vision value and aims discussed during INSET day and new vision and value statement identified.
- ✓ The new vision and value statements has been shared with the community
- ✓ Three yearly IDL overview created.
- ✓ RRS journey started
- ✓ Vision and values are reflected in the planning

Next steps:

- Children have to be made aware of new vision and values, and how they are reflected within the learning journey.
- Seek formal feedback from parents/carers and the wider community.
- Continue the rights respecting school journey and apply for accreditation with the aim of receiving silver by summer 2025.
- Revisioning vision values and aims based on consultation with all partners in the 24/25 session.

Purpose:

N/A

Progress:

Content:

- ✓ LI / SC visible and evident
- ✓ Checklist for good lessons, good learners
- ✓ ASG Moderation action plan involvement.
- ✓ Tracking data easily and reliably recorded and used for reading, writing, numeracy and HWB.
- ✓ ELC profiling and planning reflect local and CI requirements.

Impact:

- ✓ Learning intention and success criteria are already shared consistently all area of learning.
- ✓ Clear expectations are already in place for all aspect of learning.
- ✓ ASG moderation of writing took place during Feb inset, with a shared understanding of using the writing rubrics going forward.
- ✓ Robust tracker has been develop by the PT over the course of the session ensuring consistency across the school. This feeds directly into local authority P&A.
- ✓ Introduction of the use of floorbooks and wall display planning, which has allowed planning process to be more efficient and child centred.

Next steps:

- Continuous profiling and reporting to be including in next school improvement plan as a stand alone project.
- Continuation of development of trackers
- Moderation of ELC planning when roll exceed one.
- Continuous moderation of writing, including the writing rubrics
- Identification of most effective way of teaching writing (Stephen Graham or Talk for Writing)

Purpose:

Lockdown and staff changes over the last two years has meant very little community partnership work (2x events in that time) so school is keen to develop and enhance.

Progress:

Content:

- ✓ Active programme of events for families and community organised by school
- ✓ Active involvement of school in as many community events as possible
- ✓ Use of outside experts and specialists to enhance learning and teaching across the school
- ✓ Work of school regularly communicated to the local community through social media

Impact:

- ✓ A variety of events designed to develop community partnership and showcase children's learning have taken place regularly, led by the PT. This has raised awareness of what is going on in the school and the relationship between all partners has significantly improved.
- ✓ School has regular input from outside organisations and individuals to enhance specific aspects of learning and teaching, such as STEM and music input. This has led to a wider breadth of pupil experiences across the curriculum.
- ✓ School regularly updates on key events and the learning through a variety of media including school website, Seesaw, newsletters, parents council and school events. This has generated a clearer understanding and appreciation of the role of the school as part of the community.

Next steps:

- Plan for further ELC engagement with external partners, e.g. safe strong and free
- Identify further opportunities to strengthen cluster arrangements for staff, pupils and parents/carers.
- Continue to build on momentum gained in strengthening partnerships.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Funding for additional PSA hours has allowed targeted interventions for P5 pupils to progress in identified areas. As follows:

- Focus on wellbeing, attention, target
 - Glasgow Motivational Wellbeing Scale not used as planned – however P5 pupil has significantly improved his attention span and engagement with lessons. He has furthermore also improved his understanding of others' personal space and as a result has had a much more settled year. The additional PSA hours has allowed him to be supported in the process and the continuous input has supported this progress.
- Basic phonic support
 - Burt reading, Blackwell spelling were not used as part of plan – however P5 child has made some progress as evidenced in the SOFA assessment and ongoing teacher formative assessments. Additional PSA hours has allowed target support to be provided for the child, which otherwise not have progressed at such a rate.

Wider achievements

Coileanaidhean nas fharsainghe

Children have been actively engaged in learning; it is a vibrant exciting place to be. Skills gained within and out width school has been utilised and shared during community events. School improvement plan 24/25 will include focus on continuous profiling and reporting, which will include tracking and celebration of wider achievements, particularly outdoor learning.

Comments from learners, families, stakeholders and staff

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

Learners:

What do you like best about our school?

Learners expressed that they particularly liked having their teachers, using Chromebooks, learning through Lego education and playing in the playground.

What is something that could be better in our school?

Half of the learners could not think of anything, and the other half mentioned more time to do Prodigy Math games on the Chromebook and improvements in the playground.

How does your teachers help children feel happy in school?

Learners expressed that allowing children to read books and having time on the Chromebooks, improves the overall happiness, but that teachers and adults in the school are very good at supporting them when they feel upset or ill.

What makes a good lesson?

Learners expressed a variety of things that would make a good lesson for them. Here are some of the different responses; Maths, art, Lego Education, practical things (fixing, building, repairing)

What types of learning do you find the most engaging?

Most learners identified '*Group work*', '*Tasks with teacher*' and '*Hans-on learning*' as the most engaging learning ways.

Other comments:

Learners again expressed how much they like their teachers and that they like going to school.

Result of the survey can be requested from the school.

Parents/carers:

Parent council chair report June 2024:

First and foremost, I would like to thank Tavs and all the staff at Scoraig Primary and Nursery, who in the ever-changing background of life clustered with Ullapool are managing to provide the set-up at School that we have all wanted for so long. We started the year with Mark Squires as Head teacher who has been replaced by Jillian Quigley as acting head and I would also like to thank them for their support.

Along with swimming trips and visits to a variety of different local businesses, venues and attractions there have been community engagement events that have allowed the children to show off what they have learnt each term, with a quiz night, Christmas craft fair, a play games afternoon and a tasting of food from around the world which have all been great fun as well as giving opportunities for raising money for the school.

The parents have spent a couple of mornings opening up the wild area in the playground, cutting back willow and planting wildflowers. Long overdue works at the school are finally happening thanks in very large part to Tavs' persistent chasing of the council, and we are truly grateful and amazed at his persistence and ability to make it happen. All in all the children seem to be thriving in an environment conducive to good learning with plenty of opportunities to broaden their horizons.

Two more children have started in the Primary bringing the student numbers up to 8. With 1 in the nursery and another 2 scheduled to join after the summer Scoraig Primary school looks to be in a very positive place. Thanks once again to all the staff at Scoraig Primary we look forward to another great year ahead.

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Scoraig has a much more secure future, with a permanent cluster head to be appointed for August 2024 and a PT to who takes responsibility for day to day management and teaching in one of the most remote schools in Highland.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Continuous Profiling and Reporting
- Raising attainment in writing
- Develop school grounds to reflect location and incorporate outdoor learning

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 <https://scoraigprimary.wordpress.com/homepage/> or by contacting the school office.