

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



St Columba's RC Primary School

HIGHLAND COUNCIL | CAOL CAMPUS, GLENKINGIE STREET, FORT
WILLIAM

Introduction: Local and National Context

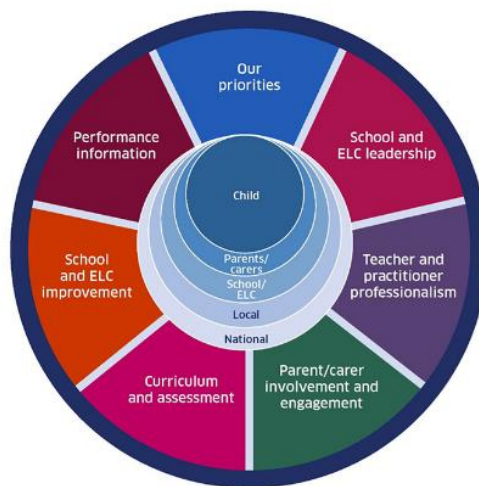
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

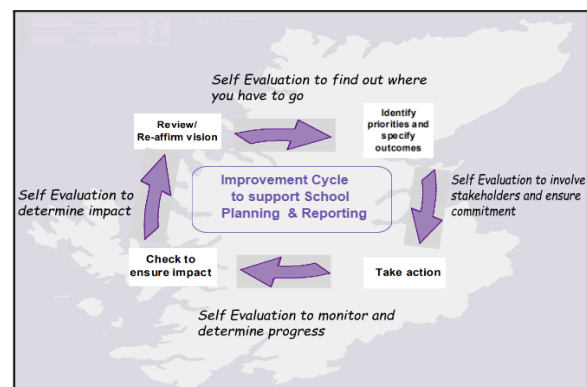
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Leah Burns

Acting Head Teacher

St Columba's RC 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
90.33%

Average Class Size
7.5 pupils

Meeting PE Target
Target Met

Pupil Numbers
16

Teacher Numbers
1.5

Pupil Teacher Ratio
7.1

St Columba's RC Primary School is located in Fort William, serving the local community of Caol, Inverloch, Upper Achintore, Spean Bridge, Claggan, Banavie, Corpach and the Plantation. We can accommodate children living within a ten-mile radius.

There are 16 children attending the school ranging from P1 - P7. On Monday- Wednesday the children are in two classes P1-4 and P5-7. On Thursdays and Fridays, the children are in one P1-7 multi composite class.

The headteacher has overall leadership responsibility for St Columba's RC Primary School, the headteacher is also filling a 0.2 ASNT vacancy and teaches two days a week.

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. Most children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most 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

Satisfactory progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At St. Columba's RC Primary School, we are actively engaged in the pursuit of excellence. There is a strong Catholic ethos where everyone can learn and succeed.

Our overall aim is to create a secure, happy, friendly learning environment where the pupils are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

We focus on the development of a community based on genuine care and understanding where everyone is respected, nurtured, included, valued and encouraged to realise their potential.

Our commitment as a Catholic School plays a central part as we endeavour to reflect the ideals of our faith in our everyday practice, particularly in the ethos and positive attitude of the school as a whole.

Our Values



Our School Aims

- To deliver a broad and balanced curriculum, encouraging independence and creative thinking
- To have equity and well-being at the centre of our curriculum
- To provide a range of teaching and learning approaches, and a learning environment, which is adaptable and relevant to the evolving needs of the learners.
- To inspire and motivate our pupils to become successful and enthusiastic life-long learners
- To ensure the school environment promotes and reflects the gospel values and the teachings of the Catholic Church
- To encourage positive partnerships with parents and the wider community to enhance the quality of the pupils' learning and welfare.

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:

Lochaber ASG Raising Attainment in Writing Plan (Year 2)

Purpose:

ACEL data reflected a dip in attainment across the ASG in 2022. Schools plan to work together to review approaches to the teaching of writing and scale up best practice. This was taken on last year and we will be continuing this journey this year. This will continue to be supported by undertaking an ASG wide baseline and subsequent planned assessments throughout the session. This information will be analysed collectively to identify where progress is being made and how everyone can benefit. Teaching staff will undertake peer visits and moderation activities to learn from and support one another. Schools will track gaps in attainment and report on success of interventions.

Progress:

- ✓ Staff took different elements from different writing programs to implement suitable pedagogy for their class.

Impact:

- ✓ Children had a range of opportunities to create writing pieces which improved their tools for writing and the foundations of writing

- ✓ We looked at adaptations needed for individual writers and what progress may look like for them - including looking more closely at the milestones for writing. For example, incorporating assistive technology.
- ✓ A consistent approach to spelling- the implementation of wraparound from P2-7- increased spelling ages this impacted fluency of writing.
- ✓ We had a clear overview for the year to ensure opportunity for children to create a range of functional and creative writing pieces.
- ✓ Groups and individuals were identified and targeted through individual literacy programs that impacted reading and spelling and consequently writing.
- ✓ Staff made accurate and evidence-based ACEL judgements and predictions.
- ✓ Writing planners were created.
- ✓ Engagement and willingness to write increased for all pupils from mark making to story writing.
- ✓ Children who are working on milestones were given a range of activities to participate in to ensure writing progress for them.
- ✓ Teacher confidence improved as they began to create an appropriate model that works for their class.
- ✓ We could ensure coverage of the different genres for writing by splitting it between the different teachers.

Next steps:

- ★ Embed the planners in the teachers practice and ensure these are utilised and evaluated effectively.
- ★ Continue to explore different types of activities our children on milestones engage in to ensure progression and worthwhile participation.
- ★ Continue to engage in moderation activities across the ASG to ensure staff are confident on age and stage achievements and planning

School Priority:

Improving Learning and Teaching (Year 1)

Purpose:

Teacher confidence in different pedagogies - such as play is low. A falling school roll has impact on low numbers in year groups and requires a different style of teaching. Staff are looking for effective teaching strategies and styles for the wide range of needs and abilities for the children within our school.

Attainment will be tracked at an individual level using formative and summative strategies to gauge the progress of individual learners. Regular tracking meetings will be used to monitor this and the opportunities for children to have their voice heard and considered on the best practice for them.

Progress:

- ✓ We completed a baseline assessment to judge teacher confidence in the different elements of pedagogy.
- ✓ Staff were PEF funded to go into other similar settings and observe good practice in multi-composite classes and have discussion with other practitioners.
- ✓ Head Teacher carried out observations of class teachers and we had in depth discussions of practical solutions following this.

Impact:

- ✓ Teachers were engaged and enthusiastic at the CPD opportunities and the opportunity to engage with Bruce Robertson.
- ✓ Teachers brought back effective practice and resources from other schools and reflected on their own practice.
- ✓ Observation allowed for discussion around best practice, and we reflected against HGIOS 4 2.3 challenge questions.
- ✓ Working with colleagues in other schools allowed for a difference in opinion and for a

- ✓ We had a collegiate session with another school to share ideas and have in depth discussion around pedagogical elements.
 - ✓ All teaching staff participated in Education Scotland training focused on differentiation.
 - ✓ Teachers reflected on their own practice using Bruce Robertson's book "Power-up your pedagogy".
 - ✓ We attended a ASG training session with Bruce Robertson where he broke down the elements and allowed for questions and discussions.
- opportunity to share experience and problem solve together.

Next steps:

- ★ Revisit the learning sprint training and ensure we embed this across the year.
- ★ Use the Highland Council learning and teaching framework to continue to self-evaluate and as a tool for reflection moving forward.
- ★ Look at the options for joining collegiate sessions with other schools.

School Priority:

Knowing our Rights to create our Vision, Values and Aims

Purpose:

We need to refresh our vision, values, and aims based on a need to change our focus due to the children and new school community network. We want parental, pupil and staff voice to be the main driver for change within this.

Progress:

- ✓ Rights learning was embedded into the curriculum with discreet and cross-curricular learning opportunities fortnightly.
- ✓ Parents, pupils and staff engaged in feedback sessions and surveys to create a shared view of what our values should be.
- ✓ Conversations and group discussions with the pupils on Rights were well informed and the children became confident on sharing their opinions and views about how their rights were respected and how they respected others.
- ✓ Vision and aims were scrutinised, and it was decided at this time we would just change the values.

Impact:

- ✓ Children's rights became more at the centre of decisions we made in school including an understanding when creating individualised timetables.
- ✓ The children know that they have always have rights but need to ensure they do not impact on other people's rights.
- ✓ The staff, children and parents have a shared understanding of the values, and we can all work together to uphold these.
- ✓ Keeping some continuity with the vision and aims.

Next steps:

- ★ Weave the rights into our vision and aims naturally as we come across them within the context of our own school
- ★ Create a new whole school charter
- ★ Embed the rights into different curricular areas- we have planning formats for this and need to now use this.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year we used our PEF money allocation in several areas. One of our main focuses was staff training, trying to upskill staff and build confidence in all staff when working with children with a range of needs. All staff had at least one new training opportunity and we have managed to introduce and embed the use of Drawing and Talking therapy in house.

We have created a professional reading library with some of our PEF money. This has encouraged more exploration of different pedagogies, an opportunity to increase discussion around support all ASN needs and created an ethos of learning for life for all.

For our teaching staff the use of PEF to release them from school was effective as they were able to observe and discuss good practice and have discussions with other professionals.

The use of PEF for intervention proved successful in reduction of incidents in school and higher attendance rates for the children who accessed these interventions.

Through PEF we have been able to allow all children to engage in a wide range of experiences and ensure authentic inclusion for our children with the highest tariff needs.

Hydrotherapy swimming has provided a good social experience as well as the physical benefits for our children.

Painting the playground has encouraged the children to play and engage more with each other and has given the children who find interactions in the playground tricky a place to play.

Using some of our PEF money for classroom resources and for our ASN and nurture spaces has allowed us to incorporate right 31- the right to play- more in to all of the spaces in school and encouraged more play opportunities.

Wider achievements

Coileanaidhean nas fharsainghe

- ★ We had entries for every child at the Lochaber Rural Complex Agricultural show where some of children won certificates.
- ★ All children in our school attended swimming sessions where children were able to meet their own swimming targets.
- ★ P6-7 children entered the Lochaber High School badminton and basketball tournament.
- ★ A group of children from the school participated in the local Dance Platform
- ★ One child has achieved different awards through their flexi schooling experience.
- ★ Individuals and groups took part in the Lochaber Music Festivals and achieved a wide range of awards.
- ★ Three of our primary seven children have completed their Confirmation in conjunction with the class teacher and the Church.

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:

QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	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

1. Improving Learning and Teaching through pedagogy (Year 2)
2. Continuing our Rights Journey and effective profiling
3. Raising attainment in Numeracy

Planning ahead

A' planadh air adhart

Full details of the school's 2025/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [here](#) or by contacting the school office.